# Table of Contents

The Johns Hopkins University ................................................................. 3  
Degree Programs .................................................................................. 4  
Undergraduate Students ...................................................................... 9  
Admissions and Finances ................................................................. 9  
Admissions ..................................................................................... 9  
Fees & Expenses ......................................................................... 9  
Financial Aid ............................................................................... 9  
Veterans Educational Benefits ...................................................... 9  
Academic Policies ......................................................................... 10  
Registration Policies ................................................................... 10  
Grading Policies ....................................................................... 16  
Student Status ......................................................................... 19  
Requirements for a Bachelor’s Degree ............................................ 20  
Policies on Majors & Minors ......................................................... 24  
Graduation Policies ................................................................... 24  
Academic Standing Policies ......................................................... 26  
External Credit Policies ............................................................... 27  
Study Abroad Policies ................................................................ 32  
Exceptions to Academic Policies and Procedures .......................... 36  
Academic and Professional Opportunities and Resources .......... 36  
Student Affairs Resources .......................................................... 36  
Orientation ............................................................................... 36  
Student Activities ....................................................................... 36  
Student Services ....................................................................... 36  
Student Life Policies ................................................................... 36  
University Policies .................................................................... 51  
Graduate Students ........................................................................ 53  
Admissions and Finances .............................................................. 53  
University Policies .................................................................... 54  
Graduate-Specific Policies ............................................................. 55  
Academic Policies ...................................................................... 56  
Student Life .................................................................................. 64  
International Graduate Students .................................................. 68  
Departments, Program Requirements, and Courses ..................... 69  
Zanvyl Krieger School of Arts and Sciences ................................ 70  
Center for Africana Studies ......................................................... 70  
Anthropology .......................................................................... 83  
Archaeology ............................................................................... 103  
Visual Arts ............................................................................... 107  
Behavioral Biology Program ...................................................... 113  
Bioethics Program ...................................................................... 117  
Biology ....................................................................................... 117  
Biophysics ............................................................................... 136  
Chemistry ................................................................................. 147  
Classics ...................................................................................... 159  
Cognitive Science ..................................................................... 173  
Morton K. Blaustein Department of Earth and Planetary Sciences ........................................................................... 185  
East Asian Studies .................................................................... 202  
Economics ............................................................................... 217  
English ...................................................................................... 231  
Film and Media Studies ............................................................. 267  
German and Romance Languages and Literatures ......................... 283  
History ...................................................................................... 352  
History of Art .......................................................................... 380  
History of Science and Technology ............................................... 401  
Humanities Center .................................................................... 411  
Interdisciplinary Studies ............................................................. 432  
International Studies .................................................................. 433  
The Leonard and Helen R. Stulman Jewish Studies Program .................. 435  
Center for Language Education .................................................. 448  
Latin American Studies ............................................................. 458  
Mathematics ............................................................................. 462  
Medicine, Science, and the Humanities ......................................... 471  
Military Science ...................................................................... 612  
Museums and Society ............................................................... 615  
Music ...................................................................................... 624  
Natural Sciences Area Major ...................................................... 630  
Near Eastern Studies .................................................................. 631  
Neuroscience .......................................................................... 645  
Philosophy .............................................................................. 657  
Henry A. Rowland Department of Physics and Astronomy ............ 680  
Political Science ....................................................................... 695  
Psychological and Brain Sciences ................................................ 735  
Public Health Studies .................................................................. 753  
Social Policy ........................................................................... 769  
Sociology .................................................................................. 770  
Space Science and Engineering .................................................... 791  
Study of Women, Gender, and Sexuality ........................................ 791  
Theatre Arts and Studies ............................................................. 792
Welcome to the 2015-2016 academic catalog for the Johns Hopkins University full-time undergraduate and graduate programs in the Zanvyl Krieger School of Arts and Sciences and the G.W.C. Whiting School of Engineering. This catalog contains information about academic and student life programs and policies. It also includes links to external websites; these are provided as a convenience to the reader and the content contained therein is not part of the catalog.

The University reserves the right to change without notice any programs, policies, requirements, or regulations published in this catalog. The catalog is not to be regarded as a contract.

About the Catalog

The Johns Hopkins University is accredited by The Middle States Association of Colleges and Schools, Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104-2680.

The following Bachelor of Science programs in the Whiting School of Engineering are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET): Biomedical Engineering, Chemical and Biomolecular Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Engineering Mechanics, Environmental Engineering, Materials Science and Engineering, and Mechanical Engineering.

The Bachelor of Science program in Computer Science is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).

For current faculty and contact information go to http://krieger.jhu.edu/publichealth/directory/
## Degree Programs

### Degree Programs in Arts and Sciences and Engineering

See program descriptions for the specific degrees offered.

### Arts and Sciences

<table>
<thead>
<tr>
<th>Program Major</th>
<th>Bachelors</th>
<th>Combined Bachelors/Masters</th>
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### Engineering

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Note: The table above lists program majors along with the degrees offered at each level. The letter 'x' indicates the availability of the degree at the specified level.
Notes on the Degrees

1. Candidates for the master’s as a terminal degree are accepted, but financial aid generally is not available.
2. Candidates for the master’s as a terminal degree may be accepted in special cases, but financial aid generally is not available.
3. Candidates are admitted to the Ph.D. program only, but the M.A. is awarded to students who (a) complete one year of courses, pass an examination in one foreign language, and submit an acceptable master’s essay to a member of the faculty or (b) complete two years of courses and pass an examination in two foreign languages.
4. Candidates for the master’s as a terminal degree are not accepted. However, a student is awarded a master’s degree en route to the Ph.D. after the successful completion of the Graduate Board oral examination.
5. A master of science in engineering or a master of materials science and engineering are offered.
6. See department listing.
7. M.S. available only to Arts and Sciences baccalaureate students.
8. M.A. only.
9. B.A. only.
10. B.A. or B.S. available.
11. Candidates are admitted to the Ph.D. program only, but the M.A. is awarded to students who complete requirements set by the director of graduate studies.
12. Applicants must currently be JHU undergraduate.
13. Within the Department of Biomedical Engineering.
14. Within the Department of Applied Mathematics and Statistics.
15. Within the School of Medicine.
16. Master’s degree awarded by the School of Advanced International Studies.
17. Master’s degree awarded by the School of Public Health.
18. Qualified Undergraduates from any AS or EN program are eligible to apply.
19. Area of Concentration

Minors


Part-time Graduate Programs in Arts and Sciences and Engineering

Advanced Academic Programs

Drawing upon over a century of research and teaching expertise, the Krieger School of Arts and Sciences Advanced Academic Programs offers advanced instruction in scientific fields of current interest and innovative graduate study in the humanities and social sciences. While based on the latest scientific and scholarly knowledge, course work emphasizes the application of such knowledge to practical problems. Classes are designed to provide individual attention, relevant application, and to encourage student contribution.

Courses are offered on a part-time basis at the Homewood campus in Baltimore; the Montgomery County Campus in Rockville, MD; the Arts and Sciences Washington Center in Washington, D.C.; and online. Most degree programs in AAP may be completed partially or fully online.

The School of Arts and Sciences recognizes the intellectual strength and education requirements of working adults and offers master’s degrees through the Advanced Academic Programs. Students can earn their master’s degree in:

- Applied Economics
- Bioinformatics
- Biotechnology
- Biotechnology Enterprise and Entrepreneurship
- Communication
- Energy Policy
- Environmental Sciences and Policy
- Geographic Information Systems
- Government
- Global Security Studies
- Liberal Arts
- Museum Studies
- Public Management
- Regulatory Science
- Science Writing
- Writing

There are also a variety of certificates and concentrations from which to choose, including certificates in:

- Biotechnology Education
- Biotechnology Enterprise
- Geographic Information Systems
- National Security Studies
- Nonprofit Management
- Post-master’s Certificate in Sequence Analysis and Genomics
- Health Science Intensive Concentration

AAP also has a number of dual MBA programs with the Carey Business School.

Further information, admission details, and catalogs may be obtained by phone (202) 452-1940, Email to aapadmissions@jhu.edu, or by visiting advanced.jhu.edu.

Johns Hopkins Engineering for Professionals

Engineering began at Hopkins in 1913, when university leaders decided to establish a curriculum that focused on professional education but included significant exposure to the liberal arts and scientific inquiry. Fostering interdisciplinary creativity, this unique approach
to engineering education was in turn emulated by many engineering schools throughout the United States.

Over the intervening decades, thousands of working engineers and scientists earned engineering degrees at Hopkins through part-time study, achieving professional goals without interrupting their careers. That tradition continues today through the Whiting School’s Engineering for Professionals program, which offers part-time graduate courses in 15 disciplines that address industry trends and the latest advances in engineering and applied science. Classes are scheduled at convenient times during late afternoons and evenings and on Saturdays at campuses throughout the Baltimore-Washington region, including Aberdeen, Baltimore, Elkridge, Laurel, Rockville, Southern Maryland, Washington, D.C., and Crystal City, VA. Courses are also available online. Depending on their academic program, students earn either a master’s degree or a graduate or postgraduate certificate upon completing their studies.

Further information, applications, and catalogs may be obtained by calling 1-800-548-3647; visiting ep.jhu.edu; or writing to Johns Hopkins Engineering for Professionals, 6810 Deerpath Road, Suite 100, Elkridge, MD 21075. Email inquiries may be sent to jhep@jhu.edu.

Advanced Degree Programs in Other Hopkins Divisions

Carey Business School

Master of Business Administration Degrees (full-time)

Johns Hopkins Global MBA
Master of Business Administration/Master of Public Health

Master of Business Administration Degrees (part-time)

Executive MBA
Flexible MBA

Master of Science Degrees

Enterprise Risk Management (part-time)
Finance (full- and part-time)
Health Care Management (part-time)
Marketing (full- and part-time)
Real Estate and Infrastructure (full- and part-time)

Joint and Dual Degrees (part-time)

Master of Business Administration/Master of Science in Nursing
Master of Business Administration/Master of Arts in Communication
Master of Business Administration/Master of Arts in Government
Master of Business Administration/Master of Science in Biotechnology
MBA/Master of Environmental Engineering
MBA/MS in Environmental Engineering and Science
MBA/MS in Environmental Planning and Management
MBA/MS in Design Leadership

Graduate Certificate Programs

Financial Management
Investments

School of Education

Master of Arts in Teaching
Elementary Education
Secondary Education

Master of Education
Health Professions

Master of Science in Education
Educational Studies
Reading
School Administration and Supervision
Technology for Educators

Master of Science in Special Education
Early Childhood Special Education
General Special Education Studies
Mild to Moderate Disabilities (Elementary/Middle, Secondary/Adult, Differentiated and Inclusive Education)
Severe Disabilities
Technology in special Education

Master of Science in Counseling
Mental Health Counseling
School Counseling

Graduate Certificate Programs in Education

Adolescent Literacy Education
Advanced Methods for Differentiated Instruction and Inclusive Education
Applied Behavior Analysis* (pending approval)
Assistive Technology
Data-based Decision making and Organizational improvement
Applied Behavior Analysis* (pending approval)
Assistive Technology
Data-based Decision Making and Organizational Improvement
Early Intervention/Preschool Special Education Specialist
Earth/Space Science
Education of Students with Autism and Other Pervasive Developmental Disorders
Education of Students with Severe Disabilities
Educational Leadership for Independent Schools
Effective Teaching of Reading
Emergent Literacy Education
English as a Second Language (ESL) Instruction
Evidence-Based Teaching in the Health Professions*
Gifted Education
K-8 Mathematics Lead-Teacher Education
K-8 Science Lead-Teacher Education
K-8 STEM (Science, Technology, Engineering, Mathematics) Lead-Teacher Education
Leadership for School, Family, and Community Collaboration
Leadership in Technology Integration
Mental Health Counseling*
Mind, Brain, and Teaching
Online Teaching and Learning for Adults
School Administration and Supervision
Teacher Leadership: Instructional Leadership in School Settings
Teaching the Adult Learner
Urban Education

Certificate of Advanced Graduate Study
  Counseling

Online Doctor of Education (Ed.D.) (pending approval)

Doctor of Philosophy in Education (Ph.D.)
  Division of Public Safety Leadership
  Master of Science in Management
  Master of Science in Intelligence Analysis

School of Public Health

Master of Public Health
  School wide degree program

Master of Health Administration
  Health Policy and Management

Master of Health Science
  Biochemistry and Molecular Biology
  Biostatistics
  Environmental Health Sciences
  Epidemiology
  Graduate Training Program in Clinical Investigation
  Health Behavior and Society
  Health Policy and Management
  International Health
  Mental Health
  Molecular Microbiology and Immunology
  Population, Family and Reproductive Health

Master of Public Policy
  Health Policy and Management

Master of Science
  Biochemistry and Molecular Biology
  Biostatistics
  Environmental Health Sciences
  Epidemiology
  Graduate Training Program in Clinical Investigation
  Health Behavior and Society
  Molecular Microbiology and Immunology

Master of Science in Public Health
  Environmental Health Sciences
  Health, Behavior and Society
  Health Policy and Management
  International Health
  Population, Family and Reproductive Health

Doctor of Philosophy
  Biochemistry and Molecular Biology
  Biostatistics
  Environmental Health Sciences
  Epidemiology
  Graduate Training Program in Clinical Investigation
  Health, Behavior and Society
  Health Policy and Management

International Health
  Mental Health
  Molecular Microbiology and Immunology
  Population, Family and Reproductive Health

Doctor of Public Health
  Environmental Health Sciences
  Epidemiology
  Health, Behavior and Society
  Health Policy and Management
  International Health
  Mental Health
  Population, Family and Reproductive Health

Doctor of Science
  Epidemiology
  Health, Behavior and Society

Combined Programs
  BA/MHS or MSPH
  MA/MSPH
  MPH/JD
  MPH/MBA
  MPH/MD
  MPH/MSW
  MPH/MSN
  MPH/General Preventive Medicine Residency
  MPH/Occupational and Environmental Medicine Residency
  MSPH/RD
  MSPH/MI
  MD/PhD
  Doctoral/MHS in Biostatistics
  Doctoral/MSPH in International Health
  Doctoral/ScM

School of Medicine

Doctor of Philosophy
  Biochemistry/Cellular and Molecular Biology
  Biological Chemistry
  Biophysics and Biophysical Chemistry
  Cell Biology
  Molecular Biology and Genetics
  Neuroscience
  Pharmacology
  Physiology
  Cellular and Molecular Medicine
  Cellular and Molecular Physiology
  Functional Anatomy and Evolution
  Health Sciences Informatics
  History of Medicine
  Human Genetics
  Immunology
  Molecular Biology and Genetics
  Neuroscience
  Pathobiology
  Pharmacology and Molecular Sciences

Interdivisional Programs
  Biomedical Engineering
Program in Molecular Biophysics

**Master of Science**
- Applied Health Sciences Informatics
- Health Sciences Informatics
- Master of Arts
- Medical and Biological Illustration
- Certificate Program
- Certificate in Health Sciences Informatics

**Master of Arts**
- Medical and Biological Illustration

**Certificate Program**
- Certificate in Health Sciences Informatics

* Open only to students with master’s degrees.
Undergraduate Students

The policies, procedures, resources, and opportunities included in this section are relevant for undergraduates enrolled in the full-time degree programs in the Zanvyl Krieger School of Arts and Sciences and the Whiting School of Engineering on the Homewood campus. Please use the links at the left to navigate to your topic of interest.

Admissions and Finances

Every year the Office of Undergraduate Admissions enrolls a freshman class of approximately 1,300 men and women from all over the United States and many countries. In addition to first-year students, each fall, transfer students are also welcomed to the Homewood campus from other colleges and universities.

The Admissions Committee looks for students who will truly thrive as Johns Hopkins undergraduates. As part of a holistic review process, intellectual interests, academic performance and character, and “fit” are important components of the application evaluation. A student’s intellectual curiosity, seriousness of purpose, and range of extracurricular activities and leadership are considered as well as scholastic record, aptitude test results, essays, and recommendations.

More information about the undergraduate admissions process can be found at apply.jhu.edu.

Johns Hopkins is dedicated to enrolling the strongest students each year, and it’s our goal to enable students to make their college decision without being limited by their family financial circumstances. The Office of Undergraduate Admissions and the Office of Student Financial Services are dedicated to meeting 100% of calculated financial need for all admitted students.

Financial aid advisers in the Office of Student Financial Services are always available to guide you through the process. Reach them at 410-516-8028 or fin_aid@jhu.edu for more information.

Tuition Refund Policy

First Six Weeks of Classes

During the first six calendar weeks of classes, a full-tuition refund will be provided to students who withdraw from the University. Leave will be retroactive to the beginning of the semester, and registration and tuition charges will be cancelled. Federal aid will be prorated per federal regulations, and Johns Hopkins University Grant will be cancelled. Room and board charges will be prorated based on the day the student leaves the University.

Week Seven Through Eleven

During the first six calendar weeks of classes, a full-tuition refund will be provided to students who withdraw from the University. Leave will be retroactive to the beginning of the semester, and registration and tuition charges will be cancelled. Federal aid will be prorated per federal regulations, and Johns Hopkins University Grant will be cancelled. Room and board charges will be prorated based on the day the student leaves the University.

Week Twelve Through the End of the Semester

From calendar week twelve through the end of the semester, no tuition refund will be provided to students who withdraw from the University. W’s or Incompletes will be recorded as grades on the student transcript. Students will be permitted to keep their financial aid awards. Room and board charges will be prorated based on the day the student leaves the University.

No refund will be granted to students suspended or dismissed for disciplinary reasons. The University reserves the right to dismiss a student whose academic standing or general conduct is considered unsatisfactory. Please use the links to the left to view detailed information about undergraduate admissions, fees and expenses, financial aid, and veterans’ educational benefits.

Veterans Educational Benefits

Johns Hopkins is approved by the Maryland Higher Education Commission for the training of veterans and the widows and children of deceased veterans under the provisions of the various federal laws pertaining to veterans’ educational benefits. Information about veterans’ benefits and enrollment procedures may be obtained at web.jhu.edu/registrar/veterans.html or the Office of the Registrar, 75 Garland Hall, 410-516-7071.

Students eligible for veterans’ benefits register and pay their university bills in the same manner as nonveteran students. The Department of Veteran Affairs determines the educational benefit a veteran is eligible to receive. Veterans educational benefits payments cover only a portion of assigned course fees. To receive veterans educational benefits the student must comply with the following procedures:

Initial Enrollment

Once admitted to the university, the student must complete an Application for Program of education or Training (VA Form 22-1990) from the Department of Veteran Affairs at www.gibill.va.gov (http://www.gibill.va.gov). A copy of the completed application, along with a certified copy of the DD-214, is sent to the Veterans Desk, Office of the Registrar, 75 Garland Hall, The Johns Hopkins University, Baltimore, Maryland 21218.

The student who is transferring from another university or college will need to obtain a Request for Change of Place of Training (VA Form 22-1995) from the Department of Veteran Affairs at www.gibill.va.gov (http://www.gibill.va.gov). The completed form should be sent to the Veterans Desk at the university.

Re-enrollment

Students who received veterans’ benefits at the university the preceding semester and plan to enroll with no change of objective should inform the Registrar’s Office at the time of registration that they want to be recertified under the provisions of their original VA Form 22-1990.

Students receiving veterans’ benefits must take courses that lead toward the exact objective (usually a specific degree) on the original VA application. Otherwise, they must submit a Request for Change of Program (VA Form 22-1995). Students utilizing veterans’ benefits must let the registrar know immediately of any change in their program or status that might affect the amount of their VA payment. If they fail to
do so, the Department of Veterans Affairs will seek reimbursement from
the student for any overpayment.

Standards of Progress
Continuation of VA payments depends on the student’s meeting the
university’s academic standards for all students. The student must
also meet any standards of progress which may be established by VA
regulations.

The College Navigator Tool
Veteran students may go to the College Navigator (http://nces.ed.gov/
collegenavigator) to access a school comparision tool.

Academic Policies
The Krieger School of Arts and Sciences and the Whiting School of
Engineering offer myriad opportunities for intellectual exploration,
academic challenge, and personal growth. To satisfy your academic
goals and assure your progress toward graduation, take action and
responsibility for the following:

• Seek advice from multiple faculty and other university professionals.
• Meet with your assigned advisor at least once a semester.
• Learn the information contained within this online catalog. Failure
to do so does not excuse you from responsibility for the rules and
procedures.
• Track your completion of your degree requirements.
• Consult your advising office and your major department about any
questions concerning academic policy.

All students are expected to observe the academic policies and
practices of the university; personal difficulties, illness, and/or advice
contradicting the rules and procedures does not constitute automatic
grounds for exemption from these rules or procedures. Written requests
for exceptions must be submitted to the student’s academic advising
office. After review, a student will be notified whether the exception is
approved.

The University reserves the right to change rules, procedures and other
information within this website as appropriate. This website is not to
be regarded as a contract. If you have questions, contact your school’s
advising office.

Registration Policies
Advising and Registration Periods
All students are required to meet with an advisor for each declared
major prior to registering for the fall and spring semesters. Advisor
alert(s) for each declared major are placed on all students’ records
in ISIS well in advance of the registration period; the alert(s) must be
released by the advisor(s) to permit the student to register.

In the School of Arts and Sciences, freshman, first-semester transfer
students, and undeclared students meet with their academic advisor
beginning six weeks in advance of the registration period. Students
with declared majors should contact their faculty advisor to schedule a
meeting prior to their registration date.

In the School of Engineering, students meet with their faculty advisors
during Engineering Advising Week (early November for spring
registration and early April for fall registration).

Undergraduates register for spring semester in November, for
Intersession in December, for summer in March, and for fall semester
in April. Detailed instructions about registration will be emailed to all
students before the registration period each term. If the student has
not received this information at least two weeks before the start of
classes for a fall or spring term, perhaps because of a change of email
address or status in the university, the Office of the Registrar should be
contacted immediately.

English, Writing Seminars, and Film and Media Studies hold
preregistration hours for their majors in the weeks before online
registration begins. Contact the respective department for information
about how to preregister for a class.

Schedule Verification
Students are responsible for verifying their official schedules in ISIS.
Students are encouraged to retain a copy of their schedule for their
records. In addition, students are advised to check their schedules after
performing online registration changes (adding and dropping courses)
to ensure accuracy. It is also recommended that students review their
schedule prior to the add, drop and withdrawal deadlines. Changes
to a student’s schedule will not be approved after these deadlines
have passed. Failure to review and retain a copy of their registration
confirmation will not be considered grounds for approving exceptions to
these deadlines.

Intersession and Summer Special
Registration Information
Summer and intersession opportunities, such as JHU-sponsored study
abroad courses and career exploration courses, may have special
registration deadlines, fees, and procedures. Please see the Intersession
(http://pages.jh.edu/intersession) or Summer (http://pages.jh.edu/
summer) Programs websites for additional information.

Intersession is a three-week period in January for students and faculty
to participate in a variety of optional credit and noncredit courses and
activities that enrich the intellectual and social life of the campus.

For intersession academic exploration courses, the tuition cost of
Homewood KSAS and WSE courses is free to undergraduates who were
enrolled full-time in the previous fall semester (including approved
study abroad); part-time students must pay tuition. All students must
pay relevant fees. Students who are returning from a leave of absence
may register for intersession if they pay tuition per credit hour. Students
who register for Hopkins intersession courses outside of KSAS/WSE are
subject to tuition charges determined by the individual school.

Summer courses at JHU are primarily offered during two five-week
terms. There are some online courses and courses that run on
alternative schedules. Courses are sponsored by the same academic
departments that oversee the university’s full-time degree programs.
They are designed to reproduce, as closely as possible, similar courses
offered during the spring and fall semesters. Tuition charges are
published on the Summer Programs (http://pages.jh.edu/summer)
website.
Late Registration Fees

Registration in the School of Arts and Sciences and the School of Engineering is not permitted after the end of the second week of the semester, except in extraordinary circumstances as approved by the Assistant Dean for Academic Advising for their respective school. Students must register on time, even when they lack sufficient funds. The university provides many financing alternatives that permit students to register in most financial situations.

Students who for any reason do not complete their registration until after the prescribed registration period will be required to pay a late registration fee according to the following schedule:

- $100 - end of prescribed registration period until the day before the first day of classes of the upcoming semester
- $150 - first day of classes through the end of the first week of classes
- $200 - second week of classes
- $300 - after the second week of classes (special permission only)

For late registration fees in the summer, please see the Summer Programs (http://pages.jh.edu/summer) website.

Adding a Course

During the fall and spring semesters, students may add a course until the end of the second week of classes and pay no fees to add courses. During this time students may add courses without written approval, unless the course is filled or will cause a credit overload. If the course will cause a credit overload, AS students need a signature from the AS Advising Office, while EN students need their faculty advisor’s signature and the approval of the EN Advising Office. An instructor’s signature is required to add a course that is filled. By the end of the second week of classes, students should have the schedule they want to keep.

If the course is a four-week course offered during the fall or spring terms that begins at the beginning of the semester, the course may be added only during the first week of classes. For intersession and summer add dates, please refer to the Intersession (http://pages.jh.edu/intersession) or Summer (http://pages.jh.edu/summer) Programs websites.

When adding courses in other divisions or at schools in the Baltimore Student Exchange Program (BSEP), Homewood undergraduates must follow the deadlines set by the host school or division. In the School of Public Health, the add deadlines are based on the quarter system, not the semester system that is used in other JHU divisions.

Dropping a Course

Courses may be dropped from the student’s record until the end of the sixth week of the semester, provided that the student remains registered for a minimum of 12 credits. For engineering students, faculty advisor approval is required to drop a course after the second week of classes.

If the course is a four-week course, drops may be made during the first week of the course without a record on the transcript. For intersession and summer drop dates, please refer to the Intersession (http://pages.jh.edu/intersession) or Summer (http://pages.jh.edu/summer) Programs websites.

When dropping courses in other divisions or at schools in the Baltimore Student Exchange Program (BSEP), Homewood undergraduates must follow the deadlines set by the host school or division. In the School of Public Health, the drop deadlines are based on the quarter system, not the semester system that is used in other JHU divisions.

Withdrawing from a Course

After the end of the sixth week and until the end of the eleventh week, a student may withdraw from a course with a W on their academic record. A record of the course will remain on the academic record with a W appearing in the grade column to indicate that the student registered and then withdrew from the course. Students are not allowed to withdraw from a course after the end of the eleventh week of the semester. Course withdrawals must be conducted in person at the Office of Registrar using an add/drop form. Engineering students need the signature of their faculty advisor on the add/drop form.

If the course is a four-week course, withdrawals may be made with a W notation during the second week of classes (Engineering students require approval of their faculty advisor.) For intersession and summer withdrawal dates, please refer to the Intersession (http://pages.jh.edu/intersession) or Summer (http://pages.jh.edu/summer) Programs websites.

When withdrawing from courses in other divisions or at schools in the Baltimore Student Exchange Program (BSEP), Homewood undergraduates must follow the deadlines set by the host school or division. In the School of Public Health, the withdrawal deadlines are based on the quarter system, not the semester system that is used in other JHU divisions.

Full-Time Student Status

Undergraduate students at Johns Hopkins University must be registered for a minimum of 12 credits each semester. Students who have not completed degree requirements after eight full-time semesters may register for less than 12 credits and pay for courses on a per credit basis with the permission of academic advising.

Fall and Spring Semester Credit Requirements and Limits

Credit is an approximate measure of the work required in a course. For undergraduate courses, the number of credits is normally equal to the number of hours that the class meets each week. Some laboratory courses are exceptions to this rule, meeting more hours per week than the credits awarded. Graduate-level courses completed by undergraduates are generally awarded the same number of credits as an upper-level undergraduate course (3 credits).

For Arts and Sciences students, the average course load is 15 credits per semester for eight semesters. For Engineering students, the standard load is 16-18 credits. AS freshmen are limited to 17 credits, while AS upperclassmen are limited to 18.5 credits. EN freshmen are limited to 18 credits (18.5 if including a foreign language), while EN upperclassmen are limited to 19.5 credits. Students must maintain full-time status by registering for at least 12 credits.

Intersession and Summer Credit Limits

Students may take a maximum of 3 credits during intersession. During the summer, student may take a maximum of 14 credits total with a limit of 7 credits per session.
Exceptions to These Credit Limits

Arts and Sciences students who wish to take a credit overload must meet one of the following criteria:

- Double degree students who are taking courses at both Peabody and Homewood
- Students taking excess credits due to university mandate, e.g., movement to a different level of language instruction as request by faculty
- Seniors in their eighth semester
- Upperclass students with a 3.5 cumulative GPA who have requested and been granted a waiver to take an additional course for other reasons
- Students who exceed the limit because they are taking a 1 or 2 credit music lesson at the Peabody Conservatory
- Neuroscience majors registered for Research and Scientific Communication may exceed the credit limit by 0.5 credits

Exceptions for EN Students

Credit overloads for engineering students are approved on a case-by-case basis. Engineering students who wish to overload need their faculty advisor’s signature, then final approval by the Engineering Advising Office. Usually, the student’s most recent academic performance is a factor in the decision. First-semester freshman are not granted credit overloads.

Registration Alerts (p. 12)
Retaking a Course (p. 12)
Prohibition on Registering for Courses that Meet at the Same Time (p. )
Restrictions on Equivalent Courses and Courses Taken Out of Sequence
Policy on Statistics Courses Sequencing (p. 13)
Important Note About Credit and Grades for Language Courses (p. 14)
Instructor’s Permission (p. 14)

Retaking a Course

Students may retake a course to absolve a grade of C+ or lower. The grade for the second attempt and the associated credits are recorded on the transcript and are calculated into the GPA. The original grade remains along with the notation “R” to indicate the course was retaken. Such R grades do not affect grade point calculations and do not carry credit toward graduation. Only the grade in the retaken course accrues credit and applies to the GPA, even when the retaken grade is lower than the original grade. A student may retake one course without written permission. Taking the same course a third time or retaking another course requires written permission of the student’s academic advising office.

A course originally taken for a letter grade must be retaken for a letter grade. A course taken under the Satisfactory/Unsatisfactory grading option must be retaken under the Satisfactory/Unsatisfactory grading option. First semester courses whose grades are covered by S/U notation are considered to have been taken for a letter grade. If a student wants to retake a course from the first semester, the second attempt must also be for a letter grade.

To absolve a grade, the same course must be taken at Hopkins, not another college or university. In situations where the same course is no longer offered, students may be able to absolve a grade in one of two ways:

1. by repeating a course of comparable content and level, or
2. as an independent study

Both of these options require approval of the department and/or instructor responsible for the course and the student’s academic advising office.

Other Restrictions on Absolving a Grade

Grades may not be absolved by retaking a course after graduation.

Grades assigned by the Ethics Board due to an academic ethics violation may not be removed from the academic record by retaking the course. Both the new grade and the assigned grade will be shown.

Prohibition on Registering for Courses that Meet at the Same Time

Registering for two classes that meet at the same time or overlapping times is not permitted except as a temporary measure during the first weeks of the semester when students are still deciding on which classes to take. By the end of the first two weeks of classes, students must resolve time conflicts in their schedules.

Restrictions on Equivalent Courses and Courses Taken Out of Sequence

Courses that are sequential in nature, e.g., elementary, intermediate, and advanced language courses, or the Calculus sequence, must be taken in their proper order. One exception to this policy is that AS.210.301-302 may be taken in reverse order with permission of the department.

Credit will be awarded only once for equivalent courses covering the same material. Examples of equivalent courses are Intermediate French and Advanced Intermediate French, and AP Calc AB and Calculus I. This restriction does not apply to the Expository Writing course which may be taken twice. Be aware that departments may change course numbering or titles without changing the course content. Students who believe that they have registered for an equivalent course should consult with their academic advising office.
The following restrictions apply to overlapping and the sequencing of courses in the Mathematics and Applied Mathematics and Statistics Departments:

• Students who earn credit for AS.110.201 Linear Algebra cannot receive credit for the combined course EN.550.291 Linear Algebra and Differential Equations or for the course AS.110.212 Honors Linear Algebra.

• Students who earn credit for AS.110.405 Analysis I cannot receive credit for AS.110.415 Honors Analysis I

• Students who earn credit for AS.110.406 Analysis II cannot receive credit for AS.110.416 Honors Analysis II

• Students who earn credit for AS.110.302 Diff Equations/Applic cannot receive credit for EN.550.291 Linear Algebra and Differential Equations or AS.110.306 Honors Differential Equations.

• Students who earn credit for AS.110.202 Calculus III cannot receive credit for AS.110.211 Honors Multivariable Calculus.

• A student who earns credit in EN.550.291 Linear Algebra and Differential Equations may receive credit for further study of linear algebra or differential equations by enrolling for independent study while auditing the appropriate course. Normally students will earn 2 credits for such an independent study, but the number of credits may vary and is to be decided by the faculty sponsor. These students may not earn credit for AS.110.302 Diff Equations/Applic, AS.110.306 Honors Differential Equations, AS.110.201 Linear Algebra, or AS.110.212 Honors Linear Algebra.

• Students who earn credit for EN.550.426 Introduction to Stochastic Processes cannot receive credit for EN.550.427 Stochastic Processes and Applications to Finance.

Policy on Statistics Courses Sequencing

Undergraduate students at the Homewood Schools of Johns Hopkins University enjoy a wide selection of courses on statistics; however, it is not proper for a student to be awarded credit for two courses that cover essentially the same material. Likewise, it is not proper for a student to receive credit for a more basic course after having received credit for a more advance course in the same subject.

Our statistics courses fall into one of the following four categories, listed in increasing level of sophistication:

1. Non-calculus based, basic
2. Non-calculus based, intermediate
3. Calculus based, intermediate
4. Calculus based, advanced

A student may take at most one course (or course sequence) from within one of these categories. A student may not take a course in a lower numbered category after having taken a course in a higher numbered category.

Some departments may require their undergraduate majors to take specific statistics courses; that is their prerogative. This policy simply precludes students from receiving credit for two courses that have much the same content, with possibly different emphases. It does not imply that one course in a category may be substituted for another.

The list below shows how the courses (and course sequences) are allocated to these categories.

For example, a student may take EN.550.111 but then may not subsequently take AS.230.205. A student who has taken EN.550.310 may not also take EN.550.311, EN.550.435, or any of the courses in the first two categories.

**Category 1: (Non-calculus based, basic course)**

EN.550.111 Statistical Analysis I
EN.550.113 Statistics Through Case Study
AS.230.205 Introduction to Social Statistics
AP Statistics

**Category 2: (Non-calculus based, intermediate course)**

EN.550.211 Probability and Statistics for the Life Sciences
EN.550.230 Introduction to Biostatistics
AS.280.345 Public Health Biostatistics
AS.200.314 Advanced Statistical Methods
AS.200.315 Advanced Research Design and Analysis

**Category 3: (Calculus-based, intermediate course)**

EN.550.310 Probability & Statistics for the Physical and Information Sciences & Engineering
EN.550.311 Probability and Statistics for the Biological Sciences and Engineering
EN.560.348 Probability & Statistics for Engineers
EN.560.435 Probability and Statistics in Civil Engineering (discontinued, last offered Spring 2011)

**Category 4: (Calculus-based, advanced course)**

EN.550.420 Introduction to Probability
EN.550.430 Introduction to Statistics

Some courses do not fall into one of the four categories:

• AS.200.207 Research Methods in Experimental Psychology This is not a probability/statistics course and may be taken in combination with any of the other courses listed in this document in any sequence.

• EN.550.413 Applied Statistics and Data Analysis This course is mostly independent of the other probability/statistics courses, but subsumes enough of the non-calculus, basic course material that none of those courses (category 1) may be taken after EN.550.413.

• EN.550.112 Statistical Analysis II may be taken after any category 1, 2, or 3 course. However, the preferable sequence is EN.550.111 Statistical Analysis I-EN.550.112 Statistical Analysis II.

**Equivalent Statistics Courses**

The courses EN.550.310 Probability & Statistics for the Physical and Information Sciences & Engineering and EN.550.311 Probability and Statistics for the Biological Sciences and Engineering are considered equivalent to each other and can be used interchangeably. A poor grade in one may be absolved by the opposite course.

The courses EN.550.111 Statistical Analysis I and EN.550.113 Statistics Through Case Study are considered equivalent to each other and can be used interchangeably. A poor grade in one may be absolved by the opposite course.
Important Note About Credit and Grades for Language Courses

Both semesters of language elements courses in French, German, Greek, Italian, Latin, Portuguese, Spanish, and languages offered in the Near Eastern Studies Department must be completed with passing grades in order to retain credit for both courses. If study of the language is terminated after the first semester, the student will lose the credit for the course. The course and grade will remain on the academic record, but no credit will be awarded and the grade will not affect the grade point average. This change to the record is generally made in the last semester prior to graduation by the student’s academic advising office, but students can also request that the advising office make the change at an earlier point. Students do not have to take both semesters of the first year of languages taught through the Center for Language Education to retain credit from the first semester.

Students must take the language elements (or beginning) courses for a letter grade, with the exception of the Russian Elements course. The letter grade for first-semester freshmen will be covered on the transcript.

Students in the School of Arts and Sciences do not receive an area designation for these elements courses. For students in the School of Engineering, language elements (or beginning) courses can be substituted for humanities courses in meeting the distribution requirement.

Instructor’s Permission

Many graduate (600-level) courses in the School of Arts and Sciences and the School of Engineering offered in the graduate divisions of the university and some advanced undergraduate courses require the instructor’s approval signature on a registration form. Engineering students also need their faculty advisor’s approval. The Registrar’s Office will not enroll a student in such a course without the instructor’s signature. Therefore, students cannot add these courses online, but must use a paper registration or add/drop form.

Registering for Independent Academic Work

“Independent academic work” is the collective term used to encompass independent study, research, and academic internships. Independent study means a program of study and reading under the tutelage of a faculty member. Academic credit for independent study is based on work equivalent to class-based courses. Research involves planning and conducting experiments, collection and analysis of data, and the reporting of results. Academic internships are practical work experiences which have an academic component as certified by a member of the faculty.

All forms of independent academic work require early planning with a faculty sponsor. To receive academic credit, the independent academic work must include some activity, exercise or product that can be evaluated by a regular member of the AS/EN faculty whose field of expertise is closely enough related to the work for the faculty sponsor to evaluate the work competently and certify that it merits academic credit.

Academic credit for independent academic work must be sponsored by a full-time member of the Homewood faculty. This is the case whether the work is done on campus or not. The work supervisor and the faculty sponsor may be the same individual. If the faculty sponsor is not the work supervisor, the work supervisor must provide the faculty sponsor with a report on the student’s achievements while doing the independent project and the faculty member must certify how much academic credit the project merits.

Students who wish to pursue independent academic work must begin by discussing their ideas with an appropriate faculty sponsor. That discussion must focus on what type of project the student envisions and what possibilities for academic credit the faculty member envisions. If the student and faculty member agree on the type of project and its academic value, then the student should find a suitable research or work environment for the project.

No more than three credits may be earned for independent study or research in one semester or summer (sessions I and II combined); only one credit may be earned for an academic internship during one semester or summer. Additionally, no more than 6 credits of any type of “independent work” may be earned in one academic year. The academic year begins in June with the first summer session and ends in May at the conclusion of the spring semester. Independent work done for academic credit must be unpaid. Credits for research and independent study may vary from 1-3 credits and may be graded with either letters grades (A, B, etc.) or Satisfactory/Unsatisfactory. Credit for an internship is limited to 1 credit, and the grading method is Satisfactory/ Unsatisfactory only.

As with other academic courses, students must register for independent work by the end of the second week of the semester. Students must also observe the registration and add/drop deadlines in January Intersession and JHU Summer session.

Although academic credit is awarded for independent academic work, area designations are not assigned and the credit may not be used to satisfy the distribution requirement. The use of credit for independent academic work to satisfy the requirements of a major or minor is subject to prior written approval by the appropriate department or program.

Registering for Courses in Other JHU Divisions During the Fall and Spring Semesters

Qualified undergraduates may take courses at other divisions of the university by registering in person with the Homewood Registrar. In addition to the registration or add/drop form, students must submit a Supplemental Registration Form for Intervisitional Registration. Forms are available in the Homewood Registrar’s Office in 75 Garland Hall, in the Office of Academic Advising Garland Hall Suite 300, or the Office of Engineering Advising 103 Shaffer Hall. Courses taken at other JHU divisions must be taken for a letter grade, not S/U, unless the course at the host division is offered on an S/U basis only.

Peabody Institute

Performance courses at the Peabody Conservatory may either be as part of a grade and credit, or may be audited. Graded performance courses will receive 1 credit per semester unless taken for a double degree program. With the approval of a student’s teacher, performances that are audited may appear on a student’s academic record.

Homewood undergraduates who are not enrolled in a music major, minor, or degree program may take only one nonperformance course per semester at the Conservatory or Preparatory. These students may also take one performance course concurrently with the approval of
the student’s academic advising office. Students taking lessons for the first time at Peabody must also complete an Extension Application form which is available in the same locations as the Supplemental Registration Form.

Students may take private lessons at Peabody Conservatory with an instructor who is a Conservatory faculty member or a Preparatory faculty member approved by the Deans of the Preparatory and Conservatory. Acceptance is on a space available basis following an audition to demonstrate intermediate or advanced skills. Auditions for Conservatory lessons are held in September. Students will be notified of their audition time by letter from the Conservatory Registrar’s Office. Space in lessons is limited and registration is on a first-come, first-served basis. There is a $190 fee per semester for one half-hour lesson per week ($200 for voice). Students who wish to take additional lessons will be charged for them.

The Peabody schedule and deadlines can differ from those at Homewood. Students taking courses and lessons at the Conservatory must check these dates in the Peabody Master Schedule of Courses.

Students who wish to take beginning level music lessons may enroll through the Preparatory on a non-credit basis.

**The Carey Business School and The School of Education**

Students may register for approved courses in these two schools on a case-by-case basis. Student are limited to no more than 12 credits in the Carey Business School or 12 credits in the School of Education. In order to register in the Carey Business School or the School of Education, students in Arts and Sciences and Engineering programs should use the Interdivisional Registration Form, available from the Homewood Registrar's Office, which requires permission of their academic advisor and the appropriate school program director or advisor. Note that the Carey Business School and the School of Education students have priority in registering for these schools’ courses.

**School of Medicine and Bloomberg School of Public Health**

Except for Public Health Studies majors taking courses at the School of Public Health who require only the Public Health faculty advisor’s approval signature, undergraduates may register for courses in these schools with the approval of the faculty advisor, the course instructor, and the student’s academic advising office. Students must have an adequate background for the courses, and courses must be taken for a grade.

**Registering for Courses at Other JHU Divisions During the Summer**

Degree-seeking students may be permitted to enroll in other JHU divisions through the interdivisional registration process during the summer terms. Students should register and pay for the course at their home division. The course, along with credits and grade, will appear of the student’s home division transcript. Approval is required from both the home and host divisions to ensure that the interdivisional enrollment is appropriate for the student’s degree. Summer courses in other divisions must be taken for a grade.

**Registering for Courses through the Baltimore Student Exchange Program**

Undergraduates may take one course per semester at one of the several area colleges and universities that comprise the Baltimore Student Exchange Program (BSEP). This program includes the following colleges in the Baltimore area: Coppin State University, Goucher College, Loyola University Maryland, Morgan State University, Notre Dame of Maryland University, Towson University, the University of Maryland Baltimore County, and Stevenson University. Similar arrangements on a limited basis are in place with the Maryland Institute College of Art.

Students who have received Air Force ROTC scholarships will register for the required ROTC courses at the University of Maryland College Park using the cooperative institution registration process described in this section.

Courses that are equivalent to those offered at the Homewood campus may not be taken through BSEP. Students register in person with the Homewood Registrar. Students must submit a registration or add/drop form along with a supplemental registration form for the program. The form is available from the Registrar’s Office, 75 Garland or from the student’s academic advising office. The faculty advisor’s approval signature is required for all courses. An academic advisor from the student’s advising office must also sign the form. Submit completed registration materials to the Homewood Registrar's Office.

Prior to the start of classes at the host school, visiting students may report to the host school’s registrar for additional assistance (for example, campus maps or id cards) . Visiting students are not required to complete registration forms at the host school, and no academic record is established at the host institution. There is no additional fee or tuition charge for courses taken through the cooperative education program, except when the host school charges a laboratory or materials fee. In that event, the student pays the fee directly to the host institution.

Courses at these schools must be taken for letter grades. Both grades and credits appear on the Hopkins academic record along with an indication of where the courses were taken. The grades are included in calculations of the grade point average.

**Cooperative Education in Engineering**

Engineering students may participate in government or industry-based cooperative education programs. Students who have received an offer from an employer should contact the Engineering Advising Office at 410-516-7395 or wseadvising@jhu.edu.

**ROTC**

Enrollment in the Johns Hopkins University Department of Military Science ROTC Program prepares students for full- and part-time careers in the U.S. Army and its Reserve Forces, as well as providing leadership and management skills valuable in any profession. Freshmen interested in finding out about the military profession should enroll in a Military Science course. Contact the professor of military science at (410) 516-4685 for enrollment procedures and scholarship information.
Final Examination Schedule for Fall and Spring Semesters

The Registrar establishes the final examination schedule. Official university policy is that students will have no more than two final exams on the same calendar day. In rare cases, the official final exam schedule available on the Registrar’s website, may slot three final exams on one day for a student. Students should contact their advising office for assistance in these instances. Instructors may administer final examinations only at the officially scheduled time, not during class time or during the reading period. Take-home final examinations, and other final exercises (such as papers), that are expected to be prepared for and completed after classes have concluded, are due at the end of scheduled in-class final examination time for the course. All other papers can be due at any deadline during the semester set by the professor, including the reading and final examination periods. Students who are concerned that any of these policies are being violated by their instructors should notify their academic advising office.

The final exam schedule (http://web.jhu.edu/registrar/forms-pdfs/Fall%202015%20Final%20Exam%20Schedule.pdf) is posted on the Office of the Registrar’s website.

Grading Policies

Grades are submitted to the Registrar at the end of the semester. Grades can be viewed online by students using their JHED account and password. Parents may be authorized to view grades in ISIS with permission from the student.

Letter Grades and Grade Point Average

Each letter grade corresponds to a numerical grade point equivalent to allow the computation of a grade point average. The letter grades and their grade point equivalents are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance</th>
<th>GPA Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>Satisfactory</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>Passing</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
</tbody>
</table>

For first semester freshmen:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Satisfactory/Unsatisfactory Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory: C- or above (credit earned)</td>
</tr>
<tr>
<td>UCR</td>
<td>Unsatisfactory with Credit: D or D+ (credit earned)</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory: F (no credit earned)</td>
</tr>
</tbody>
</table>

For all other undergraduates:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credit</th>
<th>Grade Point Equivalent</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>4</td>
<td>3.7</td>
<td>14.8</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>B-</td>
<td>3</td>
<td>2.7</td>
<td>8.1</td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>2.3</td>
<td>6.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>13</td>
<td>38.8</td>
<td>38.8</td>
</tr>
</tbody>
</table>

GPA = 38.8/13 = 2.98

Grade Points and Grade Point Average

To determine the grade point average, multiply the grade point equivalent by the number of credits for the course. Add the products (grade points earned), then divide the total by the number of credits in the computation.

A Sample Calculation of a Grade Point Average

Grade | Credit | Grade Point Equivalent | Grade Points Earned |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>4</td>
<td>3.7</td>
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</tr>
<tr>
<td>B</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
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<td>2.7</td>
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</tr>
<tr>
<td>TOTAL</td>
<td>13</td>
<td>38.8</td>
<td>38.8</td>
</tr>
</tbody>
</table>

GPA = 38.8/13 = 2.98

Satisfactory/Unsatisfactory Grades

Beginning with the second semester of the first year, undergraduates may select one course each semester and summer (across all summer terms) to take for Satisfactory/Unsatisfactory credit at JHU. Students indicate their S/U choice on their add/drop form. AS students need the advising office approval for courses within their major or writing intensive courses. EN students need approval from their faculty advisor. Course instructors are unaware of which students in a class are registered for S/U credit. Instructors submit letter grades to the Registrar for all students in their course.

Students must decide whether to take a course on a Satisfactory/Unsatisfactory basis by the end of the eleventh week of the semester. This deadline applies to all courses, even those which may not have any graded work assigned or returned before the end of the eleventh week.

S/U grades have no effect on a student’s grade point average. On the academic transcript, students who earn a grade of C- or above in a S/U course receive Satisfactory credit and a mark of S is entered on the academic record. Students who earn a grade below C- in a S/U
course receive no credit and a mark of Unsatisfactory is recorded on the academic record.

Under certain conditions, graduating students in their eighth semester may exceed the normal S/U grading limit. See Graduation Policies (p. 24) for details.

**Restrictions on Satisfactory/Unsatisfactory Grading**

The S/U option applies only to courses in the fall, spring and summer terms in the School of Arts and Sciences and the School of Engineering. Only one course per semester or summer (across all summer terms) may be taken for S/U credit. However, an eligible student who registers for a course that is only offered for S/U credit may select an additional S/U course in the same semester. Language elements courses must be taken for a letter grade with the exception of Russian Elements. Courses fulfilling a requirement for a major or minor must be taken for a grade (except in the first semester of the first year). If a student has taken a course for S/U credit and then changes to a major or minor that requires the course, the grade can be changed to a letter grade before graduation with the approval of the student’s academic advising office.

**Incomplete Grades**

Students who are confronted with compelling circumstances beyond their control that interfere with the ability to complete their semester’s work during the normal course of a term may request an incomplete grade from the instructor. Approval of such a request is neither automatic nor guaranteed. Procrastination or distraction by other pursuits are not regarded as compelling circumstances, and extensions in these situations are unfair to students who have completed their course requirements within the allotted time.

If the instructor agrees to grant an incomplete grade, the instructor and student must establish a timetable for submitting the unfinished work, but no later than the end of the third week of the following semester. See below for specific information about graduating students. When entering an incomplete grade in ISIS, the instructor must also enter a reversion grade. This is the grade that the student will receive if the missing work is not completed. For example, if the student, based on the coursework completed by the end of the semester, would receive a C+ grade without the missing work, then the grade of I/C+ is entered on the transcript. If the incomplete grade is not resolved within the allowed period (the end of the third week of the subsequent semester), the incomplete grade is automatically converted to the reversion grade (a C+ in this example).

Students who are in good academic standing have until the end of the third week of the next semester to finish incomplete work. Exceptions to this deadline require a petition from the instructor and appeal to the appropriate advising office before the end of the third week of the following semester. When appealing to change the deadline, faculty members must specify a new date for completion of the work which must be before the end of the current semester. Incomplete grades cannot be held over to another semester in order to complete the missing work by repeating the course. Students and instructors do not have an option in this situation.

Incomplete grades do not affect a student’s grade point average, which is based upon the grades that are available for the term. However, students with three or more incomplete grades on their record at the start of a semester may be prevented from making changes to their registration for the semester without the approval of the student’s advising office. Students who are on academic probation are not allowed to take incomplete grades in courses without the approval of the student’s advising office. Unauthorized incomplete grades will be treated as failures when evaluating the work of students who are on academic probation. Authorized incomplete grades must be resolved no later than the deadline established by the Advising Office if the student is on academic probation.

**Special Rules for Graduating Students**

Students with incomplete grades in required courses at the date of degree conferral will not graduate. Students with incomplete grades in courses that are not required for degree completion may still graduate. However, the deadline for completion is abbreviated; students must resolve incomplete grades within approximately 30 days after degree conferral when the university closes their undergraduate record. If the work is not finished by the deadline, the reversion grade will be recorded. For the specific deadline relevant to each degree conferral, please consult with Academic Advising or the Office of the Registrar. For more details on incomplete grades and graduation, see Graduation Policies (p. 24).

**Policy on Changing a Grade**

Once an instructor has submitted a grade to the Registrar, grade changes can be made only in the case of error in grading, calculation, or transcription. If a student has questions about a grade, s/he should contact the faculty instructor, who has sole authority to assess and assign course grades. If the instructor determines a change is warranted because of error, the change must be submitted to the Registrar’s Office by the end of the following semester. Grade changes for graduating seniors must be submitted by the close of their undergraduate record. Under extenuating circumstances, the following procedure may be used to withdraw a student from a previously graded course:

- Official notification to change a grade to a withdrawal must be submitted by the Office of the Dean of Student Life to Arts and Sciences Office of Academic Advising or the Office of Engineering Advising
- All notifications must include the last date of attendance and the instructor’s approval
- The Registrar’s Office will process the withdrawal and notate the academic record
- Late withdrawals may adversely affect a student’s academic standing or financial aid satisfactory academic progress even with official approval.

**Retaking a Course**

Policies about retaking a course can be found here. (p. 12)

**First-Year Language Courses: Information about Credit and Grades**

Policies about first-year language course can be found here. (p. 12)

**Dean’s List**

Students who earn a term grade point average of 3.50 or above in a program of at least 14 credits with at least 12 graded credits will be placed on the Dean’s List for academic excellence. An appropriate notation is made on the students’ academic records. Letters are sent to parents by a student’s respective academic advising office. The
university places notification in your appropriate hometown newspaper, if you elect to follow the directions provided with the letter.

**Class Rank**
The university does not calculate class rank and therefore, cannot provide this information to students or outside parties.

**Transcripts**
Information about ordering transcripts is available here (http://web.jhu.edu/registrar/transcripts). Partial transcripts of a student’s record will not be issued.

Transcripts are normally issued only at the request of the student or with his/her written consent. The only exception to this policy is the issuance of transcripts to offices and departments within the university.

**Freshman First-Semester Grading Policy (Covered Grades)**
The letter grades earned by students in their first semester at the university are not reported on the transcript. Each course that was passed with a grade of C- or above is assigned the letter S (for Satisfactory) in place of a grade. These courses can be used to satisfy requirements for the major, for distribution, and for the writing requirement. Letter grades of D and D+ are assigned the grade UCR (for Unsatisfactory with Credit). Letter grades of F are assigned the grade of U (for Unsatisfactory, no credit earned). First semester courses that receive UCR grades and credits may be used to meet distribution requirements.

**Transcript of First Semester Grades**
All courses appear on the student’s permanent academic records. First-year students are assigned letter grades (A+, A, A-, B+, B, B-, C+, C, C-, D+, D, or F) by the professor for each course taken. The letter grades are not entered on the official transcript; rather, they are represented by the S, UCR or U values described above. The actual grades are said to be “covered” by the S/U grades.

No first-semester grades are included in a student’s cumulative grade-point average. However, an internal GPA is used by the advising offices, the Student Financial Services office, and faculty advisors to determine that a student has made satisfactory academic progress during the first semester. This internal GPA is also used to determine dean’s list eligibility.

A transcript of first semester grades is not released outside the university. Faculty members may not release a student’s first semester grades. If a first-year student applies to transfer from the university in the spring term, before spring grades have been recorded, the student’s advising office can approve release of the actual first semester grades directly to the transfer institution. Once grades from the spring term or additional semesters have been added to the record, the covered grades will not be released.

Students who are applying for or renewing a scholarship may request a letter from their academic advising office stating whether the first semester grades meet the requirements for the scholarship. Students who can demonstrate that failure to release covered grades will prevent them from applying for scholarships or verifying eligibility for scholarships may request that their advising office approve release of the grades. A letter from the scholarship granting institution must state that the application cannot be considered without the actual grades.

**Special Note for Medical or Dental School Applicants:** In the rare circumstance that a medical or dental school requests that a freshman year first semester grade (or grades) be uncovered, Johns Hopkins must receive an official letter from the school that states the student is precluded from consideration or whose candidacy is critically harmed because of the covered grade semester. Students should see the Office of Pre-Professional Programs and Advising. (http://web.jhu.edu/prepro)

Although there are no university regulations concerning attendance, students are expected to attend all courses regularly. Students should consult with their instructors and/or teaching assistants when they have missed classes to explain the reasons for their absence and to stay on track in the course. Instructors are encouraged to establish their own policies regarding attendance, and it is the student’s responsibility to know those policies.

In certain courses regular attendance is given special importance. These include foreign language courses and the introductory courses in the Writing Seminars and Expository Writing. Instructors in these courses may lower a student’s grade for unexcused absences.

If a student is absent from classes over a period of several days without explanation, instructors are encouraged to inform the advising office of his/her school. In some cases, withdrawing from a course may be considered; however, the student must withdraw from a course before the end of the eleventh week of the semester and still remain in at least 12 credits.

**Absence From Class Due to Illness**
The Health and Wellness Center does not provide documentation for students who miss individual classes. In these cases, students should communicate directly with their instructors.

If a student experiences a serious or extended illness that causes the student to miss a significant number of classes or major academic assignments, including mid-term examinations, the student can provide a physician's documentation of the illness to the Dean of Student Life who will notify the student's instructors.

Students who have significant illnesses that interfere with their ability to meet their academic obligations are encouraged to seek treatment at the Student Health Center and to confer with the appropriate academic advising office, which can assist students facing serious health problems. Students should also notify faculty when they are not able to complete work due to illness. Faculty who see a pattern of absences or late work are encouraged to confer with the student's advising office.

Falsely reporting an illness or injury is a violation of the code of student conduct and is subject to disciplinary action.

**Absence for Religious Holidays**
Religious holidays are valid reasons to be excused from class. Students who must miss a class or an examination because of a religious holiday must inform the instructor as early in the semester as possible in order to be excused from class or to make up any work that is missed.
Approved Absences
The university encourages students to participate in varsity athletics and other significant extracurricular activities. Students who must miss a class or an examination because of participation in a scheduled in-season varsity athletic event must notify the course instructor as early in the semester as possible. Approved absences are granted at the discretion of the course instructor. When students must miss a scheduled examination, several solutions have been found by instructors. Students have been permitted to take an examination before leaving for the event, or coaches have served as proctors for examinations taken during the athletic event at approximately the same time as the other students in the course. Students have also been allowed to take the examination, or an alternative examination, upon their return from the athletic event.

Student Status
Contact Information
All matriculated students are required to have on record with the university accurate local and permanent contact information at all times and may be subject to a registration hold if this information is missing. This includes local address, local telephone number, and valid JHU e-mail address. Parent or legal guardian emergency contact information also must be on record and updated as necessary. This information should be maintained with the Registrar’s Office by using ISIS for Students (https://isis.jhu.edu).

Student Classification (Year of Study)
Student classification refers to the familiar names for the four undergraduate years: freshman, sophomore, junior, and senior. A student’s classification is generally determined by the academic year in which the student’s cohort began the first year of college. In the first year, students in the cohort are designated freshmen. For students transferring into the university, an official student classification will be assigned by the respective advising office after completion of a final transfer credit evaluation. The number of credits a student has earned does not determine class standing. A student who graduates after three years would graduate as a junior.

For students who have been on leave and missed two or more semesters, classification will be determined by the student’s academic advising office when the student returns to the university. If, for example, a student was on leave of absence for an entire academic year, the advising office may assign the student to a cohort one year behind the student’s original cohort.

Students are required to register with their cohort, not on the basis of total credits or expected date of graduation. Plans to graduate early are not grounds for registering before a student’s cohort. If a student who intends to graduate early is closed out of a required course for the major, the student may petition the department offering the course for approval to add the course. The decision rests with the department.

Full-Time Student Status
Undergraduate students at Johns Hopkins University must be registered for a minimum of 12 credits each semester. Students who have not completed degree requirements after eight full-time semesters may register for fewer than 12 credits and pay for courses on a per-credit basis. Prior to a ninth semester, a student may not enroll for fewer than 12 credits. Students who have not completed degree requirements after eight full-time semesters (or four full-time semesters for transfer students) in college may register for less than 12 credits and pay for courses on a per-credit basis with approval of the student’s academic advising office.

Personal Leave of Absence
Students may be granted a term leave of absence for personal reasons with the approval of the academic advising office for the student’s school and with a letter from the student’s parent or guardian acknowledging the request for leave. Written requests for a leave of absence should be submitted to the academic advising office in the student’s school. Leaves of absence are granted for specific periods, generally up to one year, and such leaves are regarded as approved interruptions of a student’s program. No tuition or fees are charged while on leave.

Students who fail to return to the university when expected will be considered to have withdrawn from the university.

Medical Leave of Absence (Physical or Mental Health)
Students may be granted a term leave of absence for physical or mental health reasons with the approval of the Office of the Dean of Student Life. Mental health leaves of absence require consultation with the Counseling Center. Physical health leaves of absence require consultation with the Student Health and Wellness Center. No tuition or fees are charged while on leave. Further details are available from the Office of the Dean of Student Life (http://web.jhu.edu/studentlife).

Note for Peabody Double Degree Students
Peabody double degree students may request a leave of absence from the double degree program, but they cannot be granted a leave of absence from only the Homewood or Peabody portion of the program.

Withdrawal from the University
A student who wishes to withdraw from the university with no intent to return should consult with the respective academic advising office in order to submit an official notification. An official notification of withdrawal consists of the following items:

- a letter providing brief reason for withdrawal and effective date
- a letter from parent(s)/guardian(s) acknowledging the student’s withdrawal from JHU

The academic advising office will inform the Office of the Registrar, who will subsequently circulate the notification to other relevant campus offices, such as Student Accounts, Housing, Office of International Services, etc.

An enrolled student who leaves the university without notice, or who fails to register by the second week of the semester, may be considered to have withdrawn from the university.

In the rare situation where a withdrawn student wishes to return to the university, the student must submit a written request for readmission to their respective advising office for evaluation. A student must be formally readmitted before registering for courses. Readmitted students do not pay another matriculation fee.
A student who wishes to withdraw from the university on a temporary basis and intends to return in a future semester should see the information under Leave of Absence (p. 19).

Many departments, institutes, and centers offer undergraduates the opportunity to complete some of the requirements for a master’s degree while still completing the requirements for a bachelor’s degree. Some of these programs offer early admission to the graduate school and may enable a student to complete both bachelor’s and master’s degrees in four years. Other programs are considered five-year programs. For information on what offerings are available in a specific department, refer to the departmental entry.

Students in either the School of Arts and Sciences or the School of Engineering must be accepted into a combined program no later than the first semester of their senior year (some departments set an earlier application deadline).

**School of Arts and Sciences**

Students in a combined program are full-time students and are charged full tuition. This category is reserved only for current JHU full-time undergraduate students who are accepted into a combined graduate program. Such students are eligible to become full-time graduate students upon completion of their undergraduate degree requirements.

**School of Engineering**

The registration status of Whiting School of Engineering students who have been admitted into a combined bachelor’s/master’s degree program will switch from undergraduate to graduate once they obtain clearance from their respective departments and either:

1. complete the requirements for a bachelor’s degree, or
2. complete eight semesters of full-time undergraduate study, whichever comes first. As soon as this occurs, a student is guaranteed health insurance benefits and becomes eligible for a partial tuition waiver and research and teaching assistantships (the graduate program determines the student’s level of support).

**Taking a Course as an Alumnus**

JHU alumni who completed their bachelor’s degree through the Krieger School of Arts and Sciences or the Whiting School of Engineering may take additional courses in those divisions with permission of the advising office of the school from which they graduated. Students should complete a paper registration form and have it signed in their respective advising office before taking it to the Office of the Registrar for processing. Courses, grades, and credits will appear on a new academic record. Students must follow the rules for earning a second major or a minor after graduating, if applicable.

**Finishing a Second Major or a Minor after Graduating**

Students who have completed eight or more semesters in college may take an additional course or two after graduation to complete a second major or minor if they have filed an approved plan with their respective advising office before their initial graduation date. The courses, grades, and credits will appear on a new academic record. A notation indicating the additional major or minor will be added to the new academic record, but a new diploma will not be issued. Students must notify their academic advising office when additional courses taken after graduation satisfy another major or minor.

A plan consists of the following:

1. Written approval from the director of undergraduate studies for the additional major/minor.
2. Description of the remaining requirement(s) to be completed. No more than two courses may be needed and these courses must be completed within one year of a student’s initial graduation date.
3. Brief summary of why it is necessary for the student to have their degree conferred before completion of all planned majors or minors.
4. Final approval of a plan must be obtained from the student’s respective advising office.

Students who graduate in fewer than eight semesters may also take courses after graduation as a full-time or part-time student if not completing an additional major or minor. Students who graduate early lose the opportunity to complete additional majors or minors after graduation.

Students should seek assistance of their respective advising office in order to register for a course after graduation.

**Second Degrees**

Krieger School of Arts and Sciences and Whiting School of Engineering undergraduate-degree alumni who wish to earn a second bachelor’s degree at Hopkins must contact their advising office. Students who receive approval must have already completed the requirements for the first bachelor’s degree and complete an additional 60 credits at Hopkins beyond what they have done for the first degree. Alumni must request permission to pursue a second bachelor’s degree within ten years of the conferral of the first bachelor’s degree. The second bachelor’s degree must be completed within ten years from the starting date of the second bachelor’s degree.

**Requirements for a Bachelor’s Degree**

The information below describes the requirements for students entering JHU in Fall 2014 or later. Students who entered JHU prior to Fall 2014 should view the appropriate archived catalog (http://web.jhu.edu/registrar/catalog).

There are five categories of degree requirements that comprise an undergraduate degree at Hopkins:

1. Total degree credit requirement (ranges from 120-129)
2. Residency requirement (minimum 100 JHU credits for freshmen)
3. Distribution requirements
4. Writing requirement
5. Departmental major requirements (and minor requirements, if applicable)
All approved credit earned through exams or at other colleges and universities may be used to meet requirement areas 3-5 listed above: distribution requirements, the writing requirement (according to the procedures defined by the Writing Center (http://krieger.jhu.edu/ewp/writing%20requirement), departmental major and minor requirements, and to satisfy course prerequisites.

The total degree credit requirement (requirement 1) is considered a distinct degree requirement and ranges from 120-129 credits, depending on the degree. It is not merely a cumulative tally of courses used to satisfy requirement areas 3-5 listed above. Because students who entered the university directly from high school must complete 100 JHU credits (requirement 2), there is an effective limit on how many exam and transfer credits can be counted towards the total degree credit requirement (requirement 1).

For a degree requiring 120 total credits, a maximum of 20 approved credits from other sources may be counted towards the total degree credit requirement (requirement 1), even if more than 20 credits from external sources have been used to satisfy requirement areas 3-5 listed above.

For example, a student is pursuing a degree whose total degree credit requirement is 120. This student could have a total of 32 external credits posted to the transcript: 8 transfer credits from another university and 24 AP exam credits. All 32 of these credits may be applied to requirement areas 3-5. However, in order to allow room for the residency requirement (requirement 2), only 20 of those 32 credits will be tallied towards the 120 total degree credit requirement (120-100=20). If this student changes to a degree program whose total degree credit requirement is 126, 26 of those 32 credits would be tallied towards the total degree credit requirement (126-100=26).

All approved exam credits earned will be posted to the transcript. Up to 12 approved transfer credits will be posted to the transcript. See External Credits (p. 27) section for details.

"D" Grade Restriction

University policy allows no more than 18 credits from courses with grades of D or D+ to be counted toward the credits required for graduation. Departments may set a lower limit on the number of permissible D or D+ grades for a specific major. Many departments do not accept any D or D+ credits for major requirements.

Ten-Year Degree Completion Limit

A student must fulfill all degree requirements for graduation within 10 academic calendar years from the date of matriculation at the university.

Disability Support Services

JHU welcomes students with disabilities and values their diverse experiences and perspectives. The Office of Student Disability Services (SDS) coordinates appropriate and reasonable accommodations for qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. SDS also works with various offices on campus to ensure that students with disabilities have equal access to university programs, facilities, technology, and websites.

Students who wish to request reasonable accommodations must submit documentation that establishes a disability, details the current functional impact of that disability, and confirms the need for each accommodation requested. Documentation guidelines are available on the SDS website at http://web.jhu.edu/disabilities/students/admitted/documentation/index.html.

Students seeking accommodations are encouraged to submit their specific requests at least two weeks prior to the start of the semester to ensure that accommodations are provided in a timely manner.

Full-time undergraduate and graduate students in the Krieger School of Arts and Sciences or the Whiting School of Engineering with questions and concerns regarding the registration process, implementation of accommodations and/or identification of other support services, should contact:

Dr. Brent Mosser, Director
Academic Support and Student Disability Services
bmosser1@jhu.edu
410-516-4720
web.jhu.edu/disabilities

Questions regarding JHU’s documentation guidelines or physical and programmatic access at JHU should be directed to:

Abigail Hurson, JD
Disability Services Officer
Office of Institutional Equity
ahuron1@jhu.edu
410-516-8075 (voice), 410-516-6225 (TTY)
web.jhu.edu/administration/jhuoie/disability.html

The Bachelor of Arts degree requires 120 credits. The Bachelor of Science degree, whether in Arts and Sciences or Engineering, requires from 120 to 130 credits, depending on the major. No program may require more than 130 credits.

Residency Requirement for Freshmen

Students who enter the university from high school must complete at least 100 credits at JHU. This includes courses that are taken after matriculation as a degree-seeking student:

• in fall, intersession, spring, or summer at JHU
• in other divisions of the university (including Advanced Academic Programs and Engineering for Professionals)
• through the Baltimore cooperative institutions program during the fall and spring semesters only
• through an approved study abroad program (up to 30 credits)

In addition, credits earned through JHU courses prior to matriculation as a degree-seeking student are applied to the 100-credit residency requirement.

Students who entered JHU prior to Fall 2014 should view the appropriate archived catalog (http://web.jhu.edu/registrar/catalog).

All students must complete a minimum of four semesters in residence as a full-time student. Students must be in residence for at least two of the final four semesters, including the final semester prior to graduation.
Residency Requirement for Transfer Students

Students who enter the university as transfer students must complete at least 60 credits at JHU. This includes courses that are taken after matriculation as a degree-seeking student:

- in fall, intersession, spring, or summer at JHU
- in other divisions of the university (including Advanced Academic Programs and Engineering for Professionals)
- through the Baltimore cooperative institutions program during the fall and spring semesters only

In addition, all transfer students must complete at least four full-time semesters in residence at JHU. Transfer students must be in residence for at least two of their final four semesters, including the final semester prior to graduation.

Residency Requirement for Peabody Double Degree Students

Students earning a double-degree at Peabody must complete at least 48 credits on the Homewood campus in either the Krieger School of Arts & Sciences or the Whiting School of Engineering.

To encourage excellence in writing, across disciplines, the university requires all undergraduates to take a number of writing-intensive courses. A writing-intensive (W) course is one in which students write at least 20 pages of finished writing, distributed over multiple assignments, usually 3 or 4 papers, throughout the semester. Instructors respond to students’ work in written comments or in conference, or both; and students have at least one opportunity to receive their instructor’s feedback on a draft and then revise. A writing-intensive course guides students’ practice in writing and makes writing an integral part of the course. The writing-intensive requirement is administered by Patricia Kain, Director of the Expository Writing Program (http://krieger.jhu.edu/ewp).

Writing-intensive courses are indicated by a “W” in the JHU course schedule and an asterisk (*) on a student’s transcript. Courses taken to satisfy the writing requirement must be taken for a letter grade and passed with a grade of C- or better. Writing-intensive courses taken to satisfy major, minor, or distribution requirements may also count toward the writing requirement.

All students in the School of Arts and Sciences must complete at least 12 credits in writing-intensive courses. Candidates for a B.A. degree in the School of Engineering must complete 12 credits (four courses at least 3 credits each) in writing-intensive courses, while candidates for a B.S. degree in Engineering must complete 6 credits (two courses at least 3 credits each) in writing-intensive courses.

Students who wish to receive writing-intensive credit for a course taken at another college or university must obtain written approval from Professor Kain. No more than 6 credits may be transferred to meet the writing requirement. Students must have a grade of B or higher in the course and must provide Professor Kain with the course syllabus. Please see the procedure for transferring writing credits (http://krieger.jhu.edu/ewp/writing%20requirement).

Students who enter the university with scores below 600 on the SAT writing or verbal test are advised to take AS.060.100 Introduction to Expository Writing during the fall term of their first year.

The distribution requirement stipulates that students must earn a minimum number of credits in academic areas outside of their primary major. Area designators represent an association between the course and an academic area. Courses with area designators are expected to do more than employ basic techniques, they are to advance knowledge and increase a student’s understanding of the theory. Courses that are teaching a basic skill, and therefore do not expose the student to modes of analysis and scholarship that represent the essence of a given discipline, will not be assigned an area designator. If taught within a Homewood academic department, the department is responsible for assigning area designators to their courses. Courses not offered through Homewood academic departments will be reviewed by the appropriate dean’s office to review proposed designators.

The academic areas in the Hopkins curriculum are humanities (H), natural sciences (N), social and behavioral sciences (S), quantitative and mathematical sciences (Q), and engineering (E).

The area designations of courses (H, S, N, Q, and E) are included in the course information in the departmental pages (p. 69) of the catalog and in the online schedule of classes. The area designation also appears beside the course title on a student’s academic record. When a course has more than one area designation (HS, EN, EQ, etc.), students may use only one of the designations to satisfy the distribution requirement.

Only courses or other credit-bearing opportunities with area designations may be used to satisfy the distribution requirement. Area designators are not assigned to the following:

- Independent study
- Research
- Internships
- Music performance (unless taken as part of a music minor, in which case the course will be designated H)
- Dance performance
- Foreign language elements courses (see additional foreign language rules (p. 12))
- Medical tutorials
- Area designations can be assigned to courses taken elsewhere, to courses taken in other divisions of the university, or to graduate courses taken by undergraduates. These assignments are made by the appropriate dean’s office based on the course content and the recommendations of the faculty. The most useful criteria for determining an appropriate area designator will be the course description and a similar JHU departmental offering.

The following courses at the Peabody Conservatory have H designations:

<table>
<thead>
<tr>
<th>Area Designators for Peabody Courses (p.)</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>530.411</td>
<td>Keyboard Literature I</td>
</tr>
<tr>
<td>H</td>
<td>530.412</td>
<td>Keyboard Literature II</td>
</tr>
<tr>
<td>H</td>
<td>530.413</td>
<td>Keyboard Literature III</td>
</tr>
<tr>
<td>H</td>
<td>530.414</td>
<td>Keyboard Literature IV</td>
</tr>
<tr>
<td>H</td>
<td>530.569</td>
<td>Jazz Analysis/History</td>
</tr>
<tr>
<td>H</td>
<td>530.570</td>
<td>Constructive Listening &amp; Analysis /Jazz History</td>
</tr>
<tr>
<td>H</td>
<td>610.311</td>
<td>History of Music</td>
</tr>
<tr>
<td>H</td>
<td>610.312</td>
<td>History of Music II</td>
</tr>
</tbody>
</table>
Every student who earns a bachelor’s degree must satisfy the requirements of a major. A major is a structured curriculum, usually tailored to meet the student’s interests in the field. The requirements for the major may also include courses in other disciplines that provide skills and information of importance to professionals in the major field. Courses required for the major must be taken for a letter grade and students must have a grade point average of at least 2.00 in the courses required for the major, i.e., not including elective courses or courses used only for the distribution requirement. Many majors require a grade of C- or better in required courses.

**Distribution Requirement for Arts & Sciences Students**

Students must earn:

- At least 9 credits in humanities
- At least 9 credits in social sciences
- At least 9 credits in natural sciences, quantitative, or engineering

These credits fulfilling the distribution requirement may overlap with major or minor requirements and the writing requirement.

In Arts and Sciences, courses taken for the distribution requirement may be taken for a letter grade or for Satisfactory/Unsatisfactory credit. Courses passed with a letter grade of D or better, or passed with a Satisfactory grade, will fulfill the distribution requirement. For any student whose first-semester grades are covered under the current first-semester grading policy, an earned D will satisfy the distribution requirement even though the grade will appear as Unsatisfactory (UCR) on the official record. Satisfactory grades (representing a C- or higher letter grade) earned in a student’s first semester at JHU will satisfy the distribution requirement if they have the correct area designations.

Students who entered JHU prior to Fall 2014 should view the appropriate archived catalog (http://web.jhu.edu/registrar/catalog).

**Distribution Requirement for Engineering Students**

Students earning a degree in the School of Engineering must complete the following distribution requirement:

- 18 credits (6 courses at least 3 credits each) designated H and/or S. Although language elements courses do not carry an area designator, engineering students may use these courses as substitutes for humanities courses in meeting the distribution requirement.
- At least 75 credits earned in courses coded E, Q, or N, with at least 30 credits in courses coded N or Q, with no course counted twice. At least 30 of the 75 credits must be earned outside the student’s major department.

In Engineering, each department determines whether or not the Satisfactory/Unsatisfactory grading option will be permitted for courses used to satisfy the distribution requirement. Satisfactory grades (representing a C- or higher letter grade) earned in a student’s first college semester at JHU may satisfy the distribution requirement if they have the correct area designations.

**Completing a Major and Minimum Grade Point Average**

Every student who earns a bachelor’s degree must satisfy the requirements of a major. A major is a structured curriculum, usually within the confines of a particular academic field. Generally the requirements for a major provide a student with a broad overview of the field through introductory courses, followed by more specialized courses tailored to meet the student’s interests in the field. The requirements for the major may also include courses in other disciplines that provide skills and information of importance to professionals in the major field. Courses required for the major must be taken for a letter grade and students must have a grade point average of at least 2.00 in the courses required for the major, i.e., not including elective courses or courses used only for the distribution requirement. Many majors require a grade of C- or better in required courses.

**Departmental Directors of Undergraduate Studies**

For every major and minor that is offered at Johns Hopkins, there is a faculty member or their designee who serves as the program’s Director of Undergraduate Studies (DUS). They are available to answer questions about their major(s) and/or minor(s). The directors also assign faculty advisors to students who declare a major or minor.


**Declaring a Major in Arts and Sciences**

Students who enter the Krieger School of Arts and Sciences from high school are classified as pre-majors during their freshman year. In April, freshmen in Arts and Sciences will meet with an academic advisor to declare their primary major in Arts and Sciences. To declare a major at a later time, see Changing Majors or Advisors (p. ). Students must declare a major by April 15th of their sophomore year in order to assure that they will complete requirements for graduation in four years.

**Declaring a Major in Engineering**

Students who enter the Whiting School of Engineering (WSE) declare a specific engineering major on their application for admission. A student must take direct action to change the major. To change a major, see Changing Majors or Advisors (p. ).

Students who select the Biomedical Engineering major must be accepted into the program at the time of application for admission. The student’s offer of admission to the university will indicate either:

- acceptance into the BME program
- acceptance into any Engineering or Arts & Sciences major except BME

On a space available basis, BME may accept a limited number of students into the program at the end of the freshman year based on the overall academic credentials of each applicant. However, this option is exercised very infrequently by the BME department.

Students may also select the more general “undeclared engineering” category on the admissions application to enter the WSE. It is recommended that undecided engineering students select a specific major no later than the end of freshman year.

**Special Note for Freshmen**

KSAS freshmen may declare second majors and minors offered through the School of Engineering beginning their freshman year until April 15th of their junior year. Engineering students may declare a second major or
minor offered through either the School of Engineering or the School of Arts and Sciences beginning their freshmen year until April 15th of their junior year.

Changing Majors or Advisors

Once students have declared a major, they may change their major or their faculty advisor at a later date by obtaining a Change of Major form from the Office of the Registrar or the advising offices, meeting with appropriate person in the major to be assigned a new faculty advisor, and submitting the form to the Office of the Registrar.

Note that students may declare the BME major only at the time of application for admission to the University or as one of a limited number of students accepted into the program at the end of the freshman year based on the overall academic credentials of each applicant and on space available.

Double Majors

Students who wish to complete the requirements of more than one major are expected to declare the additional major(s) by April 15th of their junior year. Students may add or drop an additional major by completing the appropriate form, available from the Office of the Registrar or from the student’s academic advising office. The form must be signed by the director of undergraduate studies for the major before it is submitted to the Office of the Registrar. The DUS will also assign a faculty advisor to the student.

A student with a double major receives the degree (B.A./B.S.) associated with the student’s primary major. Completing a second major does not entitle the student to a second degree. The completion of additional majors is recorded on the transcript and diploma. When completing a double major, students need only satisfy the distribution requirement affiliated with the school of their primary major.

Declaring a Minor (optional)

Students who wish to complete the requirements for a minor(s) are expected to declare the minor(s) by April 15th of their junior year. Students may add or drop a minor by completing the appropriate form, available from the Office of the Registrar or from the student’s academic advising office. The form must be signed by the director of undergraduate studies for the minor before it is submitted to the Office of the Registrar. The DUS will also assign a faculty advisor to the student. The completion of a minor is recorded on the transcript, but the minor does not appear on the diploma.

Official recognition with notation on the academic record is not given for completion of majors or minors at other divisions of the university or at other colleges.

Restrictions Applying to Double Majors and Minors

Within the Hopkins curriculum, requirements for the completion of undergraduate majors and minors are established by academic departments and approved by the Homewood Academic Council, acting on recommendations from the Curriculum Committees of the Krieger and Whiting Schools. Students who fulfill the necessary prerequisites and satisfy the specified course requirements for a major/minor will be certified as having completed that major/minor. While departments are free to designate the range of courses that may satisfy major/minor requirements for their own academic programs, they may not prohibit the use of course work presented for their department’s major/minor from being used to satisfy the requirements of other majors or minors. In other words, students may “double count” coursework that independently meets the requirements of more than one major/minor.

Students are encouraged to choose additional areas of study to complement their major. However, students may not choose a minor with an identical name to their major. For example, a student majoring in Africana Studies may not declare a minor in Africana Studies.

Other prohibited combinations include:

1. Students majoring in Molecular and Cellular Biology may not major in Biology.
2. Students majoring in the Natural Sciences Area may only double major or minor in a program outside of the natural sciences.
3. Students majoring in Romance Languages may not major or minor in one of the individual Romance Languages (except for the Spanish for the Professions minor).
4. Students majoring in French may not complete either French minor option.

Closely-related majors and minors that are allowed include:

1. Economics majors may complete a Financial Economics minor.
2. Spanish majors and Romance Languages Majors may complete the Spanish for the Professions minor.
3. Computer Science majors may complete a Computer Integrated Surgery minor.

The examples provided above may not be an exhaustive list and students who have questions about combinations of related programs should consult an advisor in their respective advising office.

Graduation Policies

Applying to Graduate

Students who intend to graduate in the next academic year must complete an Application for Graduation as directed by their respective academic advising office. The university confers degrees three times per year and there is one annual commencement ceremony in May.

Graduating in May

Most students who enter the university directly from high school graduate in May after eight semesters of full-time enrollment. Full-time enrollment is a minimum of 12 credits. Part-time enrollment is not permitted within a student’s first eight semesters. Because of the requirement that students have full-time status in the semester immediately prior to graduation, students must register for at least 12 credits in the final semester even if all course and credit requirements could be met with fewer than 12 credits.

Graduating in August

A small number of students complete their degree during the summer. Students who have completed eight full-time semesters may graduate in the summer if all degree requirements have been satisfied by the degree conferral date (last Friday in August preceding the start of fall semester classes). Students who have not completed eight full-time semesters should see the Graduating Early (p. 25) policies.
Graduating in December
A small number of students complete their degree at the end of the fall semester, not including intersession. Students may graduate in December if all degree requirements have been satisfied by the degree conferral date (December 30th or the preceding Friday if the 30th falls on a weekend). Students are required to maintain full-time status (at least 12 credits) in their final semester unless they are in their ninth semester or later.

Note for students who entered as transfer students
Transfer students are not subject to the eighth semester restrictions listed above. They must complete at least four full-time semesters at JHU before they are eligible to graduate.

Completing Graduation Requirements
Students are responsible for completing the requirements for a bachelor’s degree (p. 20). All grades and credits for courses that are required for graduation must be submitted in time to clear students for graduation.

Each student expecting to graduate will receive a final bill from the university. It is university policy that all outstanding accounts must be paid in full before a student’s diploma may be released.

Students who have not completed degree requirements after eight full-time semesters (or four full-time semesters for transfer students) in college may register for less than 12 credits and pay for courses on a per credit basis. With approval of the director of the student’s academic advising office and the major department (in the case of courses required for the major), these students may take courses elsewhere to meet the remaining graduation requirements, but must observe the 12 credit limit on transfer credit. These students also may have part-time status in the semester when they graduate.

Graduating students who are taking courses through the Baltimore Student Exchange Program or in other divisions of the university must make arrangements with their instructors on the first day of class to have final grades submitted to the host registrar and then to the Homewood Registrar by the deadline for submitting grades for graduating students. If such an arrangement cannot be made, students should not register for the course.

Students who graduate in December may remain in university housing and/or continue to participate in student organizations only if they enroll for a minimum of 6 credits during the following spring semester.

A student will not be graduated with unresolved outstanding charges of misconduct or academic ethics violations.

The university does not guarantee the award of a degree. The award of degrees is conditional upon a) satisfaction of all degree and instructional requirements in effect at the time of matriculation as a degree-seeking student (as published in the relevant annual catalog), b) compliance with the current university and divisional regulations, and c) performance meeting the bona fide expectations of the faculty.

No member of the faculty is obliged to provide students or graduates with an evaluation or letter of recommendation which does not accurately reflect the faculty member’s true opinion and evaluation of the student’s academic performance and conduct.

Graduating Early (less than 8 semesters)
Students are eligible to graduate early at the end of the fall or spring semester if they have completed all requirements for graduation, including the residency requirement (p. 21). Students graduating early may not use intersession as a final term to complete remaining graduation requirements. Students may not graduate early during the summer except in the circumstances described below:

• Student has at most two incomplete grades in spring semester required courses, or
• Student has one incomplete grade in a spring semester required course and needs one required course in the summer, or
• Student needs one required course in the summer.

These students must meet with their respective advising office to file an August conferral plan prior to the May commencement ceremony. This plan requires proof of summer course registration, if applicable.

Incomplete Grades and Graduation Status
Students with incomplete grades or missing grades in required courses at the date of conferral will not graduate.

Students who have completed at least 8 full-time semesters and have met the residency requirement and who receive one or more incompletes in their last semester in attendance, may complete those incomplete grades and are not required to register for additional coursework unless required for their degree.

Students who have completed less than 8 full-time semesters:

• who receive one or two incomplete grades in required courses during their intended last spring semester should review the Graduating Early (p. 25) policies.
• who receive three or more incomplete grades during their intended last spring semester are required to register for another full-time fall semester (at least 12 credits) in order to complete all degree requirements (including the residency requirement).
• who receive incomplete grades in required course(s) during their intended last fall semester must resolve these incomplete grades no later than the December degree conferral date or register for another full-time spring semester (at least 12 credits) in order to complete all degree requirements (including the residency requirement).

Last Semester Option
In their last semester before graduation, students may request that they be excused from taking the final examination in one or more courses.

This option is solely at the discretion of the course instructor. This option is not available to students who are graduating early.

S/U Option in the Last Semester
Students in their final semester, who will have completed at least eight full-time semesters in college when they graduate and who are taking more credits than are needed to complete graduation requirements, may take one or more of the extra courses for S/U credit. Engineering students must have the faculty advisor’s permission, indicated by his/her signature on an add/drop form, to request this option. The faculty advisor’s signature indicates that the student will have completed all degree requirements without this course. In addition, a signature from the Engineering advising office is needed to confirm that the senior has
applied for graduation in the spring semester. Arts & Sciences students must seek approval from the Academic Advising Office.

The extra courses may also include up to 6 credits of independent academic work, either graded or S/U. In addition, the usual limit of no more than 6 credits per year of independent academic work will be waived if the additional credits are for extra credit work done in the final semester.

**Graduation Closes the Undergraduate Record**

Upon graduation, the undergraduate record is closed. The only permitted changes are the resolution of incomplete grades, missing grades, and grade errors. These changes must be resolved by the first Monday after 30 days have lapsed since the degree conferral date. Students wishing to take additional courses at JHU after graduation should refer to Alumni Enrollment (p. 20) policies.

**General and Departmental Honors at Graduation**

Students may receive general honors, departmental honors, or both at graduation. General honors are awarded to students with cumulative grade point averages of 3.50 or better. The final determination is made after all grades have been reported. Departments set their own standards for the award of departmental honors. Students should consult with Director of Undergraduate Studies for their major about the requirements for honors.

General and departmental honors are noted on a student’s academic record following the student’s last undergraduate semester before graduation. In addition, honors are noted in the Commencement program. However, because the program is printed several weeks before the date of Commencement, not all honors are announced in time for inclusion in the program.

**Completing an Honors Thesis**

Students who are completing an honors thesis for departmental honors must complete the thesis before graduating. Students may not stay on after graduation to complete an honors thesis. Similarly, students graduating at midyear may not register part-time in the spring semester to finish an honors thesis.

The university commencement ceremony is held once each year in May. The student’s academic advising office determines whether a student has completed all requirements and clears the student for graduation and participation in Commencement. Students who graduate in August, December, and May are invited to participate in the commencement ceremony in May following their degree completion. Students who graduate in August may receive permission to walk in the May ceremony preceding degree completion if they file an August conferral plan with their respective advising office. The diploma and degree will not be awarded until all courses are completed successfully and recorded.

**Academic Standing Policies**

**Good Academic Standing**

Students who maintain a minimum of 12 credits earned and a term GPA of at least 2.0 each semester are considered in good academic standing.

**Reviewing Academic Standing**

Each academic advising office reviews student records at the end of fall and spring semesters to monitor academic standing. Based on this review, students may be placed on academic probation or academically dismissed.

**Satisfactory Academic Progress**

Satisfactory academic progress (SAP) refers to minimal standards for grades and cumulative credits required to receive financial aid. The SAP policy is described here http://www.jhu.edu/finaid/remove.html#satisfactoryacademicprogresspolicy.

**Academic Probation**

At the end of each fall and spring semester, the academic advising offices review the records of all undergraduate students to evaluate the academic standing of each student. Students who earn less than 12 credits or earn a term GPA below 2.0 are placed on academic probation. A letter informing a student of this status and the terms of academic probation are sent to the student in January (for fall performance) or June (for spring performance).

The terms of academic probation are as follows: Students must complete at least 12 credits with a minimum term GPA of 2.0 in the next enrolled fall or spring semester. Students may also be required to achieve a cumulative GPA of 2.0 or above in order to be removed from academic probation. In making the GPA calculation, incomplete grades (I) may be calculated as failures (F). In addition, any grade in a satisfactory/unsatisfactory course may be taken into consideration.

Students who do not meet the terms of academic probation will be academically dismissed (https://e-nextcatalog.jhu.edu/undergrad-students/academic-policies/academic-standing/#academicdismissalreadmission). In some circumstances, a student may be continued on academic probation instead of being dismissed. A student whose term GPA falls below 1.0 or earns less than 6 credits may be dismissed without having been on academic probation the previous semester.

The advising offices send written notification to students who are placed on academic probation. Incomplete or missing grades may prevent timely notification. Students with a term grade point average below 2.0 or who earned less than 12 credits should consult with an academic advisor about their academic standing, even if they have not received the letter from their advising office.

Students on academic probation may be restricted from registering for the maximum course load. Engineering students on academic probation are permitted a maximum of 14 credits during the probation semester.

A student’s academic performance during the summer term or intersession will not affect his/her academic standing.
**Academic Dismissal**

A student on academic probation who has not met the terms of probation will be subject to academic dismissal from the university for a minimum of one semester and a summer. A student whose term GPA falls below 1.0 or earns less than 6 credits may be dismissed without having been on academic probation the previous semester.

Students may direct inquiries about the dismissal process to the Academic Review Committee of their respective advising office.

Students who hope to return to the university in a future semester are encouraged to work with their academic advisor to develop a plan for their time away.

When a student is dismissed from the university, several university offices are notified and several important consequences follow.

- Registrar’s Office: cancels the student’s registration for the next semester and authorizes a refund of tuition paid for that semester;
- Office of Student Financial Services: suspends financial aid and work-study aid to the student;
- Housing Office: cancels the student’s housing contract if the student is in university housing;
- Office of International Services: performs duties as required by U.S. federal regulations regarding persons not eligible to study at the university.

**Readmission after Academic Dismissal**

The terms for readmitting a student who has been dismissed for academic reasons are established by the Academic Review Committee of their respective advising office.

Students are readmitted on academic probation and must meet those terms in their returning semester or face dismissal again.

Students who receive prior approval to complete courses at another college or university during the period of dismissal are subject to the university’s 12-credit limit on the number of transfer credits that can be applied toward graduation.

**Readmission Requests**

To apply for readmission, a dismissed student must submit a letter to the respective advising office. The letter should include an analysis of what went wrong during the preceding two semesters of enrollment, a description of activities while not in attendance, and an academic plan for completing all degree requirements. Supplemental materials such as transcripts of courses taken elsewhere, letters of reference from work or volunteer supervisor, or letters of support from a mental/physical health care provider may be required. Students are encouraged to contact their academic advisor prior to submitting a readmission letter.

**Readmission and Financial Aid**

Academic dismissal and financial aid suspension are two distinct actions and must be addressed separately. The Financial Aid Satisfactory Academic Progress (SAP) appeal process can be found online (http://finaid.johnshopkins.edu/return.html#satisfactoryacademicprogresspolicy). This appeal is in addition to the request for readmission to your advising office.

**Subsequent Academic Dismissals**

A student who is dismissed a second time will be required to separate from the university for a minimum of one year. A third academic dismissal is permanent.

**Eligibility for Financial Aid**

All regular degree-seeking students who are eligible to register are also eligible to apply for financial aid. Only U.S. citizens and eligible non-citizens (e.g., permanent residents) are eligible for Federal Title IV financial aid.

Students should be aware that JHU scholarship and grant funds are awarded for a maximum of eight semesters. Under some circumstances, a ninth semester may be awarded on appeal. Federal and state aid may be available for additional semesters.

Students are required to maintain full-time status by registering for at least 12 credits per semester. In rare circumstances, such as severe illness, a student may be permitted to register for less than 12 credits in a given semester. Even with this permission, less than full-time status may affect some types of financial aid.

**Satisfactory Academic Progress**

Satisfactory academic progress (SAP) refers to minimal standards for grades and cumulative credits required to receive financial aid. The SAP policy is described here http://www.jhu.edu/finaid/return.html#satisfactoryacademicprogresspolicy.

**External Credit Policies**

It is expected that the majority of credits applied towards degree requirements are earned by completion of courses taught at Johns Hopkins University by our faculty. We do recognize that some students may have other sources of college-level credit that could be applicable to some requirements. This section explains the conditions and restrictions regarding credits earned outside of JHU.

For full details about the application of external credits towards degree requirements, please see the Requirements for a Bachelor’s Degree (https://e-nextcatalog.jhu.edu/undergrad-students/academic-policies/requirements-for-a-bachelors-degree/#text) and the Residency Requirement (https://e-nextcatalog.jhu.edu/undergrad-students/academic-policies/requirements-for-a-bachelors-degree/#residencytext).

The information below describes the requirements for students entering JHU in Fall 2015. Students who entered JHU prior to Fall 2015 should view the appropriate archived catalog (http://web.jhu.edu/registrar/catalog).

**Advanced Placement Exams**

To receive credit, Advanced Placement examinations must be taken prior to admission to the university.

If a student enters the university with credit for an advanced placement course and then takes an equivalent course at the university for credit, the advanced placement credits (and lab class waiver, if applicable) will be disallowed. The credits and grade for the Hopkins course will appear on the academic record. The advanced placement exam title remains on
Undergraduate Students

the record as well, but the credit value is converted to zero. This policy also applies to IB credit, GCE credit, and other foreign exams.

<table>
<thead>
<tr>
<th>AP Exam</th>
<th>JHU Course</th>
<th>Score</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>AS.020.151 &amp; AS.020.152***</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry</td>
<td>AS.030.101 &amp; AS.030.102 and labs AS.030.105-AS.030.106****</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry</td>
<td>AS.030.101 and lab AS.030.105****</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Electricity and Magnetism</td>
<td>AS.171.102***</td>
<td>4 or 5</td>
<td>4</td>
</tr>
<tr>
<td>Mechanics</td>
<td>AS.171.101***</td>
<td>4 or 5</td>
<td>4</td>
</tr>
<tr>
<td>Statistics</td>
<td>EN.550.111</td>
<td>4 or 5</td>
<td>4</td>
</tr>
</tbody>
</table>

* Macroeconomics: Students who score a 5 on the Macro AP exam are placed out of AS.180.101 Elements of Macroeconomics and receive University credit. However, it does not count as one of the ten courses required for the economics major.

** Microeconomics: Students who score a 5 on the Micro AP exam, AND who pass a diagnostic test administered by Professor Hamilton will place out of AS.180.102 Elements of Microeconomics and receive University credit for it. However, it does not count as one of the ten course required for the economics major. Interested students should make an appointment with Professor Hamilton.

*** Students who are awarded credit for AP Biology or AP Physics are exempt from taking the corresponding lab courses (for AS.171.101 General Physics:Physical Science Major I-AS.171.102 General Physics: Physical Science Majors II and for AS.020.153 General Biology Laboratory I-AS.020.154 General Biology Lab II). The lab courses are waived but no credit is awarded. Students who have credit for AP Biology but take General Biology Lab 1 and/or General Biology Lab 2 will lose all six credits of AP Biology credit.

**** Students who have credit for AP Chemistry but take either lab semester without the lecture course, will lose 4 of their AP credits. Students who take either lecture class without the lab will lose AP credit for the corresponding lab in addition to the lecture. Effective fall 2014, students with AP Chemistry credits for AS.030.101 Introductory Chemistry I/AS.030.105 Introductory Chemistry Lab I may not take AS.030.102 Introductory Chemistry II/AS.030.106 Introductory Chemistry Laboratory II without taking AS.030.101 Introductory Chemistry I/AS.030.105 Introductory Chemistry Lab I at JHU (forfeiting 4 AP credits).

***** Students may receive credit for Calculus I via only one test.

Higher Level International Baccalaureate Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>JHU Course</th>
<th>Score</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>AS.020.151 &amp; AS.020.152 (labs AS.020.153 &amp; AS.020.154 waived with no credit)</td>
<td>6 or 7</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry</td>
<td>AS.030.101 &amp; AS.030.102 and labs AS.030.105 &amp; AS.030.106</td>
<td>6 or 7</td>
<td>8</td>
</tr>
<tr>
<td>Economics</td>
<td>AS.180.101 (Macroeconomics)</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td>AS.110.108</td>
<td>6 or 7</td>
<td>4</td>
</tr>
<tr>
<td>Physics</td>
<td>AS.171.101 (lab AS.173.111 waived with no credit)</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Physics</td>
<td>AS.171.101 &amp; AS.171.102 (labs AS.173.111 &amp; AS.173.112 waived with no credit)</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

Foreign Certificate Exams

Credit is awarded for grades of A or B on the British and Singapore General Certificate of Education A-Level courses in many of the subject areas included on the Advanced Placement exams and International Baccalaureate courses listed above. A grade of A in Physics on the GCE is awarded 8 credits. A grade of B is awarded 4 credits. AS and O levels are not accepted. Foreign certificate programs like the French Baccalaureate and the German Abitur are considered on a case-by-case basis. No foreign language credit is available for these exams.

Exam Credits for Foreign Language

Effective Fall 2015, the German and Romance Languages Department will not award any credit for Spanish AP/IB exams. French, German, and Italian will grant six credits for AP scores of 4 or 5 (IB Exams for 6 or 7) only after a student successfully completes two courses in that same language sequence at the intermediate level or higher.
JHU Placement Exams

Some departments may offer placement exams or other evaluations that allow a student to bypass lower-level content in that department, most commonly mathematics and foreign language. No credit is awarded for these departmental exams or evaluations - they are for placement purposes only. In some cases, a waiver of the bypassed course(s) may be noted on the student's academic record. No academic credit is awarded when a course is waived.

Students who entered JHU prior to Fall 2015 should view the appropriate archived catalog (http://web.jhu.edu/registrar/catalog).

The following content is included on this page:

Transfer Credit Limits (p. )
Transfer Credit Rules (p. )
Registering for Courses at Other Colleges and Universities After Matriculation (p. )
Policies Unique to Students Admitted to JHU as Transfer Students (p. )
Description of Transferable Credit (p. )

Transfer Credit Limits

Students admitted directly from high school

Students who enter the university from high school may transfer up to 12 credits from approved courses taken at other institutions, whether taken before or after matriculation. The 12-credit limit on transfer credits does not include credit from Hopkins summer courses, Advanced Placement examinations, British General Certificate of Education courses, International Baccalaureate courses, or foreign certificate courses.

Students admitted as transfer students

Students who enter the university as transfer students into the Krieger School of Arts and Sciences may bring in up to 60 transfer credits towards a degree requiring 120 credits. Students earning degrees requiring more than 120 credits in both KSAS and WSE may bring in more than 60 credits; however at least 60 of the total degree credits must be earned in residence as a full-time student at JHU. See here (p. 21) for additional residency requirements. All transfer students may transfer up to an additional 12 credits after matriculation. The 12-credit limit on transfer credits does not include credit from Hopkins summer courses, Advanced Placement examinations, British General Certificate of Education courses, International Baccalaureate courses, or foreign certificate courses.

Transfer Credit Rules

The following rules apply to both online courses and courses taken in a traditional classroom setting.

To be eligible for transfer credit, an approved course must be taken for a grade at an approved college and completed with a grade of C or better. In the United States, an approved institution is a 2-year or 4-year college or university that is accredited by one of the following regional accrediting agencies:

- Middle States Commission on Higher Education
- New England Association of Schools and Colleges, Commission on Institution of Higher Education
- North Central Association of Colleges and Schools, The Higher Learning Commission
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools, Commission on Colleges
- Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges
- Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

Transfer credits from non-US academic institutions must be approved on a case-by-case basis by the academic advising offices in the respective schools. Non-US academic institutions must be degree-granting and recognized and authorized to issue academic records by the appropriate national (or regional) bodies in their home countries.

How the number of semester credits is determined

For courses offered in semester credits at the host institution, courses will be awarded the same number of semester credits at JHU. For example, if a Calculus I course is offered for 5 semester credits at another institution, it will be transferred to JHU as 5 credits, even though our parallel course is a 4-credit course. Credit for courses earned at a school using the quarter system will be converted to a comparable number of semester credits. One quarter credit is equivalent to 2/3 of a semester credit. Other unit systems will be converted to semester credits based on the transcript key provided by the host university. If a key is not available, credits are evaluated such that one year of full-time coursework at the other school is considered proportional to one year of full-time coursework at JHU.

How transfer credits are posted on a JHU transcript

The following information is included for each course transferred to JHU:

- name of college or university where course was taken
- course title
- JHU course equivalent (if any)
- credits awarded

The grades earned in these courses do not appear on the Hopkins record and therefore do not contribute to the grade point average.

Restriction on courses taken without a letter or numerical grade

Ungraded or pass/fail courses taken at another college or university prior to matriculation at JHU, if approved, may receive credit if the host school states in writing that the mark represents a grade of C or better.

Entering freshman with more than twelve transferable credits

Some students enter the university from high school with additional college course work beyond the 12 credits that may be transferred. If these additional courses are equivalent to subjects that the university accepts for credit by Advanced Placement exams, and if the courses are needed to complete requirements for a major or are prerequisites for higher level courses that the student will take at JHU, then students may request that the department waive the comparable courses at JHU. Waivers do not carry semester credits. Students must contact their
academic advising office for detailed information about how to obtain a waiver.

Credits earned at JHU prior to matriculation, including the JHU Pre-College Summer Program

A student who takes JHU courses prior to matriculation as a degree-seeking student (at JHU or elsewhere) may receive credit for those courses completed with grades of C or better, but the grades are not included in the undergraduate record. Because these courses were taken at JHU, they are not subject to the 12-credit transfer rule. Students must request that these courses be transferred to their undergraduate record by contacting their respective advising office. Credits earned through this program may be applied to the 100-credit JHU residency requirement (applicable to freshmen matriculating fall 2014 and later).

Deferred admission

Students who have been accepted to the university may defer admission for up to two years with approval from the director of undergraduate admissions. Freshmen who have deferred admission begin their studies in the fall semester. The purpose of a deferral is to allow students to take time off in order to travel, work, or experience another culture. Deferrals are not granted for the purpose of studying at another institution. Students who wish to pursue academic studies during the deferment period may do so; however, the credits earned during the deferment period will not be applied toward the university’s degree requirements.

Registering for Courses at Other Colleges and Universities After Matriculation

Students are required to seek pre-approval to transfer credits from courses completed at other institutions. A form for this purpose is available in the advising offices. Directions regarding appropriate signatures and required supplemental materials (typically a detailed course description and/or a course syllabus) are on the form. Courses must be taken for a letter grade and a grade of C or better is required.

In order to transfer credit for previously-approved summer work done elsewhere, students must arrange for an official transcript to be sent to the Office of the Registrar.

Courses at colleges and universities in the Baltimore Student Exchange Program

See Registering for Courses through BSEP (p. 14) in the Registration Policies section. BSEP does not operate during the summer session; courses taken at these institutions during the summer are considered transfer credit and are subject to the same rules and limits as courses from other colleges and universities.

Policies Unique to Students Admitted to JHU as Transfer Students

- Transfer students who completed Advanced Placement or other exams during high school are subject to the same policies as students admitted directly from high school as of the term they matriculate at JHU. We do not transfer exam credits directly from another college or university transcript.
- Students who transfer from the Peabody Conservatory will be granted full credit for performance courses in their major instrument. For performance courses in other instruments, only one credit per semester will be awarded.

Description of Transferable Credit

In order to be transferable, a course does not have to match a currently existing JHU course; however, courses should cover topics that are broadly defined as part of the curriculum at Johns Hopkins University. For example, we do not regularly teach a course about horror films. However, since this is a film studies course and we have a major in film and media studies, it’s likely that this course would be eligible for transfer. A course can be transferred as either (1) a direct equivalent to one of our courses or (2) a generic course affiliated with a field of study. A course with an identical name at another institution is not necessarily going to transfer as directly equivalent to the course with the same title at JHU.

A maximum of 6 credits may be granted for courses which are in curriculum areas not covered by the fields of study in the School of Arts and Sciences and the School of Engineering.

Additional Details About Course Eligibility for Transfer:

Section One: Common courses that will not be accepted for transfer credit:

- Physical Education or Personal Health and Wellness Courses are not accepted.
- College Orientation, Study Skills, or Career Development Courses are not accepted.
- Math Courses Below the Pre-Calculus Level are not accepted.
- Theology Courses are not accepted.
- Developmental English, English Grammar, or English as a Second Language Courses are not accepted.
- Independent Study, Research, or Internship Credits are not accepted.
- However, hybrid courses that include lectures and graded assignments along with practical experiences are reviewed individually.
Trade Skill Courses are not accepted.

- Trade skills courses are defined as being part of an educational program leading to a specific trade such as (but not limited to) automotive repair, culinary arts, day care provider, or airplane pilot.

Computer Software Courses are not accepted.

- However, courses that teach some use of software, Internet design and security, basic programming in html or Java, computer aided design or introduce field-specific software programs may be considered.

Section Two: Common courses with restrictions for transfer credit

Chemistry

General Chemistry courses intended to serve as a one year sequence for students in the sciences are transferrable. However, because of the variability of these courses, it is often not possible to transfer just one semester of two-semester sequences (or one or two quarters). Syllabi review is required to transfer these courses. Rudimentary introductory chemistry courses intended to prepare students for a year of general chemistry are not transferrable. One-semester chemistry courses intended for non-science majors designed to fulfill general education requirements for non-science student may transfer.

Organic Chemistry Lab

JHU offers a one-semester, three-credit course (AS.030.225 or AS.030.227) that is recognized by medical schools as being equivalent to other institutions’ typical year-long introductory organic lab courses that are frequently 1 credit each. To transfer these lab courses from other institutions, students must take both semesters at the other institution, as one semester alone is not transferable. If the course lecture and lab are taught as a single course unit at the other institution, students must take the full year-long sequence of the course lecture and lab in order to transfer the courses to JHU. Our course AS.030.228 is an intermediate level organic chemistry laboratory course intended for only chemistry majors and typically goes beyond other institutions’ expectations of students from introductory organic chemistry lab.

Physics

General physics courses, typically covering the topics of mechanics, heat, sound, electricity and magnetism, optics, and modern physics intended to serve as one year of physics study for students in the sciences, may be transferred if the course was taught using the principles of calculus. Those courses that do not require calculus knowledge will not transfer. Rudimentary introductory physics courses intended to prepare students for a year of general physics will not transfer. Introductory one-semester physics or astronomy courses intended for non-science majors, for example those offered to help students fulfill general education requirements, may be transferred.

Finance

We accept transfer credits for corporate finance courses that may include, but are not limited to, understanding the design and functioning of financial markets or modeling financial forecasting and decision making. We do not transfer credit for personal finance courses designed to teach the individual consumer about topics such as money management, budgeting, home mortgages, personal tax, individual insurance, or investing.

Graphic Design

In order to be considered for transfer, graphic design courses must be taught as part of the required curriculum for a major leading to a degree at the offering institution and the course content must include design theory and practices. These carry no area designation. Courses that focus solely on software usage will not transfer.

Website Design

In order to be considered for transfer, website design courses must be taught as part of the required curriculum for a major leading to a degree at the offering institution and the course content must include some programming components. Courses that solely focus on usage of productivity software such as word processing, spreadsheet, presentation, database, graphics editing, accounting, statistical processing, or webpage creation will not transfer.

Internet/Social Media

Marketing courses that discuss the effective use of social media concepts and tools, search engine optimization (SEO) or other analytical market analysis techniques, and content creation and management strategies for marketing campaigns will be considered. However, courses teaching effective use of the internet for personal research or educating the lay person about its structural design or usage of social media will not transfer.

Section Three: Non-domestic studies

For those attending programs leading to the medical profession

In several countries around the world, students enter higher education programs that lead to a medical degree without the completion of the United States equivalent to a bachelor’s degree. We do not transfer credits from these types of programs.

US citizens who studied abroad prior to acceptance as a transfer student to JHU

Like our international students who studied internationally before transferring to Johns Hopkins, courses taken abroad by US citizens either through study abroad programs or direct matriculation at international institutions will be processed as transfer credits, not as study abroad credits. A transcript from the originating institution will be required.

Composition courses not taught in English

Courses taught in a language other than English that mimic the typical “freshman composition” or “expository writing” courses found in the United States will transfer. These courses will be reviewed for transfer credit as potential courses in our English Department (home of our Expository Writing Program), not as foreign language courses. They may not be used to meet the JHU writing-intensive requirement.

Current JHU students studying internationally in their home country

Please see study abroad eligibility restrictions (p. 33) for limitations during the academic year.

During the summer, courses may be taken in a student’s home country or country of citizenship. Students follow the procedures for pre-
Courses unique to China

We do not transfer three commonly required courses: Introduction to Mao Zedong Thoughts, Ideological and Moral Cultivation and Fundamentals of Law, and Principles of Marxism.

Section Four: Details about transferring writing-intensive credit

Students who transfer to Johns Hopkins from another college or university, and Hopkins students who study abroad for a semester, may transfer up to 6 credits of writing-intensive credit for a course(s) under these conditions:

1. The course must meet University criteria for a writing intensive course.
2. Students must take the course during the regular academic year, in either fall or spring semester (there is no writing-intensive transfer credit for summer courses).
3. Students must have a grade of B or higher in the course.

Students who meet these criteria need to present an official transcript for the course to their respective advising office and present course materials to Patricia Kain, Director of the Expository Writing Program. To arrange a meeting, she may be emailed at kain@jhu.edu. Students should bring a syllabus, course description from the catalog or website, and the papers written for the course.

Study Abroad Policies

The Johns Hopkins University views international education as an integral component of its academic mission. Not only does the university actively encourage enrollment of a diverse international and multicultural student body, but it strives to provide students with educational opportunities throughout the world. More than 33% of Johns Hopkins undergraduates study abroad.

For undergraduates in the Krieger School of Arts and Sciences and the Whiting School of Engineering, Johns Hopkins offers a wide variety of international opportunities ranging from short-term, departmentally sponsored intersession and summer programs to semester and full-year programs at major universities in the United Kingdom, Australia, New Zealand, Europe, Africa, Latin America, Asia and the Middle East.

Johns Hopkins accepts credit for coursework taken abroad toward major and minor requirements as well as toward general graduation requirements. Most students who study abroad graduate on time. What is more, upon successful completion of a program abroad, students may choose to build upon their international experience in graduate or professional school. The advisors in Pre-Professional Advising and the Career Center work with Hopkins students to maximize the benefits of a program abroad.

Contact Information

Mailing Address: Johns Hopkins University, Office of Study Abroad, Levering Hall, Suite 04B, 3400 N. Charles Street, Baltimore, MD 21218

Email: jhuabroad@jhu.edu

Website: jhu.edu/study_abroad

Phone: 410-516-7856, Fax: 410-516-7878

Study Abroad Programs

Hopkins offers students three options for study abroad: departmental programs, direct enrollment programs and approved/vetted third-party provider programs. Programs managed by Hopkins or third-party providers offer the highest level of on-site support. Exchange programs and direct enrollment are well suited to more independent students who prefer greater autonomy while abroad. We encourage students to consider their personal background and comfort levels when choosing a study abroad option.

Johns Hopkins Departmental Programs

Many academic departments sponsor study abroad programs that directly support major and minor requirements. Whenever possible, qualified students in these majors are encouraged to participate in departmental programs. Credit is approved and may be applied toward major and minor requirements in the sponsoring departments. Hopkins departmental programs vary in terms of the level of support that students receive while abroad. In many cases grades (Homewood Abroad or HA courses) from these programs will post on students’ Hopkins transcript and be included in students’ Hopkins grade point average.

Johns Hopkins Departmental Programs include the following categories:

- Semester and year programs managed by Hopkins or external organizations
- Johns Hopkins exchange programs
- Johns Hopkins Summer Programs Abroad
- Johns Hopkins Intersession Programs Abroad

Direct Enrollment in a University Abroad

Students may enroll in colleges and universities abroad after consulting with a Study Abroad Advisor. Students apply as visiting, non-degree students and take regularly scheduled classes with national and international students.

Major/minor credits must be pre-approved by the Hopkins Director of Undergraduate Studies for students’ majors or minors prior to participation. In most cases grades (Transfer Courses or TR courses) from the program will not post on the Hopkins transcript or be included in the Hopkins grade point average. Transcripts with grades from a U.S.-accredited School of Record will generally be available through a sponsoring institution if the direct enrollment was facilitated by an approved third-party provider.

Approved/Vetted Third-Party Provider Programs

The Office of Study Abroad and the Faculty Advisory Committee have vetted specialized programs that offer courses in specific areas, disciplines, or locations where direct enrollment may not be feasible. Sponsored by third-party providers, these specialized programs provide study abroad opportunities for language acquisition, field experience, research opportunities, and disciplinary courses often in less common locations.

Major/minor credits must be pre-approved by the Hopkins Director of Undergraduate Studies for students’ majors or minors prior to participation. Third-party providers offer additional support services, including assistance with applications, housing, registration, visas and
ondsite support. In most cases grades (TR courses) from the program will not post on students’ Hopkins transcript or be included in Hopkins grade point averages. Transcripts with grades from a U.S.-accredited School of Record will generally be available through the third-party provider.

Non-Approved Programs
Johns Hopkins does not encourage students to participate in non-approved/vetted programs. Students with sound academic rationales for participation on a non-vetted program meet with the Director of Study Abroad to petition approval of an alternative program.

Students are required to meet with a study abroad advisor prior to applying to study abroad. All study abroad programs must be approved by the Office of Study Abroad prior to participation in order to transfer credit toward Hopkins degree requirements.

Eligibility for study abroad can vary by type of program. Students must meet the minimum eligibility requirements of both Johns Hopkins University and the program abroad.

Johns Hopkins Eligibility Requirements:
- Term GPA of 3.00 or higher the semester of application
- Students must complete at least 100 credits at the Homewood Campus
- Students must complete their last semester prior to graduation in residence at the Homewood Campus
- Students must be in good academic, disciplinary and financial standing
- Leave of Absence: Students may not apply for study abroad while on Leave of Absence. Students must be enrolled the semester of application to be eligible to study abroad.

Program Eligibility Requirements:
Many programs have additional eligibility requirements. In some cases those requirements will be more stringent than the Hopkins minimum eligibility.

The program specific eligibility requirements might include:
- Language proficiency requirements. Students must demonstrate language proficiency at the college level, either through courses taken at a U.S. college or university, AP credit or university administered placement tests.
- Cumulative GPA of 3.0 or higher (e.g. Oxford requires a GPA of 3.7 or higher)
- One year or more of college-level education
- Course prerequisites: Students must have course prerequisites as determined by the host institution in order to register for classes abroad.

Credit and Residency Requirements for Study Abroad
For the purposes of fulfilling university residency requirements, up to 30 credits from study abroad courses are considered “in-residence” and may be included in the 100-credit university residency requirement (Effective for freshmen beginning in Fall 2014.) Students may be awarded a full-year of credit from Homewood Abroad (HA) courses or up to 30 credits from study abroad courses taken through direct enrollment or vetted programs toward their undergraduate degrees.

Students on departmentally-sponsored programs with HA courses are held to the same credit limit guidelines and credit overload policies as if the student was on the Homewood campus. In addition, if these students exceed 30 credits from their abroad courses, they may apply excess study abroad credits to the general 12-credit transfer credit maximum. Total credits from study abroad courses and domestic transfer courses may not exceed 42 credits.

Students may enroll in study abroad in a combination of semester and/or summer/intersession abroad programs, but students may not enroll in three consecutive fall/spring semesters abroad.

Students may participate in summer and intersession programs abroad any term after matriculation.

Students must have completed at least three semesters of coursework on the Homewood campus prior to enrolling in a semester/academic year program abroad. This means students may study abroad for a semester or academic year beginning the second semester of their sophomore through the fall semester of their senior years. An exception to this policy is the Hopkins Oxford St. Anne’s College program which offers a full year abroad for sophomore students.

Study Abroad in Home Country/Country of Citizenship
International students are encouraged to take full advantage of study abroad opportunities by pursuing studies outside the United States and their home countries. Johns Hopkins will not approve study abroad at locations where students have completed secondary education or where they have lived and/or worked within eight years of matriculation at Johns Hopkins. Students who wish to take courses at universities in their home countries will be asked to petition the Faculty Advisory Committee for Study Abroad. Students must present a strong academic rationale for the program.

Matriculation Status
All students on study abroad programs who have completed the mandatory procedures established by Johns Hopkins prior to departure remain enrolled as full-time, matriculated students. This official status is recorded as off-campus matriculated.

Credits Required for a Semester/Academic Year Abroad
Students are required to enroll in the equivalent of 15 credits per semester while abroad. Students who wish to take fewer than 15 or more than 18 credits a semester must obtain written permission from the Director of the Office of Study Abroad.

Credit for Courses Taken Abroad
Students may earn up to 30 credits for study abroad from any combination of academic terms – semester, academic year, summer and intersession.

As part of the Hopkins application process, students are required to have pre-approval for transfer of credit for all overseas course work prior to studying abroad. Pre-approval of transfer of credits toward major and/or minor requirements is granted by the Director of Undergraduate Studies in students’ academic departments. Pre-approval of transfer of credit toward distribution requirements is granted by the Director of Study Abroad. Final approval of credit and transfer of courses occurs after students have returned to Hopkins.
Courses must be completed with a grade equivalent of C or better to be eligible for transfer of credit toward a Hopkins degree. Transcripts from the program abroad should be sent to the Director of the Office of Study Abroad for credit evaluation and transfer of credit. The Director will contact students when the official program transcript has been received.

Students should remember to save electronic copies of syllabi, course descriptions, reading lists, assignments, papers, and examinations. Students will need to submit these to the Director of Study Abroad and/or the Director of Undergraduate Studies for their major and minor in order to complete the credit evaluation and transfer of credit.

**Grades and Transcripts**

Courses taken at overseas programs are entered onto the official Hopkins transcript along with the name of the host school and location of the study abroad program.

**Grades and Transcripts: Hopkins Departmental Programs**

Grades from most Hopkins Departmental Programs (Hopkins Departmentally Sponsored Semester and Year Programs, Hopkins Summer Abroad and Hopkins Intersession Abroad) are posted on transcripts and are calculated into students’ term and cumulative GPA. These courses will appear on the Hopkins transcript as AS/EN/HA courses with Hopkins course numbers (e.g. HA.100.320 – History of China).

**Grades and Transcripts: Hopkins Approved Programs**

All students on Hopkins Approved Programs (Vetted Programs and Direct Enrollment) must take courses abroad for a grade. Students will not receive credit for pass/fail courses taken abroad. Students must receive the equivalent of a C or higher in order to receive Hopkins credit. Grades from Hopkins Approved Programs do not appear on the Hopkins transcript and will not be calculated into the GPA. These courses will appear on students’ transcripts as TR courses (e.g. TR.100.300 – History of China). Students’ transcripts reflect how credits earned abroad have been awarded toward their Hopkins degree.

**Housing Policy**

Johns Hopkins University vets and approves study abroad programs based on academic quality, cultural immersion, and health/safety practices. Housing is an integral aspect of the abroad experience in that it promotes language and communication skills and provides opportunities for personal growth. In addition, housing organized by program sponsors provides an additional layer of safety and security.

For these reasons, Johns Hopkins University requires the use of program-established housing in home stays, residences, dormitories, or program-provided apartments by all Hopkins students on approved study abroad programs. Furthermore, Johns Hopkins University strongly encourages students to participate in a home stay experience if that option is available. Students who want to make independent housing arrangements should set up an appointment to meet with the Director of Study Abroad to discuss options and petition for approval.

**Study Abroad at Locations Under Department of State/WHO/CDC Travel Warning**

Travel Warnings are issued by the United States Department of State to describe long-term, protracted conditions that make a country dangerous or unstable. A Travel Warning is also issued when the U.S. Government’s ability to assist American citizens is constrained due to the closure of an embassy or consulate or because of a drawdown of its staff. The WHO and CDC post travel warning and alerts in the event of public health crises.

The Johns Hopkins University does not permit undergraduates to study abroad in locations with travel warnings. Despite this warning, if a student believes he or she has a sound academic reason to study at a chosen site, the student may file a petition for individual exemption in order to have their course work recognized for academic credit at Johns Hopkins.

**Financial Structure of Study Abroad**

**Departmental Programs (semester/academic year)**

Students studying abroad on semester and year Johns Hopkins departmental or exchange programs are charged Hopkins tuition. In most cases, an additional fee is assessed to cover services that might include housing, international health insurance, emergency services, and logistical and academic support. Students are billed through the Hopkins Student Accounts Office.

**Departmental Programs (intersession/summer)**

Students studying abroad on a Hopkins departmental summer or intersession program are charged the program fee and billed through Hopkins. Fees vary by program with some including charges for services such as airfare and meals.

**Direct Matriculation and Vetted Programs (semester/intersession/summer)**

Students who study abroad through an external program (direct enrollment at a university abroad or approved provider) are charged the cost of their program as established by the host university or provider and a study abroad and application fee equivalent to 12% of Johns Hopkins tuition. Johns Hopkins is responsible for making direct payments to host universities and providers on behalf of students. Fees will be posted to students’ Hopkins ISIS accounts by the Student Accounts Office.

**Additional Costs Associated with Any Program Type**

Students are responsible for all additional costs that are not included in mandatory fees. Additional costs may include: housing, airfare, personal expenses, meals, visas, and other incidental expenses. Some programs may include costs for many of these services as part of their mandatory fees. In those cases Hopkins will include those fees when making direct payment to the provider on behalf of students.

**Billing**

Study Abroad fees will be billed to students ISIS accounts by the Student Accounts Office.

The Hopkins Student Accounts Office posts charges in ISIS on approximately July 1 for the fall semester, December 1 for intersession, December 1 for the spring semester, and May 1 for summer. Payment arrangements may be made through the Hopkins Student Accounts Office.

The Office of Study Abroad creates a program financial budget worksheet for each student that reflects the estimated cost of attendance for his or her program and details which fees will be posted.
on students' JHU account. The financial budget worksheet should be used to assist students and their parents in calculating expenses (the cost of attendance) associated with an academic program abroad. In addition, the Office of Study Abroad provides sample financial worksheets for programs commonly attended by Johns Hopkins students.

Financial Aid
Johns Hopkins extends portability of federal, state and institutional financial aid to Johns Hopkins Departmental Study Abroad Programs, Approved Study Abroad Provider Programs and to Direct Enrollment in a University Abroad for the fall semester, spring semester or academic year. Financial aid, including institutional aid may be applied toward the cost of these programs.

For the semester study abroad, the JHU Grant will not increase, even if the study abroad cost is greater than the cost to attend Hopkins. However, the JHU Grant for the semester study abroad may decrease if the study abroad cost is less than the cost of attendance at Hopkins. Students’ financial aid will be credited to their student accounts.

Only loan assistance can cover additional expenses. In most cases, financial aid does not apply to summer and intercession programs. Students may be eligible for external study abroad scholarships.

Refund Policy
Students with credit balances may request a refund online at http://www.jhu.edu/~studacct. Refund requests cannot be processed any earlier than 10 days prior to the JHU's first day of classes.

Students should consider study abroad options carefully prior to making a commitment. Should students withdraw from a study abroad program after having submitted their program acceptance forms or Hopkins acceptance forms, they are responsible for all non-recoverable costs associated with their program. Hopkins will refund recoverable expenses, excluding non-refundable deposits, once we receive a final billing statement from students’ programs. Recoverable expenses are determined by the program provider in consultation with Johns Hopkins. If for any reason study abroad plans change, the Office of Study Abroad should be contacted immediately so we can work out the financial impact of the voluntary withdrawal.

Students involuntarily withdrawn or dismissed from a program for cause will receive no refund, may not be eligible for credit for coursework completed on the program abroad and are responsible for any costs incurred by early dismissal.

Should Hopkins cancel or suspend a study abroad program, we will work with students to either refund recoverable costs or apply fees toward alternate academic programs.

Conduct
Students are responsible for their own actions, activities and behavior while participating on a program abroad. Serious consideration of health and personal circumstances should be taken in to account by students when applying for or accepting a place on a program abroad.

Students are obligated to be aware of and comply with local laws and customs while abroad. Respect of local customs includes the conscious awareness of cultural attitudes toward alcohol use and sexual behavior. As representatives of Johns Hopkins in other countries, we ask that students behave in a manner that is respectful of the rights and well-being of others.

Conduct considered unacceptable to Johns Hopkins University includes, but is not limited to, excessive consumption of alcohol; loud and/or abusive behavior; sexual harassment; criminal conduct of any kind, including the purchase, sale, possession or use of drugs other than prescribed medication for legal medicinal purposes. Students’ must notify Johns Hopkins University Office of Study Abroad of any disciplinary or legal issues while abroad.

Students participating in programs abroad are expected to adhere to the Johns Hopkins University Undergraduate Student Code of Conduct (p. 35), the policies of the program abroad and the terms set forth in the Study Abroad Conditions of Participation agreement.

Violations of the Code of Conduct, Conditions of Participation and Program Policies
Students who are alleged to have violated the Hopkins Undergraduate Student Conduct Code, the policies of the program, and/or standards of academic integrity while abroad will be reported to the program director and the JHU Director for Study Abroad. If a violation is determined to have occurred, the program director in collaboration with the JHU Director for Study Abroad will take appropriate disciplinary action, which may include immediate dismissal from the program.

A student dismissed from a program for cause will receive no refund, may not be eligible for credit for coursework completed on the program abroad and is responsible for any costs incurred by early dismissal.

Students must maintain both academic and disciplinary eligibility through through the designated start of their study abroad program. Students’ academic and disciplinary records may be reviewed prior to departure. If records indicate a significant decline in GPA, if a cumulative or term GPA falls below JHU or program requirements, or if academic and/or disciplinary sanctions are imposed prior to departure, a student may be involuntarily withdrawn from an approved study abroad program.

Academic Ethics
All study abroad students are bound by the Johns Hopkins University Code of Academic ethics both during the application process and while abroad. Students are obliged to refrain from acts which they know, or under circumstances have reason to know, violate the academic integrity of the University. Violations of academic ethics include, but are not limited to: cheating; plagiarism; submitting the same or substantially similar work to satisfy the requirements of more than one course without permission; submitting as one’s own the same or substantially similar work of another; knowingly furnishing false information to any agent of the University for inclusion in academic records; falsification, forgery, alteration, destruction or misuse of official University documents or seal. All students must sign a Conditions of Participation agreement to adhere to this policy as part of the application process.

Institutional Research Board
Students participating in or conducting research abroad must complete the Hopkins IRB process in addition to any institutional review that may be required by the host institution. Failure to comply is a serious breach of research ethics. Students who fail to receive appropriate HIRB review
of their research will not be able to use the research or data for projects, theses, courses or requirements at Johns Hopkins.

**Student Affairs Resources**

A successful college career is about making sure that what you do to get a degree is enhanced by pursuing interests that complement your studies. Student affairs is dedicated to helping you make your Hopkins experience as life-changing as it is mind-expanding. While our programs start by building community in the place where you live, the residence halls and the surrounding neighborhoods, that work goes a lot further. Whether it is helping you build career skills, work on strategies to succeed in class, embrace a physically and mentally healthy lifestyle, or connect with peers, student affairs has resources available to support you as you explore the many opportunities at JHU. Our dedicated staff members are here to answer your questions and support your journey.

To find out more about the resources available to students visit: http://studentaffairs.jhu.edu/resources/

**Student Life Policies**

**Standards and Policies**

**Table of Contents (Quick Links)**

- Student Responsibility (p. )
- Undergraduate Student Conduct Code (p. )
- Student Conduct System (p. )
- The Student Conduct Board (p. )
- Student Conduct Sanctions (p. )
- Appeals (Student Conduct) (p. )
- Undergraduate Academic Ethics Board (p. )
- Violations of Academic Integrity (p. )
- Responsibilities of Students and Faculty (Academic Ethics) (p. )
- Procedures for Handling Suspected Violations of Academic Integrity (p. )
- Hearing Panels (Academic Ethics) (p. )
- Penalties (Academic Ethics) (p. )
- Appeals (Academic Ethics) (p. )
- Records (p. )
- Drug, Alcohol, and Firearms Policies for Students (p. )
- Amnesty Policy (p. )
- Homewood Undergraduate Off-Campus Party Registration and Safety Policy (p. )
- Sanctions and Corrective Actions: Alcohol Policy Violations (p. )
- Student Activities Alcohol Provisions (p. )
- Sexual Misconduct Policy (p. 48)
- Open Space Policies (p. )
- Policy Against Hazing (p. )
- Student Activities Policies & Room Reservation (p. )
- Vending and Solicitation Policies (p. )
- Academic Policies for Group Leaders/Members (p. )
- Fundraising (p. )
- Policies on Automobiles and Parking (p. )
- Policy on Pets (p. )
- Information Technology Policies (p. )
- Residence Requirement (p. )

**Undergraduate Student Life Policies**

This section contains many of the relevant rules and regulations governing undergraduate student nonacademic life on the Homewood Campus. Students are responsible for complying with these policies.

**Student Responsibility**

It is the students' responsibility to familiarize themselves with the policies of the University and those contained within these policies and procedures. Failure to become acquainted with this information will not excuse any student from responsibility for abiding by the rules and procedures described herein. Personal difficulties, illnesses, or advice contradicting the rules and procedures described herein contained do not constitute automatic grounds for exemption from these policies.

Any waivers to the policies and procedures must be reviewed and approved in advance and are effective only when accepted by the Office of the Dean of Student Life.

The University reserves the right to make changes to these policies and procedures, and other information contained herein as it deems appropriate. Students are urged to consult the Office of the Dean of Student Life and Homewood Student Affairs about any questions that they may have concerning student activities, student life, and student affairs. These standards and procedures are not to be regarded as a contract.

**Introduction to the Undergraduate Student Conduct Code**

The fundamental purpose of the University's regulation of student conduct is to promote and to protect the health, safety, welfare, property, and rights of all members of the University community as well as to promote the orderly operation of the University and to safeguard its property and facilities.

Acceptance of membership in the University community carries with it an obligation on the part of each individual to respect the rights of others, to protect the University as a forum for the free expression of ideas, and to obey the law. This Undergraduate Student Conduct Code pertains to misconduct arising from offenses against persons and/or property committed on University property; to misconduct committed off University property against members of the University community; and to misconduct occurring off campus that causes significant harm to others. Students who violate local, state, or federal laws will also be subject to discipline from the University. The University's
For example, students are expected to refrain from:

- Conduct that disrupts or interferes with the orderly operation of teaching and research, or with other lawful or authorized activities.
- Conduct that causes, or can be reasonably expected to cause, or threatens physical harm to a person.
- Physical or verbal threats against or intimidation of any person which results in limiting her/his full access to all aspects of life at the University.
- Conduct or a pattern of conduct in which a person approaches or pursues another person with intent to place the person in fear of physical harm or with intent to harass or to intimidate the person.
- Conduct that violates the University’s hazing policy, or other conduct or a pattern of conduct that harasses a person or group.
- Conduct that constitutes sexual abuse, assault, or rape of another person.
- Conduct that constitutes sexual harassment of another person.
- Theft or vandalism of University property, property of others, or knowingly possessing stolen property.
- The unauthorized use, possession, or storage of any weapons, chemicals, or explosives, including fireworks, on University property.
- The unauthorized distribution, possession, or use of any controlled substance (such as, but not limited to, illegal drugs).
- The possession or consumption of alcohol by individuals under the legal drinking age in Maryland (21 years of age), or the provision of alcohol to minors.
- The distribution or sale of alcohol to individuals under the legal drinking age.

Undergraduate Student Conduct Code

In addition to maintaining good academic standing, students are expected to refrain from conduct that injures persons or property. The University expects all students, including those living on or off campus, students studying abroad or at any off-campus university facility, or on break to be law-abiding citizens, to respect the rights of others, and to refrain from behavior that impairs the University’s purpose or its reputation in the community. Students who have committed acts which are a danger to their own personal safety or which harm or have the potential of harming others, or who destroy, damage, or wrongfully appropriate property, will be disciplined and may forfeit their right to be members of the University community.

For example, students are expected to refrain from:

1. Conduct that disrupts or interferes with the orderly operation of teaching and research, or with other lawful or authorized activities.
2. Conduct that causes, or can be reasonably expected to cause, or threatens physical harm to a person.
3. Physical or verbal threats against or intimidation of any person which results in limiting her/his full access to all aspects of life at the University.
4. Conduct or a pattern of conduct in which a person approaches or pursues another person with intent to place the person in fear of physical harm or with intent to harass or to intimidate the person.
5. Conduct that violates the University's hazing policy, or other conduct or a pattern of conduct that harasses a person or group.
6. Conduct that constitutes sexual abuse, assault, or rape of another person.
7. Conduct that constitutes sexual harassment of another person.
8. Theft or vandalism of University property, property of others, or knowingly possessing stolen property.
9. The unauthorized use, possession, or storage of any weapons, chemicals, or explosives, including fireworks, on University property.
10. The unauthorized distribution, possession, or use of any controlled substance (such as, but not limited to, illegal drugs).
11. The possession or consumption of alcohol by individuals under the legal drinking age in Maryland (21 years of age), or the provision of alcohol to minors.
12. The distribution or sale of alcohol to individuals under the legal drinking age.
13. Failure to comply with the directions of University officials, instructors, administrators, staff, or the Baltimore City Police acting in performance of their duties.
14. The unauthorized or improper use of University property, facilities, resources, or the University name or seal.
15. Failure to observe University policies, procedures, rules, or regulations.
16. Misuse or abuse of any University computer, computer system, computer or communications service, program, data, network, or resource.
17. Violation of any law of the United States, law of the State of Maryland, or municipal ordinance which occurs on or off campus which impinges on the rights of others or which impairs the University’s reputation.
18. Conduct that disturbs the peace or impinges on the rights of residents of neighborhoods where students reside, including, but not limited to: loud parties or excessive noise, shouting or talking that unreasonably disturbs other students or community members; public urination; drinking in public; littering or not disposing of trash appropriately; failure to reasonably maintain yard or premises.
19. Hosting or conducting an event in violation of university policies.
20. Conduct that hinders, obstructs, or interferes with investigations, hearings, sanctions, and other implementation processes of the Student Conduct Code.
21. Failure to appear for a University disciplinary hearing to respond to a charge or to testify as a witness when reasonably notified to do so.
22. Failure to comply with the terms of a judicial sanction. Other behavior may be equally inconsistent with the standard of conduct expected of a University student and the University's commitment to providing an environment conducive to learning and research.

Student Conduct System

Overview

The Office of the Dean of Student Life has responsibility for disciplinary matters relating to the non-academic life of undergraduates in the Homewood Schools of Arts and Sciences and Engineering. Included in this are:

- formulating and refining a student conduct code;
- formulating and refining a system for addressing and adjudicating complaints of misconduct;
- educating the undergraduate community about conduct standards and resolution mechanisms; and
- upholding the conduct code and related policies governing undergraduate life, including residential living.

When a complaint is made alleging violation of the conduct code, the matter may be resolved by:

- the Student Conduct Board,
- the Associate Dean for Student Conduct,
- a designee of the Dean of Student Life, or the administrative staff in the Office of Residential Life.

Mechanisms used to resolve incidents or misconduct include:
• administrative resolution of minor, non-disputed conduct violations,
• Student Conduct Board hearings,
• administrative hearings with the Associate Dean for Student Conduct or a designee, or
• a mediation process, with an administrative mediator, when mediation is an appropriate alternative to a disciplinary hearing process.

Authority of the Student Conduct System

Members of the University community have the responsibility to conduct themselves in a manner that upholds the law and respects the rights of others. The Student Conduct Code outlines the standards of behavior established by the University for undergraduates.

The Student Conduct Code is enforceable until the undergraduate degree is conferred on commencement day. The code governs behavior which occurs on or off University property. It is enforceable throughout the entire matriculation period, regardless of whether classes are in session or the student is enrolled in classes.

The University may institute action on a disciplinary matter when the interests of the University community are at stake. The conduct system is not intended to replace public law enforcement nor to provide non-Hopkins community members with a personal redress mechanism.

Some acts of misconduct also may constitute violations of criminal law. The University’s policy is to cooperate fully with law enforcement authorities. The University’s disciplinary proceedings are independent of any criminal proceedings arising out of the same incident.

The conduct system coordinated by the Office of the Dean of Student Life addresses alleged violations of the Student Conduct Code by individual undergraduate students. The disciplinary structures and processes of the Interfraternity Council and the Student Activities Commission address alleged violations by fraternity and student organizations of the policies of those groups. A student who commits misconduct that violates both the conduct code and student organization policies may be held accountable through both the conduct system and the disciplinary structure of their organization. Academic misconduct is addressed by the Undergraduate Academic Ethics Board.

Complaint Process

Conduct system complaints may be generated by:

• undergraduate and graduate students
• staff and faculty
• neighbors, landlords, and community groups
• law enforcement reports
• campus security reports
• individuals and entities not affiliated with the university community.

An individual who wishes to make a complaint may contact the Associate Dean for Student Conduct in the Office of the Dean of Student Life, the administrative staff of the Office of Residential Life, or the Office of Campus Safety and Security.

The Associate Dean for Student Conduct manages complaints of severe conduct code violations (e.g., physical and/or sexual assault, major destruction of property, hazing, selling or distribution of illegal substances, stalking, harassment, etc.) regardless of where they occur and of any violation that does not occur in University housing. The Director of Residential Life, or a designee, manages complaints of violations that occur in University housing (e.g., noise violations, roommate concerns, first and second violations involving alcohol and/or illegal drugs).

As a preliminary step, the conduct process is explained to the complainant, options are discussed, and the complainant decides whether to pursue the complaint. If the complainant decides to do so, and in instances in which the University is the complainant, the process continues through the following steps:

• The investigating administrator meets with the accused student and other individuals involved in the case as warranted.
• The investigating administrator determines whether there is sufficient cause for charges to be initiated against the accused student.
• If the accused student is charged, the investigating officer evaluates whether the case should be handled administratively, referred to the Student Conduct Board, or referred for mediation.
• When warranted, the investigating officer works with the complainant and respondent to identify witnesses and to assemble information relevant to the case. The complainant and the respondent are given opportunity to review this information in preparation for the hearing.

The complainant and respondent are responsible for notifying their witnesses of the hearing date and time and for bringing all relevant evidence to the hearing. Minor disciplinary cases that occur in University housing in which the accused student admits to the misconduct are likely handled administratively by Office of Residential Life staff. In most other instances, cases are referred to the Student Conduct Board. Cases of high sensitivity and complexity may be referred to an administrative hearing with the Associate Dean for Student Conduct or a designee (in coordination with the Office of Institutional Equity), including cases alleging sexual assault or sexual harassment.

The Student Conduct Board

The Student Conduct Board is part of an undergraduate student conduct process created by the Dean of Student Life to assist in resolving cases of non-academic misconduct. It is designed to give students a formal role in upholding the standards of community life at the University and to give students who are victimized by or accused of violations of these standards the opportunity to have their cases heard by their peers. The Board reports to the Associate Dean for Student Conduct. The Board is comprised of up to 20 students and 4 to 10 staff/faculty members who hear cases on a rotating basis in groups of five. These five-person hearing panels are composed of three student members and two staff/faculty members. A student member of each panel serves as the presiding official for that hearing. Membership on the Board is open to all full-time undergraduates through a selection process coordinated by the Associate Dean for Student Conduct.

Student Conduct Board Hearing Process

In hearings conducted by the Student Conduct Board and by administrative hearing officers, the panel or hearing officer:

• Reads the charge(s) to the respondent and asks the respondent to indicate whether s/he is responsible or not responsible for the misconduct in question
• Asks for a full statement from both the complainant and respondent describing the incident and providing relevant background
• Hears statements from witnesses
• Questions the complainant, respondent, and witnesses

The complainant and respondent have the opportunity to respond to all statements and information presented to the panel or hearing officer. In most cases, the respondent will be present when the complainant presents his/ her statement and is questioned by members of the panel or the hearing officer. However, the Associate Dean for Student Conduct may direct that the complainant appear outside the presence of the respondent for good cause.

The complainant and respondent are entitled to the same opportunities to bring their parents or another individual to provide personal support to a hearing. Those providing personal support do not have a speaking role in the hearing. Legal counsel representing any participant is not permitted in the hearing.

Once the hearing concludes, in private session, the hearing panel or administrative hearing officer:

• Makes a determination of the responsibility or non-responsibility of the respondent for the misconduct charged. The hearing panel members or administrative hearing officer makes their determination of responsible or not responsible based on a preponderance of evidence;
• Determines a sanction, when there has been a finding of responsibility

Students are given 5 days notice of the hearing except in the case of a graduating senior. In order to participate in graduation, a student hearing, Administrative or Conduct Board must take place before graduation.

Sanctions

The following sanctions may be imposed singly or in combination by a hearing panel or administrative hearing officer. The University, in its sole discretion, may impose any sanction or combination of sanctions, up to and including expulsion, for any violation of University policy or the Student Conduct Code. In imposing sanctions, the nature and circumstances of the offense, the student’s prior record, and other factors deemed pertinent may be considered.

1. Disciplinary Warning:
   The student receives written notice that continuation or repetition of conduct that has been judged wrongful or inappropriate, within a period of time stated in the warning, will be cause for more serious disciplinary action. A letter of warning creates a disciplinary file in the Office of the Dean of Student Life that exists until the student leaves the University by graduation or transfer.

2. Disciplinary Probation:
   The student is notified that s/he is no longer in good conduct standing with the University and that further violation of University regulations during the probation will likely result in disciplinary separation. A file is maintained in the Office of the Dean of Student Life. Students on disciplinary probation are generally ineligible to represent the University in intercollegiate activities, hold elected or appointed office or campus committee chairpersonship, or pledge a fraternity or sorority for a set period of time as set forth in the notice of the probation.

3. Disciplinary Suspension:
   A student must withdraw from the University for a specified length of time. Suspension from academic coursework includes exclusion from all academic privileges and co-curricular activities. A file is maintained in the Office of the Dean of Student Life and a copy of the notification letter is filed in the student’s academic records. A notation on the student’s permanent record may also be ordered. Parents will be notified of suspension. While serving a disciplinary suspension, academic work completed at another institution will not be recognized for credit transfer.

4. Additional Sanctions in Cases of Warning, Probation, or Suspension:
   As part of either disciplinary warning or disciplinary probation, the following conditions may be applied:
   • Restitution
   • Fines
   • Compensatory services
   • Restitution services
   • Rehabilitative and/or educational activities, such as counseling
   • Exclusion from specific aspects of community life such as participation in commencement exercises or entry into residence halls.

5. Expulsion:
   An individual’s status as a student of the university is terminated.

6. Separation from the Residence Halls:
   Students residing in University housing face an additional potential sanction of expulsion from housing. If they are found to have committed any of the following acts of misconduct:
   • Knowingly or recklessly endangering the health or safety of other residents of University housing.
   • Any activity involving firecrackers, explosives, or firearms; any act of arson within University housing.
   • Throwing or dropping items from the buildings.
   • Threatening, harassing, or abusing any member of the residential community.
   • Distribution, possession, or use of illegal drugs
   • Serious violations of the University’s alcohol policy
   • Intentionally or recklessly destroying, damaging, disabling, or stealing University property
   • Repeated violations of housing regulations

If a student is removed from housing, they will not receive a refund.

7. Off-campus and Community Violations and Sanctions:
   As set forth in the student conduct code, students residing in housing off-campus may be sanctioned for engaging in conduct that impinges on the rights of other students, neighbors, and community members. Violations of restrictions on noise, the hosting of events, trash disposal, maintaining yard and premises, underage drinking, distribution/ sale of alcohol and other offenses that impact or may impact negatively on the community will result in sanctions as follows:
   1. for a first offense, at a minimum, a written warning;
   2. for a second offense, at a minimum, university probation, a fine and parental notification;
   3. for a third offense, suspension and possible expulsion.

As is the case with any violation of the student conduct code, any violation, even a first offense, can be punished with sanctions up to and including expulsion, depending on the nature and circumstances of
the violation, the prior record of the student, and other factors deemed pertinent.

**Transcript Notations**

Hearing panels and officers may order the entry of a notation explaining disciplinary action on the transcript of a student found responsible for misconduct.

**Post-Hearing Process**

Both the complainant and respondent are informed of the outcome of the hearing. The respondent is given written notification of the decision. The requirements of confidentiality of student records are observed.

**Appeals**

An appeal process is available for findings and/or sanctions, on limited grounds, to the complainant and the respondent. Appeals may be made on the grounds of procedural error or the severity of the sanction(s). All appeals involving the Student Conduct Code should be made in writing to the Dean of Student Life no later than 10 business days after receiving the decision. The dean will review any documentation related to the case, obtain an audio copy of the hearing, and may interview panel members or administrative officers in determining the outcome of the appeal. The Dean of Student Life may uphold, overturn, or amend.

**Interim Suspension**

The Dean of Student Life or Associate Dean for Student Conduct reserves the right to suspend a student when his or her behavior indicates that his/her continued presence on campus constitutes a danger to the normal operation of the institution, or to the safety of self or others, or to the property of the University or of others. The suspension shall continue until the completion of disciplinary proceedings or until the behavior giving rise to the suspension is resolved.

**For More Information**

The Associate Dean for Student Conduct is available to provide students with more information about any aspect of the Student Conduct System.

### The Undergraduate Academic Ethics Board

**Constitution of the Krieger School of Arts and Sciences and the Whiting School of Engineering**

**Preamble**

Throughout its history, The Johns Hopkins University has enjoyed a distinguished reputation for academic excellence and integrity. Each member of the University bears a personal responsibility to uphold the ethical standards of the Institution. The Undergraduate Academic Ethics Board has adopted the following procedures for responding in a timely and impartial manner to infractions of the high ethical standards of the academic community. Faculty and undergraduate students in the Krieger School of Arts and Sciences and the Whiting School of Engineering are expected to understand their responsibilities as members of the Johns Hopkins University academic community and are bound by these procedures.

**Section A**

The Undergraduate Academic Ethics Board (hereinafter “The Ethics Board”) is a subcommittee of the Academic Council and an independent committee of the Student Council. The Ethics Board is comprised of eight full-time faculty members (four from each school) and a minimum of twelve undergraduate students, as well as a Presiding Official (up to three presiding officials may be trained to fill the role), who is an undergraduate student. The faculty members are selected by the Vice Deans of Education for KSAS and WSE, respectively, and the undergraduate members are selected by the Student Council’s Committee on Leadership Appointments. Undergraduate members shall serve terms of one academic year or more, beginning on September 1st. A board member may be removed from the Ethics Board if he or she has not met the expectation of the board.

**Section B**

The Ethics Board is responsible for the maintenance of the academic integrity of the undergraduate programs in the Krieger School of Arts and Sciences and the Whiting School of Engineering and for all matters concerning adherence to this Constitution, including but not limited to: receiving reports of suspected violations, consulting with members of the University community on ways to reduce possible violations, appointing hearing panels, maintaining confidential records, orienting new students to the ethic standards of the community.

**Section C**

The duties of the Presiding Official are:

1. to plan and oversee all general meetings of the Board
2. to assist in training of the board members selected for the subsequent year
3. to assist in the selection of new board members when requested
4. to provide assistance to the Associate Dean for Student Conduct in his or her duties when requested
5. to oversee all hearings of the Undergraduate Academic Ethics Board and to make procedural decisions

**Jurisdiction**

The Ethics Board shall have jurisdiction over all undergraduates in the Krieger School of Arts & Sciences and the Whiting School of Engineering. The Ethics Board may assume jurisdiction over a case involving a full-time undergraduate in a class in the School of Education and the Carey School of Business.

**Violations of Academic Integrity**

Undergraduate students enrolled in the Krieger School of Arts and Sciences or the Whiting School of Engineering at the Johns Hopkins University assume a duty to conduct themselves in a manner appropriate to the University’s mission as an institution of higher learning. Students are obliged to refrain from acts which they know, or under circumstances have reason to know, violate the academic integrity of the University. Violations of academic ethics include, but are not limited to:

- cheating;
- plagiarism; submitting the same or substantially similar work to satisfy the requirements of more than one course without permission;
submitting as one's own the same or substantially similar work of another;
• knowingly furnishing false information to any agent of the University for inclusion in academic records;
• falsification, forgery, alteration, destruction or misuse of official University documents or seal.

Responsibilities of Students and Faculty
Section A
Faculty members are responsible for specifying at the beginning of each semester the basic rules and procedures for any and all coursework, examinations, and other academic exercises. They are also responsible for exercising a reasonable degree of caution while writing, transporting and administering examinations and other graded work. All faculty members and teaching assistants are responsible for taking appropriate actions in accordance with the Constitution in all cases of suspected violations of academic ethics.

Section B
It is the responsibility of each student to report to the professor in charge of the course or to the Ethics Board any suspected violations of academic ethics.

Procedures for Handling Suspected Violations of Academic Integrity
Section A
If a student is suspected of a possible violation of academic ethics, the professor in charge of the course will review the evidence and the facts of the case promptly with the student. If, after speaking with the student(s), the professor believes that a violation of academic ethics has occurred, the professor may (a) settle the case directly with the student with appropriate notification to the Office of the Dean of Student Life (the Professor may also ask the Associate Dean for Student Conduct to serve as a mediator in such instances) or (b) promptly notify the Ethics Board in writing, through the Office of the Dean of Student Life, setting forth the details of the case.

Section B
1. A professor has the authority to settle a case with a student if (a) the current offense does not constitute a second or subsequent offense, and (b) the settlement does not call for a notation on the student’s transcript. It is the responsibility of the professor to check with the Office of the Dean of Student Life to determine whether the student has any prior record of misconduct. If the circumstances surrounding the case do not satisfy the above criteria, then the professor must send the case to the Ethics Board for resolution.

2. If the professor settles a case with the student(s), the penalty or penalties imposed may only be selected from items (b) through (e) listed under the Penalties (p. ) section. If the professor feels that none of these penalties is appropriate, he/ she must submit the matter to the Ethics Board for resolution.

3. If a case is settled directly between the student and the professor, then the professor must submit the name of the student and the settlement agreed upon to the Office of the Dean of Student Life.

Section C
1. If the student(s) and professor are unable to reach a settlement, then the professor must file a written charge of a violation of academic ethics to the Office of the Dean of Student Life for resolution. Professors should make every effort to take such action within one week of the alleged occurrence of academic misconduct.

2. In the event that a case arises near the end of a semester, the professor must submit a charge (as outlined above) at least one week before the official last day of classes. Any charge received after this date may be held over until the following semester. When possible, hearings could be held during Intersession and summer. For summer hearings, officers and board members may be drawn from the Board for the subsequent academic year at the discretion of the Associate Dean for Student Conduct.

Section D
Upon receipt of a charge of a violation of academic ethics (that constitutes a student’s second violation) from a professor or an egregious charge that if found responsible would require the student’s removal from the University, the Associate Dean for Student Conduct shall appoint a hearing panel to consider the charge(s). The panel shall decide the issue of responsibility and, if the student is found responsible, shall impose an appropriate penalty, as specified in the Penalties section.

Section E
When the Associate Dean for Student Conduct receives a charge of a violation of academic ethics from a professor, he/she shall:

1. file the professor’s written charge in the Ethics Board’s file in the Office of the Dean of Student Life.
2. collect all pertinent evidence.
3. set a hearing date, time, and location.
4. notify the accused student(s) of the charge and hearing date, time, and location.
5. select members of the Ethics Board to serve on the hearing panel

Hearing Panels
Section A
When the conditions warrant a hearing, the Associate Dean for Student Conduct shall appoint a hearing panel of unbiased persons to consider the case.

Section B
A hearing panel shall consist of two faculty members and three students and shall ordinarily be selected from the members of the Ethics Board. A Presiding Official shall conduct the proceedings of the hearing panel. He or she is responsible for maintaining records of all procedural decisions.

Section C
If any member of the panel feels they are unable to treat all parties fairly, they should remove themselves from the board, and the Associate Dean for Student Conduct may appoint a hearing panel of faculty or full-time undergraduate students from the Krieger School of Arts and Sciences and the Whiting School of Engineering who are not members of the Ethics Board. Such a circumstance might occur if a panel could not be appointed from among the members of the Ethics Board.
Section D
The professor shall submit all relevant documents to the Associate Dean for Student Conduct at least five business days prior to a hearing. The accused student shall submit all relevant documents to the Associate Dean for Student Conduct at least two business days prior to the hearing. If any evidence is submitted after this date, both parties will be notified of its addition.

Section E
The accused student shall be notified in writing of a charge of a violation of academic ethics at least five business days prior to a hearing. Upon receipt of notification, the accused student(s) shall have the opportunity to inspect all documents under the supervision of the Associate Dean for Student Conduct.

Section F
The hearing panel members shall not be informed of details of the charge(s) before the hearing is convened and shall keep all information confidential.

Section G
The accused student may discuss procedures with the Associate Dean for Student Conduct or a designee but may not approach members of the panel, the accuser, or the accuser’s witnesses concerning any matter directly or indirectly related to the hearing.

Section H
1. Students charged with misconduct arising from a single incident or occurrence may have their hearings joined at the discretion of the Associate Dean for Student Conduct. Charges of academic misconduct against a single student arising from several incidents or occurrences may also be heard at one hearing at the discretion of the Associate Dean for Student Conduct.
2. The accused student shall receive written notification of a joinder of charges.
3. When a hearing involves a joinder of charges, the guilt or innocence of each student shall be ruled upon separately. Similarly, joined charges against a single student shall be ruled upon individually.

Section I
1. If an accused student fails to appear for the hearing after having been duly served with notice, or withdraws from a hearing before its conclusion without the written permission of the Associate Dean for Student Conduct, immediate suspension from the University may be imposed. Such a suspension shall continue until the hearing can be concluded with the student present.
2. Students are responsible for appearing as witnesses before a hearing panel as requested by the Ethics Board, and no student may willfully interfere with the processes of the Ethics Board or its hearing panels. A student’s failure to appear and tell the truth in response to all relevant questions, or his or her interference with the processes of the Ethics Board or its hearing panels constitutes a violation of academic ethics.

Section J
Those present at a hearing of the Ethics Board are limited to the following: the Presiding Official, panel members, the member of the University bringing charges, the accused student(s), and not more than one representative of the accused student(s). Any witness called by either party may be present only when their testimony is required. The Associate Dean for Student Conduct or other administrative officer may also attend the hearing but cannot decide responsible or not responsible regarding the accused.

Section K
A full and complete record shall be made of the proceedings via digital audio recording. No record of the deliberation shall be made. The hearing panel may, however, prepare a brief written report detailing the reason(s) for the finding of guilt or innocence and any penalties imposed. The Office of the Dean of Student Life will maintain a permanent file of all such reports. If a student is found responsible, they will receive written notification of their sanction(s).

Section L
1. The Presiding Official shall conduct the hearing in an orderly fashion. He/She shall have the authority to rule on peremptory challenges, exclude testimony and evidence that is repetitious or irrelevant to the charges, and shall make final decisions of all questions of procedure. They may ask the Associate Dean for Student Conduct questions for clarification.
2. The Presiding Official may recess the hearing when it is deemed necessary. During a recess of a hearing, no discussion of the case by panel members, the accused student, the accuser, or witnesses will be permitted.

Section M
The accused student shall be presumed not responsible until found responsible. A determination should be reached during deliberations based solely upon the information presented during the hearing, and not upon any preconceived assumptions.

Section N
Upon calling the hearing to order and introducing the panel, the Presiding Official shall read the charge(s) and ask the accused student to enter a plea of responsible or not responsible.

Section O
If the accused student pleads responsible to the charge(s), the professor shall present testimony which can aid the hearing panel in determining the severity of the offense. The student shall then be given the opportunity to present information to the hearing panel which he/she wishes to be considered in determining a penalty. The hearing panel may also ask questions of both parties in order to ascertain the severity of the offense.

Section P
1. If the plea is not responsible, the professor shall present testimony and evidence in support of the charges. Evidence may include documents, the professor’s own testimony, and that of any witnesses. Before calling a witness, the professor should be prepared to establish that the witness will present evidence relevant to the case at hand. Only the panel may ask questions of the accused or the professor. The Associate Dean for Student Conduct may curtail questioning if it is determined to be irrelevant or repetitious.
2. Following the professor’s presentation, the accused student shall present testimony and evidence under the same restrictions.
3. Following the accused student’s presentation, the professor and the accused student may recall witnesses if they can establish the
need to do so. Such a recall of witnesses shall be subject to the
discretion of the Associate Dean for Student Conduct.

4. After testimony from both sides has been heard, the professor
and the accused student shall be given the opportunity to present
a closing statement and any mitigating circumstances which
they feel are appropriate. If the charge being heard constitutes
a second or subsequent offense by the student, the student
shall have the opportunity to comment on each prior offense
individually.

5. Following the closing statements, the professor, the accused
student, his/her representatives, and all witnesses are excused.
All parties shall remain available and shall inform the Presiding
Official of their whereabouts.

Section Q

1. The panel shall deliberate the charge(s) until each member
is ready to vote or the Associate Dean for Student Conduct
determines that any further deliberation will not be productive.

2. The accused student, professor, and/or any witnesses may be
recalled for further testimony at any time during the panel's
deliberation.

3. The individual decision of each hearing panelist on responsible/not
responsible shall be based upon a preponderance of the evidence.

4. Voting of the hearing panel may be by secret ballot or verbally.
Majority of votes will determine responsible or not responsible.

5. The accused student will be asked to return, and told of the results
of the panel.

Section R

Notice of the outcome of the hearing shall be sent to the student(s),
professor, and the Dean of the Krieger School of Arts and Sciences or
the Whiting School of Engineering, depending on the school in which the
student is enrolled. A copy will also be filed in the Office of the Dean of
Student Life.

Penalties

Section A

If a student is found responsible for a violation of academic ethics,
whether by direct settlement with the professor, by pleading guilty at a
hearing, or by a ruling of a hearing panel, a notification of the violation
must be made in the student’s file explaining the violation.

Section B

1. One or more of the following penalties may be imposed upon
students found responsible for violations of academic ethics:

a. A notation placed on the student’s permanent transcript
explaining the violation and punishment.

b. Retake of the examination, paper or exercise involved.

c. Score of zero on the examination, paper, or exercise
involved.

d. Lowering of the course grade.

e. Failure in the course.

f. Failure in the course with a notation on the transcript that
the grade was for a violation of academic ethics.

g. Failure in the course with suspension from the University.

h. Failure in the course with suspension from the University and
notation on the transcript that the failing grade was for a
violation of academic ethics.

i. Suspension from the University for at least one Semester.

j. Suspension from the University for at least one Semester
with a notation on the transcript that the cause was a
violation of academic ethics.

k. Expulsion from the University with a notation on the
transcript that the cause was a violation of academic ethics.

2. Hearing panels shall make every effort to select a penalty
appropriate to the severity of the offense, and may take into
consideration any mitigating circumstances brought to its
attention, as well as any record or absence of prior misconduct. A
hearing panel may also impose a penalty that is not enumerated
above if to do so would appropriately reflect the severity of the
offense.

3. In most cases, the penalty for a second or subsequent finding of
guilt must be selected from items (f) through (k) of Section B-1
above.

Section C

The penalty decided upon by the hearing panel must be agreed be
agreed upon by the majority of the panel.

Section D

A student found responsible for a violation of academic ethics in a
course forfeits the right to withdraw from the course or to change a
graded course to pass/fail, and any withdrawal from that course or
change effected prior to the finding of responsibility shall be voided.

Section E

A student who has committed a violation of academic ethics has the
option of making a timely and personal report of the offense to the
professor in charge of the course or to the Dean of the respective
school. A self-reported violation of academic ethics reported and dealt
with under this section shall not constitute a first offense. Self-reporting
is defined as reporting a violation of academic ethics without prompt by
an instructor.

Appeals

Section A

A student found responsible for a violation of academic ethics
may appeal the decision of the hearing panel to the Vice Dean of
Undergraduate Education (or his or her designee) of the Krieger School
of Arts and Sciences, the Vice Dean of Education of the Whiting School
of Engineering, whichever is applicable. The appeal must be filed
within 10 business days from the date of the decision from which the
appeal is taken. The appeal must be in the form of a written statement
setting forth the grounds for the appeal. A student may appeal due to
procedural error and/or the severity of the sanction(s). The Vice Dean
may disallow an appeal of any procedural error if that error did not
cause harm to the accused student. Upon receipt of an appeal, the Vice
Dean will review any and all documentation related to the case, obtain
and audio recording of the hearing, and may interview panel members
in determining the outcome of the appeal. The Vice Dean may uphold,
overturn, or amend any or all sanctions based on his/her findings. A
full written report of the disposition of each appeal shall be made by
the Vice Dean of the respective school and to the Associate Dean for
Student Conduct.
Suspicion of a Violation of Academic Integrity

Faculty members and teaching assistants have a responsibility to act in accordance with the ethics code in all cases of suspected violations of academic ethics. Students have a responsibility to report suspected violations of the ethics code to the professor in charge of the course or to the Ethics Board.

Records

Section A

Records of the Ethics Board are available to members of the Board, faculty, and administrative staff, including the pre-medical and pre-law advisors. Records will only be released if a written request has been made and approved by the Associate Dean for Student Conduct.

Section B

The records of the Undergraduate Academic Ethics Board shall be held in the Office of the Dean of Student Life.

Section C

1. It is strongly encouraged that if formal charges have not been brought against an accused student within three months or within the first month of the fall semester for charges carried over from the previous academic year, then any references to the accusation(s) shall be eliminated from all files into which they had been placed.

2. A case file concerning an accused student shall be retained for seven (7) years after that student graduates or otherwise leaves the University.

Summary of Procedures for Responding to Infractions of the Academic Ethics Code

Violations of Academic Integrity

Violations of academic ethics include, but are not limited to: cheating, plagiarism; submitting the same or substantially similar work to satisfy the requirements of more than one course without permission; submitting as one’s own the same or substantially similar work of another; knowingly furnishing false information to any agent of the University for inclusion in academic records; falsification, forgery, alteration, destruction or misuse of official University documents or seal.

Suspicion of a Violation of Academic Integrity

Faculty members and teaching assistants have a responsibility to act in accordance with the ethics code in all cases of suspected violations of academic ethics. Students have a responsibility to report suspected violations of the ethics code to the professor in charge of the course or to the Ethics Board.

The records of the Undergraduate Academic Ethics Board shall be held in the Office of the Dean of Student Life.

Direct Settlement between the Professor and Student

If this is a first offense, the professor may settle the case with the student if the student admits responsibility. Written notification of the violations and the settlement, signed by the professor and countersigned by the student, should be sent to the liaison for the Ethics Board. The penalty imposed may be selected from the following: retake the examination, paper or exercise involved; earn a lower grade in the course; or fail the course. If the professor or student feels that none of these penalties is appropriate, the case must be submitted to the Ethics Board for resolution. If this is a student’s second violation of academic ethics, the case must be submitted to the Ethics Board.

Ethics Board Hearings

When direct settlement is not possible, due to either a dispute of the charge, a second charge, or a faculty referral, the case is brought before the Ethics Board. A hearing panel of two faculty and three student members is then scheduled. The accused student will be notified of the charge(s) and hearing date, time and location. If the case is reported at the end of the semester, when students and faculty are busy with examinations or have left campus, the case may be held over until the start of the next semester.

The records of the Undergraduate Academic Ethics Board shall be held in the Office of the Dean of Student Life. Records will only be released if a written request has been made and approved by the Associate Dean for Student Conduct.

Penalties and Records

If a student is found guilty of a violation of academic ethics, either by direct settlement with the professor, or by a ruling of a hearing panel, a notation explaining the violation must be made in the student’s academic advising records. Penalties for a violation that is heard by a Hearing panel may include those available to a professor who reaches a direct settlement with the student, plus others including notations on a transcript and suspension or expulsion from the University. A student found guilty of a violation of academic ethics in a course forfeits the right to withdraw from the course, to change the graded course to satisfactory/ unsatisfactory, or to absolve the grade by repeating the course.
Self-Reports of Violations
A student who reports his/her own violation of academic ethics to the professor in charge of the course, or the Dean of the school, is subject to penalties, but the violation is not considered a first offense.

Student Life Policies
Drug, Alcohol, and Firearms Policies for Students
The University, in keeping with its basic mission, recognizes that its primary response to issues of alcohol and drug abuse must be through educational programs, as well as through intervention and treatment efforts. In addition to providing appropriate educational programs throughout the year, each division of the University will include such programs as part of its orientation for new students.

The University further recognizes that alcoholism and drug addiction are illnesses that are not easily resolvable by personal effort and may require professional assistance and/or treatment. Participation in such programs may be required of a student as a "condition of continual enrollment." The University will adhere to strict policies of confidentiality for all participants in drug/alcohol abuse rehabilitation programs as described in University and Federal regulations covering confidentiality of student health records. Maryland and District of Columbia laws prohibit the possession or consumption of alcoholic beverages by persons under the age of 21. The possession, use, or distribution of illegal drugs as defined by federal, state, and local statutes is prohibited.

Students are expected to obey the law. Individuals who violate the law, in addition to being subject to criminal penalties, may be subject to University disciplinary measures. The University will not excuse acts of misconduct committed by students whose judgment is impaired due to alcohol or drug abuse.

Amnesty Policy (Effective January 4, 2016)
Note: The Amnesty provision described in this section applies beyond the confines of the off-campus party registration policy and is intended to encourage all students to immediately seek necessary medical attention or assistance for themselves or others in need.

To encourage students to immediately seek necessary medical attention or assistance for themselves or others in need, the University will not impose disciplinary action for a violation of student alcohol or drug policies against individual students or Recognized Student Groups/Organizations when they report to or seek assistance from the University or law enforcement for a medical emergency or condition, or against the student who is subject of such medical emergency or condition, if: (1) the University determines that the violation occurred during or near the time of the alleged medical emergency or condition; (2) the student or Recognized Student Group/Organization is determined to have made the report or sought assistance in good faith; and (3) the University determines that the violation was not an act that was reasonably likely to place the health or safety of another individual at risk. However, repeated or serious medical emergencies arising from or in connection with Parties may result in disciplinary action against students and/or Recognized Student Groups/Organizations under applicable procedures.

This amnesty does not preclude disciplinary action for other violations of applicable policies including but not limited to the University Sexual Misconduct Policy and Procedures, and applicable student codes of conduct. Further, it does not preclude action by local, state and federal authorities.

In order for amnesty to apply, a student must agree to timely completion of any recommended alcohol and other drug educational requirements, assessment, treatment (depending on the level of concern for student health and safety), and/or other corrective measures. Similarly, Recognized Student Groups/Organizations must agree to implement any measures for responsible hosting of Parties in a timely manner, and to complete any recommended educational and training requirements and/or other corrective measures. Typically, the student and/or Recognized Student Group/Organization will first attend a mandatory meeting with a staff member of the Homewood Office of Student Life. This meeting is not considered a part of the disciplinary process, but rather an opportunity to discuss corrective measures around the student’s and/or Recognized Student Group’s/Organization’s decisions related to alcohol or other drugs. Repeated or serious incidents will result in additional corrective measures from the Homewood Office of Student Life. A failure to complete any corrective measures may result in disciplinary action against students and/or Recognized Student Groups/Organizations, up to and including revocation of recognition as a University recognized student group or organization.

A failure to seek assistance for a member of our community in medical need may have serious and lasting consequences for that individual. Disciplinary sanctions will be severe for any student and/or student group/organization who interfere with an individual’s attempt or ability to take responsible action.

Homewood Undergraduate Off-Campus Party Registration and Safety Policy (Effective January 4, 2016)
The Johns Hopkins University Homewood Undergraduate Off-Campus Party Registration and Safety Policy (the “Policy”) is one of a group of policies that apply to parties and student safety at the University. The primary aim of University policies in general, and this Policy specifically, is to ensure the safety and well-being of students and party attendees at off-campus residences. For information on events held at off-campus third party venues http://web.jhu.edu/studentlife/leadership_involvement/index.html

This Policy applies to Homewood undergraduate students, and University recognized student groups or organizations (“Recognized Student Groups/Organizations”). By way of example, Recognized Student Groups/Organizations include but are not limited to fraternities, sororities, athletic groups, and common interest clubs.

1. Definitions
a. House: The term “House” means an off-campus house, apartment or other residence in which four (4) or more members of a Recognized Student Group/Organization reside.

1. Definitions
a. House: The term “House” means an off-campus house, apartment or other residence in which four (4) or more members of a Recognized Student Group/Organization reside.

b. Party: The term “Party” means any party, activity, or other event at a House (as defined above) that is attended by twenty-five (25) or more individuals, whether residents or non-residents of the House, and at which alcohol is provided, served, and/or consumed. No party or other event’s attendance may exceed any fire code occupancy limit for that House.
c. **JHU Affiliate:** The term “JHU Affiliate” means a current student, a visiting student, a student who has matriculated at the University, and/or an individual who has completed all requirements needed to graduate but has not yet graduated.

d. **Policy:** The term “Policy” means this Homewood Undergraduate Off-Campus Party Registration and Safety Policy.

e. **SPM:** The term “SPM” means a Sober Party Monitor who meets the requirements described in this Policy.

f. **Recognized Student Groups/Organizations:** The term “Recognized Student Groups/Organizations” means Homewood undergraduate University recognized student groups and organizations.

2. **Party Registration Requirements**

a. Before a Party may be held at a House, the individual student(s) who reside in the House must have a check of the House performed annually by Campus Safety and Security (410-516-4671) to assess points of entry and exit, overall safety and security conditions of the facility, and provide guidance on the optimal deployment of SPMs. A Party may not be held at a House if this check has not been performed (or there is a lapse of more than twelve (12) months from the date of the prior check).

b. The individual student(s) who reside in the House must file a registration form [http://web.jhu.edu/studentlife/eventreport.html](http://web.jhu.edu/studentlife/eventreport.html) for a Party with the Homewood Office of Student Life at least seventy-two (72) hours prior to date and time of the Party. A Party registration form must be reviewed by the Homewood Office of Student Life to verify the party requirements are met and that the organization is in good disciplinary standing.

c. The individual student(s) who reside in the House will receive certain provisions (e.g., water, snacks) for an approved Party from the Homewood Office of Student Life.

d. Any other Homewood undergraduate student(s) in private off-campus residences are also encouraged to register a party, activity or other event pursuant to this Policy. Further, the Homewood Office of Student Life will upon request provide student(s) with information on hosting responsible parties and available resources, emergency contact information, and other applicable educational materials.

e. For policies pertaining to on-campus parties, activities or other events, please see [http://web.jhu.edu/studentlife/leadership_involvement/policies/Event_Planning_Guide](http://web.jhu.edu/studentlife/leadership_involvement/policies/Event_Planning_Guide).

f. Nothing in this policy restricts the Homewood Office of Student Life from limiting individual students or an organization from hosting a party for reasons of community safety and well-being.

3. **Party Requirements.** A Party must meet all of the following requirements:

a. **Points of Entry and Exit.** A Party may have only one (1) designated point of entry, which must be under active access control (see below). A Party may have more than one point of exit, but those points of exit may not serve as additional points of entry. Any points of exit or entry should not be blocked in a way that might create unsafe conditions or violate any fire codes or other local and state laws; Campus Safety and Security can provide helpful information on safe party management, as well as fire codes and other local or state laws.

b. **Access Control:** A Party must have active access control in place for the entire duration of the Party that includes the presence of at least one (1) SPM (or a qualified third party vendor) at the point of entry, measures to check identification prior to allowing individuals to enter, and measures to ensure that individuals who are visibly and severely under the influence of alcohol and/or drugs are not permitted to attend the Party. SPMs must promptly communicate with Campus Safety and Security, the Community Liaison, HERU, and/or the Baltimore Police Department, as appropriate, to obtain any assistance needed.

c. **SPMs:** A Party must have two (2) designated SPMs (including the one for access control mentioned above) and one (1) additional SPM for every twenty-five (25) attendees above the initial twenty-five (25) attendees. This means that if a party has 30 attendees, there must be at least 3 SPMs; if a party has 50 attendees, there must be at least 4 SPMs; if a party has 75 attendees, there must be at least 5 SPMs; etc. At least one (1) SPM must be a resident of the House in which the Party is held.

d. **Attendees:** Open Parties are not allowed. Only JHU Affiliates and/or invitees of JHU Affiliates may attend a Party. All attendees must be eighteen (18) years of age or older, or if younger than eighteen (18), must have a valid college identification card. The total number of attendees at a Party may not exceed the fire code capacity of the House or twenty-five (25) individuals per SPM as outlined above.

e. **Guest Lists:** Each Party must maintain and provide to the University on request a guest list of all attendees.

4. **Sober Party Monitors (SPM).** First-Year students are not permitted to serve as SPMs. In addition to the responsibilities outlined above, SPMs must meet and comply with all of the following for the duration of the Party:

a. Completed training provided by the University Center for Health Education and Wellness within the last twelve (12) months;

b. Wear a neon shirt provided by the University or another University-approved method of identification;

c. Carry a phone on their person at all times in case of emergencies, and have the phone numbers for Campus Safety and Security, the Community Liaison, HERU, and 911 programmed on their phones or immediately accessible;

b. Must not consume alcohol and/or illegal drugs and remain free of these substances for the entire duration of the Party and for eight (8) hours prior to the start of the Party;

e. **Verify that the number of attendees does not exceed the fire code capacity of the House or twenty-five (25) individuals per SPM;**

f. **Circulate throughout the Party (including points of entry and exit), be vigilant for situations that may endanger the health, safety, or welfare of individuals, promptly obtain assistance from Campus Safety and Security, the Community Liaison, HERU and/or the Baltimore Police Department, as appropriate, and communicate with other SPMs regarding the foregoing; and**
g. Speak with law enforcement and any neighbors who come to the House and ask to speak with someone regarding the Party.

5. Alcohol/Drug-Related Policies/Restriction on Use of Hard Alcohol. Consistent with current Homewood Student Life policies, only beer and/or wine may be served at Parties. http://e-catalog.jhu.edu/undergrad-students/student-life-policies/#DAF_Policies. In particular, no “hard alcohol” (i.e., alcohol that is 30 proof or higher) may be provided or served at Parties.

6. Responsibility for violations of this policy. Individuals who violate this policy will be held responsible under the student code of conduct. Additionally, Recognized Student Groups/Organizations can be held accountable when members of the student group or organization violate this or other University policies. For student groups or organizations, possible sanctions include but are not limited to: a warning, probation, suspension, or de-recognition. For more information, see the student conduct code, located at http://e-catalog.jhu.edu/undergrad-students/student-life-policies/.

Sanctions and Corrective Actions: Alcohol Policy Violations (Effective January 4, 2016)

Note: The Sanctions and Corrective Actions described in this section apply beyond the confines of this Policy to all students, whether on or off-campus when they are found in violation of Student Life alcohol policies. This section further clarifies the sanctions listed in the student conduct code http://e-catalog.jhu.edu/undergrad-students/student-life-policies/.

Individual-level Actions

1. Progressive Sanctioning

The University has adopted a progressive sanctioning process for student conduct code violations and this Policy is in accordance with that process. Depending on the nature of the alcohol policy violations, students may be required to participate in a mandatory meeting with staff member(s) from Homewood Student Life and/or Residence Life. The sanctions below apply to violations of all applicable alcohol policies, including this Policy. The University reserves the right, at its discretion, to impose more stringent or different sanctions depending on the facts and circumstances of a particular case. Further, consistent with the student conduct process, this Policy does not limit the University’s authority to impose disciplinary sanctions, up to and including expulsion, in cases where a student is charged with violating student conduct policy and/or other University policy in addition to a violation of this Policy. Violations of this Policy will be addressed through the Homewood Student Life disciplinary procedures available at http://e-catalog.jhu.edu/undergrad-students/student-life-policies/.

1st Minor Alcohol Violation

Formal Written Warning

Student is officially notified in writing that his or her actions constitute a violation of University policies.

2nd Minor or 1st Major* Alcohol Violation

Probation

Student is notified that his or her status with the University for a specified period of times is such that further violations of any applicable University policies will result in his or her being considered for a “higher level” sanction including suspension or expulsion from the University. If at the end of the specified time period no further violations have occurred, the student is removed from active probationary status.

3rd Minor or 2nd Major* Alcohol Violation

Deferred Suspension

In some cases, a sanction of suspension may be deferred for a specified period. This means that, if the student is found responsible for any violation during that period, he or she will be subject to suspension in addition to the disciplinary action appropriate to the new violation.

4th Minor or 3rd Major* Alcohol Violation

Suspension or Expulsion

Student is notified that he or she is separated from the University for a specified period of time. Students who are suspended must leave campus within the time prescribed by the University. Permission must be granted by the University before a student will be permitted to re-enroll. If the decision to suspend a student is made, imposition of the suspension may be delayed until the following semester at the discretion of the University, if the decision occurs very late in the semester.

*Major Alcohol Violations involve excessive and high-risk alcohol consumption that endangers the health, safety, or welfare of oneself or others.

2. Corrective Measures

The University reserves the right, in its discretion, to impose additional or different corrective depending on the facts and circumstances of a particular case.

Minor Violations: Corrective measures include but are not limited to one or more of the following: educational intervention programs; reflection papers; parental/family notification (see below); and/or, notification to coaches (for members of athletic teams).

Major Violations or Repeat Minor Violations: Corrective measures include but are not limited to one or more of the following: parental/family notification and consultation (see below); notification to coaches (for members of athletic teams); educational intervention programs; referral to the Homewood Counseling Center; and/or completion of a treatment program prior to return from period of suspension.

3. Parent or Family Notification for Alcohol Violations

Consistent with the Family Educational Rights and Privacy Act (FERPA), parents or legal guardians may be notified that their student was found responsible for disciplinary violation(s) of applicable law or policies governing the use or possession of alcohol or controlled substance(s) with respect to any such use or possession if the student is under the age of 21 at the time of disclosure to the parents, and/or whenever the University, in its discretion, determines such notification is necessary for the purpose of the health or safety interests, and/or as otherwise permitted by applicable law. Notification generally takes place via phone call within 48-72 hours once the determination of responsibility has been made. It is strongly recommended that students inform their parents of all incidents of conduct violations.
Student Activities Alcohol Provisions

Generally, alcohol is not served at events sponsored by University-affiliated student groups. If a student group does desire to sponsor an event at which alcohol will be served, it must receive permission of the Director of Student Activities prior to the event taking place. The conditions under which permission will be granted are as follows:

1. Only beer and/or wine may be served. Kegs and other bulk quantities are not permitted unless they are managed and served by a third-party vendor and approved by University officials.

2. The organization must agree to follow the procedures for assuring that persons attending the event who are underage will not be served (e.g., the employment of a licensed third-party security vendor). In addition, the organization and/or individuals in the organization may be subject to University disciplinary action if underage patrons are served alcoholic beverages.

3. Publicity (posters, etc.) for events at which alcoholic beverages are served must not include any mention of beer/wine. "Refreshments available" or some facsimile thereof will be acceptable. News-Letter ads may publicize beer/wine, but it cannot be the main thrust of the ads.

4. Persons who violate or attempt to violate these regulations (restrictions) will be asked to leave the event and may be subject to university disciplinary action. The Associate Dean for Student Conduct limits the number of events at which alcohol may be served. Organizations that violate the alcohol policy will lose the privilege of serving alcohol at their events and may be subject to University disciplinary action.

5. No alcoholic beverages may be purchased through student organization funds nor may the purchase of alcoholic beverages for members or guests be undertaken or coordinated by any member in the name of or on behalf of the student organization.

6. The sale of alcoholic beverages at Johns Hopkins’ student organization events must be through a State of Maryland licensed vendor and must be sold on a “per drink” basis to individuals; “open bar” events are prohibited. Beverages should be sold at reasonable market value and prices should be included in the event contract. Profit sharing is prohibited. Free drink vouchers are prohibited. The distributing of drink tickets/vouchers at student organization events is prohibited.

7. No member of Johns Hopkins’ student organizations, collectively or individually, shall purchase for, serve to, or sell alcoholic beverages to anyone under the age of 21. It is the role of the third party vendor to acquire, distribute and monitor the alcohol.

8. Alcohol events hosted on campus by Johns Hopkins’ student organizations must comply with University policies regarding the reservation of adequate security and age verification procedures.

9. All recruitment activities hosted by a Johns Hopkins’ student organization must be dry, meaning no alcoholic beverages will be served.

10. Johns Hopkins University student organizations may not collect admissions fees (cover charges) in order to defray the cost of alcohol.

Policy on Firearms

The possession, wearing, carrying, transporting, or use of a firearm or pellet weapon is strictly prohibited on University premises. This prohibition also extends to any person who may have acquired a government-issued permit or license. Violation of this regulation will result in a disciplinary action and sanctions up to and including expulsion, in the case of students, or termination of employment, in the case of faculty and staff. Disciplinary action for violations of this regulation will be the responsibility of the divisional student affairs officer, Dean or Director, or the Vice President for Human Resources, as may be appropriate, in accordance with applicable procedures. Any questions regarding this policy, including the granting of exceptions for law enforcement officers and for persons acting under the supervision of authorized University personnel, should be addressed to the appropriate chief campus security officer.

Sexual Misconduct Policy

Effective August 19, 2015, these procedures no longer apply to cases of sexual misconduct, which includes sexual harassment, sexual assault, relationship violence, and stalking. Complaints of sexual misconduct are processed pursuant to The Johns Hopkins University Sexual Misconduct Policy and Procedures (see http://sexualassault.jhu.edu/policies-laws/).

Open Space Policies

This policy governs any open space on campus, and applies to all Johns Hopkins University students, alumni, employees, and visitors.

• Alcoholic beverages are prohibited in open spaces at all times, except by written permission of the Office of the Dean of Student Life.

• Glass bottles of any kind are prohibited in open spaces after dark.

• All trash must be disposed of in trash cans or removed from open space.

• The operation of any non-University vehicle in open space is strictly prohibited.

• Disorderly conduct, disruptive or mischievous behavior, vandalism, fights, assaults, or any other violation of University policy, the Student Conduct Code, state law or city ordinance is prohibited.

• All persons on open spaces, including Johns Hopkins University students and guests, must comply promptly and completely with the requests of University staff acting in accordance with their duties, including, but not limited to, requests for identification, for noise or activity abatement, dispersal, and for the surrender of beverages for examination and/or confiscation.

• Students are responsible for informing their guests of all University policies in and out of buildings, and are accountable for the actions of their guests.

• Skateboarding is permitted on paved and bricked paths only. Skateboarding on stairs, benches, railings, and any other than paved or bricked paths is prohibited. Skateboarders are urged to use caution and yield to pedestrians.

While voluntary compliance with open space policy is expected, where violations are found, enforcement staff may, at their discretion, issue a warning, or, without warning require any person or group of people to leave open space for a policy violation and/or for exigent circumstances. Enforcement staff, at their discretion, may confiscate alcoholic beverages from persons in open spaces. Violators of state law or city ordinances may be subject to arrest by Campus Security Officers or Baltimore City Police.

Students who are found in violation of the alcoholic beverage restriction in this policy may be subject to disciplinary action, including up to a $50 fine for a first violation, and may face additional sanctions based upon
the nature and circumstances of the misconduct incident. Additional violations of the policy will bring more severe sanctions. In addition to fines, sanctions for misconduct may range from a warning through expulsion.

Students who violate other sections of this policy, or who fail to comply with Campus Security Officers and other staff acting to enforce this policy, may face disciplinary action.

Open Space Policy Enforcement Procedures
Undergraduate students suspected of violating an open space policy may be referred to the Office of the Dean of Student Life and may face disciplinary action. Graduate students may be referred to their academic dean. The Johns Hopkins Office of Campus Safety and Security is working in conjunction with the division of Homewood Student Affairs to ensure enforcement of this policy. Campus Security Officers will patrol open spaces regularly to promote adherence to the open space policy. The following guidelines will be used:

- Alcoholic beverages will be confiscated.
- Beer kegs will be confiscated.
- Glass bottles will be confiscated or their proper disposal directed.
- Individuals who possess alcoholic beverages may be asked for personal identification. Individuals found violating policy or individuals who fail to comply with request of enforcement staff acting in performance of their duties, may be asked for personal identification and/or directed to leave the area.
- Individuals who possess alcoholic beverages may be asked for personal identification. Individuals found violating policy or individuals who fail to comply with request of enforcement staff acting in performance of their duties, may be asked for personal identification and/or directed to leave the area.
- Glass bottles will be confiscated or their proper disposal directed.
- Individuals who possess alcoholic beverages may be asked for personal identification. Individuals found violating policy or individuals who fail to comply with request of enforcement staff acting in performance of their duties, may be asked for personal identification and/or directed to leave the area.

If proof of identity is not provided:

- the individual may be escorted from University property as a trespasser
- the individual may be detained at the discretion of Campus Security Officers in order to establish his or her identity.

Reports of violations of open space policies will be submitted to the Office of the Dean of Student Life and will include the identity of the person involved. Undergraduate first-time violators may be subject to disciplinary action including, but not limited, a fine of up to $50. Undergraduate violators who have committed a prior offense, or have committed misconduct in open spaces, in addition to an alcohol possession violation, may face additional disciplinary action. Individuals who violate state law or city ordinance on open space may be subject to arrest by Campus Security Officers or Baltimore City police. Trials for arrested persons are conducted in the State Courts of Maryland.

University Policy on Hazing
The Johns Hopkins University prohibits hazing. The Johns Hopkins University prohibits hazing. Hazing is defined to be:

- any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person’s willingness to participate.

If you’re not sure whether or not something happening to you or to someone else is hazing, ask yourself these questions:

- Would I feel comfortable participating in this activity if my parents were watching?
- Would I get in trouble if a school/college administrator walked by and saw us?
- Am I being asked to keep these activities a secret?

- Am I doing anything illegal?
- Does participation in this activity violate my values or those of this organization?
- Is this causing emotional or physical distress or stress to myself or to others?
- Am I going to be able to get a job if I have to put a criminal arrest on my application?

Examples of conduct that would violate this policy may include but are not limited to:

1. All forms of physical activity not part of an organized, voluntary athletic context or not specifically directed toward constructive work
2. Any activity (including voluntary athletic contests and constructive work) that might reasonably bring harm to the individual
3. Paddling, beating, or otherwise permitting undergraduate or alumni members to hit individuals
4. Depriving individuals of the opportunity for sufficient sleep, decent and edible meals, or access of means of maintaining bodily cleanliness
5. Activities that interfere with an individual’s academic efforts by causing exhaustion, loss of sleep, or loss of reasonable study time
6. Requiring individuals to consume alcohol or drugs
7. Forcing, coercing, or permitting individuals to eat or drink foreign or unusual substances
8. Any requirement which compels an individual to participate in any activity which is illegal, perversely, publicly indecent, contrary to the individual’s moral and/or religious beliefs, or contrary to the Student Code of Conduct and/or policies and regulations of the University.

Groups such as fraternities, athletic teams, and student organizations may be held accountable for misconduct by individuals committed in the context of group membership.

Student Activities Policies & Room Reservation Policy for Levering Hall, Shriver Hall and the Mattin Center Meeting Rooms 160, 161 and 162
At the conclusion of each semester, recognized student groups may reserve space for the subsequent semester during scheduling week. All groups are limited to reserving one ninety-minute weekly meeting and two special events. Two weeks after scheduling week, groups may reserve additional spaces with the approval of the Scheduling Coordinator. Each student organization will designate not more than two people per academic year who will take responsibility for reserving rooms with the Scheduling Coordinator. Please contact Pat Forster, Scheduling Coordinator, at 410-516-8018 or e-mail her at pataf@jhu.edu, with your scheduling representative’s name, telephone numbers and e-mail address.

Any group failing to use a confirmed room for 2 consecutive meetings without formally canceling the room with the Scheduling Coordinator will be notified that their remaining reservations are canceled for that semester. In addition, if your group has been suspended and appears on the FROZEN ACCOUNT list, please resolve those issues before coming to reserve rooms. If your group does not appear on the list of Recognized
Student Groups, please see the Student Activities Office staff so that your status can be verified.

**Poster Policy**

Postering is one of many ways to publicize your group’s events. There are a number of community bulletin boards in the Mattin Center Courtyard and Levering Hall. Academic and other departments may maintain their own bulletin boards. When you poster, be sure you know on whose board you are placing the flyer, and follow that group’s rules. These rules and regulations govern posters and other forms of advertising on campus in a fair manner. In addition, posters and other forms of advertising should not disrupt academic classes, programs, or activities and should not damage the property of JHU. Failure to comply with the following guidelines may result in removal of poster, fines, and/or disciplinary measures.

1. Posters and flyers may be placed on campus bulletin boards only.
2. Bulletin board flyers should be 8.5” x 11” and not fixed over another flyer. Requests for exceptions for larger flyers or posters must be forwarded to the Office of Student Activities in the Mattin Center.
3. Flyers advertising expired events or not meeting this policy’s criteria, may be removed.
4. Chalk is allowed to promote events on sidewalks only. Any group that uses chalk anywhere other than the sidewalks will receive a bill from Plant Operations charging the group for the clean up. This is not negotiable. Chalking should only be done in areas that can be rain-soaked. Check with the Office of Student Activities for allowable locations.
5. Banners may be hung on approved campus structures. Contact the Office of Student Activities in the Mattin Center for scheduling, approval, and necessary arrangements for hanging banners on campus.
6. Painted mural boards are coordinated by the Office of Student Activities in Mattin 161. Please email studentactivities@jhu.edu for reservations or more information.

Note: The University considers placing posters on glass to be a fire hazard and custodians are instructed to remove any potentially hazardous posters. These restrictions exist in order to improve the appearance of the Hopkins campus and to maximize the usefulness of the bulletin boards.

Check with Residential Life Office before posting in any residential area, designated boards excepted, and check with department offices before poster on their boards. Flyers posted in residence halls must include all necessary information; no teasers.

**Poster Locations (Subject to Change)**

- Levering Hall: Outside Levering Market (Garland and Arellano sides), lower Levering hallway, and Union Desk
- MSE Library: M-Level by pay phones, on B, C, and D levels near elevators
- Remsen: First and third floors
- Residences: A & B, each AMR house, Wolman, McCoy: one board per floor, AMR and Wolman mailrooms, McCoy lobby, and the top steps next to the Snack Bar
- Maryland Hall: First Floor
- Shaffer: Next to rooms 3 and 100
- Outside: Outside Levering, and between MSE and the Remsen - Charles Street Gate.

**Vending and Solicitation Policy**

All vendors who wish to sell their goods in the Levering Union, on the Levering Patio, or on the quadrangles during special events such as Commencement must apply to the Director of Levering Hall & the Mattin Center located in Levering 102. The Director of these facilities retains the right to determine the appropriate vending times, locations, and goods sold. Vendors are required to sign a license agreement with the Director. Vendors will refrain from selling goods displaying the name Johns Hopkins University or the Johns Hopkins University seal or logo. Vendors will be prohibited from selling compact discs, tapes and other items that directly compete with items sold in other establishments on campus. Sales of computer and telecommunications equipment must be coordinated through the Purchasing and Telecommunications departments. Credit card promotions to students are prohibited.

**Group Members and Leaders Academic Policy**

All undergraduate student organization leaders must maintain a minimum Grade Point Average of 2.0 in order to remain in or to be elected/selected to a student leader position. All undergraduate student organization members and leaders must be enrolled in at least 6 credit hours.

**Fundraising**

Any group that solicits funding from outside agencies (i.e. businesses, corporations, foundations) must submit all requests to the Office of Student Activities for review and approval.

**University Policy on Automobiles and Parking**

Undergraduate resident students are strongly discouraged from bringing cars to campus. The City will not grant residential parking permits to students residing in University housing and students who are residing in University housing are not eligible for University parking permits. Without campus or residential parking access, resident students with cars face ticketing and towing. Violators are subject to the applicable University and City penalties, which include substantial fines, "Denver boots", and towing fees, which typically amount to several hundred dollars. Students who live more than one mile from campus can purchase a parking access card to park on campus while using University facilities. Owners of two-wheeled motor vehicles must also pay for parking. The parking rules are in effect Monday through Thursday from 7a.m. to 8:30 p.m., Friday 7 a.m. to 7 p.m., and on Saturday and Sunday the campus is open. Those who are eligible for paid parking must bring with them the following to show proof of eligibility:

- A valid J-CARD
- Vehicle registration in your name, your parent’s name or your spouse’s name
- Proof of local address
- Paid registration form (permit to register receipt)

**University Policy on Pets**

No pets of any kind are permitted in university housing. The University also has the following policy on dogs:
1. While on university property, dogs must be leashed, licensed, and under the control of their owners or handlers at all times.
2. Dogs are not allowed in the common areas of any University building, including classrooms, except when being taken to and from non-public areas. (Guide dogs for the visually impaired are permitted in common areas.)
3. Dogs may not be tied up and left unattended on any campus grounds.
4. Owners or handlers are responsible for the removal of excrement deposited by their animals on University property.

If any infraction of these rules is observed, Campus Security should be notified (410-516-4600), and they will attempt to resolve the problem with the owner. If unsuccessful, or unable to locate the owner, the Municipal Animal Shelter will be notified to impound the dog in accordance with applicable animal control laws. Owners will be responsible for all impoundment fees.

The University strongly encourages students not to bring their pets to school unless they have cleared it with both their landlord and their roommates and are sure they have the means to care for their pets properly. Pets are often abandoned because there is no one to care for them over vacations, or the landlord threatens to evict the owner. If you own a pet and cannot keep it, contact Animal Rescue (410) 636-1360, the Humane Society (410) 833-8848, or Baltimore SPCA (410) 235-8826 which will do its best to find the animal a new place to live.

Information Technology Policies

Student Technology Policies

The Johns Hopkins University is committed to providing a robust information technology environment to support its students and faculty in the pursuit of their research and instructional objectives. In general, undergraduate and graduate students are afforded the same access to computing and networking resources as are faculty and staff.

Understanding that for the University to maintain an environment of open access to networked computing resources is important, those who use these facilities must comply with the written policies coercing their use as well as the “spirit and intent” of these policies. Appropriate use of the resources includes instruction, independent study, authorizes research, and the official work of the offices, departments, recognized student organizations, and the agencies of the University. Any activity that intentionally obstructs or hinders the authorized use of campus computing and networking resources is prohibited.

For the comprehensive policy go to http://it.jhu.edu/policies/tpolicies.html.

Residence Requirement

The Homewood Schools’ freshman and sophomore residence requirement applies to students engaged in their first two years of full-time undergraduate study. Transfer students entering the university with freshman or sophomore status are subject to this same requirement. Since students cannot complete their residence requirement in the middle of the academic year, transfer freshmen entering the university in January must live in the residence halls their entering semester and the following academic year. Transfer sophomores entering in January fulfill the residence requirement by living in the residence halls their entering semester. Exceptions to this policy are made for individuals living at home in the Baltimore area with parents or guardians.

The benefits of the residence requirement are many. It is designed to provide the students with a variety of services and conveniences. Living on campus supports the academic mission of the university and affords students the opportunity to interact, socialize, and unwind with their classmates.

University Policies

The following university policies are detailed in this section:

- Policy on Alcohol and Drug Abuse and Drug-free Environment (p. )
- Policy on Possession of Firearms on University Premises (p. )
- Policy on the Privacy Rights of Students (FERPA) (p. )
- Notice of Availability of Annual Security and Fire Safety Report (p. )
- Equal Opportunity/Nondiscrimination Statement (p. )
- Anti-Harassment Policy (p. )
- Sexual Misconduct Policy (p. 52)
- Photography and Film Rights Policy (p. )

University Policies for Students

Policy on Alcohol and Drug Abuse and Drug-free Environment

(hrnt.jhu.edu/pol-man/appendices/sectionE.cfm)

Policy on Possession of Firearms on University Premises

(hrnt.jhu.edu/pol-man/appendices/sectionF.cfm)

Policy on the Privacy Rights of Students

(Full policy: jhu.edu/news_info/policy/ferpa.html)

Notice of Availability of Annual Security and Fire Safety Report

The Johns Hopkins University Annual Security and Fire Safety Report is available on the University’s website at www.jhu.edu/security/annual_report.pdf.

In keeping with the mandates of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), the University’s Annual Report contains statistics of certain crimes that are reported and that occurred on campus, in certain off-campus buildings or property owned or controlled by the University or an officially recognized student organization, and on public property within or immediately adjacent to and accessible from the campus for the three most recent calendar years. Also included are campus security policies including those related to missing student notifications, alcohol and drug use, sexual assault, relationship violence, and stalking, crime prevention, the reporting of crimes, and fire safety policies and statistics. All Johns Hopkins faculty, staff and students are encouraged to read and print out the report at www.jhu.edu/security/annual_report.pdf, and to report all criminal incidents promptly to your respective security department.
A printed copy of the annual crime report may be obtained from the security offices of Johns Hopkins:

Homewood Campus 410-516-4631; Peabody Institute 410-234-4600; Medical Institutions 410-614-3473; Applied Physics Laboratory 443-778-7176; School of Advanced International Studies, D.C. 202-663-5808; or from the deans/directors/coordinators for our JHU Campuses and centers at: Baltimore, MD (Harbor East) 410-234-9301; Columbia, MD 410-516-9700; Bologna, Italy 202-663-5700; International +39.051.2917.811; Washington, D.C. Zanvyl Krieger School of Arts and Sciences 202-663-5808; Nanjing, China 202-663-5802; International +86.25.8359.2436; Washington, D.C.-Carey Business School 202-663-5808; Montgomery County, MD 301-294-7011.

Equal Opportunity/Nondiscrimination Statement
(http://web.jhu.edu/administration/jhuoie/equity_compliance/equal_opportunity_statement.html)

Anti-Harassment Policy
(http://web.jhu.edu/administration/jhuoie/equity_compliance/antiharassment_policy.html)

Sexual Misconduct Policy
(http://sexualassault.jhu.edu/policies-laws/).

Photography and Film Rights Policy
(jhu.edu/news_info/policy/photography.html)
Graduate Students

Johns Hopkins University is proud to offer a rigorous and interdisciplinary graduate education taught by faculty who are academic and research leaders in their fields. Across the nine divisions of the university there are approximately 20,000 full-time and part-time graduate students working in over 180 fields of study. Combined with exceptional university facilities and resources, the endeavors of graduate students have contributed to groundbreaking discoveries, expansive and innovative collaborations, and the advancement of knowledge throughout the university and beyond.

The policies, procedures, resources, and opportunities included in this section are relevant for graduate students enrolled in the full-time degree programs in the Zanvyl Krieger School of Arts and Sciences and the Whiting School of Engineering on the Homewood campus. Please use the links at the left to navigate to your topic of interest.

Student Right to Know Information

The Higher Education Act of 1965, as amended in 2008, includes many student disclosures and reporting requirements by universities. These requirements include statistics and/or information on the following subjects:

1. Retention and graduation rates;
2. Financial assistance available to students and requirements and restrictions imposed on Title IV aid;
3. Crime statistics on campus;
4. Athletic program participation rates and financial support; and
5. Other institutional information including: the cost of attendance, accreditation and academic program data, facilities and services available to disabled students, and withdrawal and refund policies.

For the full Student Right to Know page, please visit: http://homewoodgrad.jhu.edu/student-services/student-right-to-know/

Admissions and Finances

Admissions

Admissions for Full-time Graduate Programs

The Office of Graduate Admissions and Enrollment is available to answer questions about the Krieger and Whiting Schools’ full-time graduate program application process and respond to general admissions inquiries and requests for information. Please visit grad.jhu.edu for a complete list of graduate programs offered by the Krieger School of Arts and Sciences and the Whiting School of Engineering and for information regarding the admissions process.

Admissions/Information for Visiting Graduate Students and Volunteers

The schools of Arts and Sciences and Engineering recognize and appreciate the contributions of volunteers and visiting graduate students to its mission of education and research and has policies in place to enable both schools to retain and set forth requirements pertaining to volunteers and visiting graduate students. Interested applicants should visit: http://grad.jhu.edu/apply/visiting-students/ for more information.

Costs of Attendance and Financial Aid

Costs of Attendance

See Financial Aid Website (http://pages.jh.edu/~finaid/grads_cost.html)

Financial Aid and Student Loans

All financial aid is distributed by individual departments. Graduate students should contact their departments for information concerning aid disbursement or the availability of funds. Students are required to fill out a new FAFSA form every year if they wish to continue receiving financial aid. For more information on student loans and work-study opportunities, go to the Student Financial Services website (http://www.jhu.edu/finaid/grads.html) or visit their office in Garland Hall.

Fellowships

Diversity Fellowships

Johns Hopkins is a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence. We firmly believe that we can best promote excellence by recruiting and retaining a diverse group of students, faculty and staff and by creating a climate of respect that is supportive of their success. This climate for diversity, inclusion and excellence is critical to attaining the best research, scholarship, teaching, health care and other strategic goals of the Health System and the University. Taken together these values are recognized and supported fully by the Johns Hopkins Institutions leadership at all levels. Further, we recognize that the responsibility for excellence, diversity and inclusion lies with all of us at the Institutions: leadership, administration, faculty, staff and students.

See http://grad.jhu.edu/admissions/diversity/fellowships/.

WSE-Specific Graduate Fellowship Information

The Whiting School of Engineering offers a number of endowed fellowships that provide supplemental financial aid to incoming and current full-time engineering students. Full-time degree seeking graduate students are automatically considered for the fellowships. Visit this link for more information.

KSAS-Specific Graduate Fellowship Information

The Krieger School of Arts and Sciences offers an incredible array of opportunities for student researchers in the areas of natural science, social science, and humanities. Visit this link for more information.

Veterans Educational Benefits

Johns Hopkins is approved by the Maryland Higher Education Commission for the training of veterans and the widows and children of deceased veterans under the provisions of the various federal laws pertaining to veterans’ educational benefits. Information about veterans’ benefits and enrollment procedures may be obtained at web.jhu.edu/registrar/veterans.html or the Office of the Registrar, 75 Garland Hall, 410-516-7071.
Students eligible for veterans' benefits register and pay their university bills in the same manner as nonveteran students. The Department of Veteran Affairs determines the educational benefit a veteran is eligible to receive. Veterans educational benefits payments cover only a portion of assigned course fees. To receive veterans educational benefits the student must comply with the following procedures:

Initial Enrollment
Once admitted to the university, the student must complete an Application for Program of education or Training (VA Form 22-1990) from the Department of Veteran Affairs at www.gibill.va.gov (http://www.gibill.va.gov). A copy of the completed application, along with a certified copy of the DD-214, is sent to the Veterans Desk, Office of the Registrar, 75 Garland Hall, The Johns Hopkins University, Baltimore, Maryland 21218.

The student who is transferring from another university or college will need to obtain a Request for Change of Place of Training (VA Form 22-1995) from the Department of Veteran Affairs at www.gibill.va.gov (http://www.gibill.va.gov). The completed form should be sent to the Veterans Desk at the university.

Re-enrollment
Students who received veterans' benefits at the university the preceding semester and plan to enroll with no change of objective should inform the Registrar's Office at the time of registration that they want to be recertified under the provisions of their original VA Form 22-1990.

Students receiving veterans' benefits must take courses that lead toward the exact objective (usually a specific degree) on the original VA application. Otherwise, they must submit a Request for Change of Program (VA Form 22-1995). Students utilizing veterans' benefits must let the registrar know immediately of any change in their program or status that might affect the amount of their VA payment. If they fail to do so, the Department of Veterans Affairs will seek reimbursement from the student for any overpayment.

Standards of Progress
Continuation of VA payments depends on the student's meeting the university's academic standards for all students. The student must also meet any standards of progress which may be established by VA regulations.

The College Navigator Tool
Veteran students may go to the College Navigator (http://nces.ed.gov/collegenavigator) to access a school comparison tool.

University Policies
The following university policies are detailed in this section:

• Policy on Alcohol and Drug Abuse and Drug-free Environment (p. )
• Policy on Possession of Firearms on University Premises (p.  )
• Policy on the Privacy Rights of Students (FERPA) (p.  )
• Notice of Availability of Annual Security and Fire Safety Report (p.  )
• Equal Opportunity/Nondiscrimination Statement (p.  )
• Anti-Harassment Policy (p.  )

University Policies for Students
Policy on Alcohol and Drug Abuse and Drug-free Environment
(hrnt.jhu.edu/pol-man/appendices/sectionE.cfm)

Policy on Possession of Firearms on University Premises
(hrnt.jhu.edu/pol-man/appendices/sectionF.cfm)

Policy on the Privacy Rights of Students
(Full policy: jhu.edu/news_info/policy/ferpa.html)

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In keeping with the mandates of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), the University's Annual Report contains statistics of certain crimes that are reported and that occurred on campus, in certain off-campus buildings or property owned or controlled by the University or an officially recognized student organization, and on public property within or immediately adjacent to and accessible from the campus for the three most recent calendar years. Also included are campus security policies including those related to missing student notifications, alcohol and drug use, sexual assault, relationship violence, and stalking, crime prevention, the reporting of crimes, and fire safety policies and statistics. All Johns Hopkins faculty, staff and students are encouraged to read and print out the report at www.jhu.edu/security/annual_report.pdf, and to report all criminal incidents promptly to your respective security department.

A printed copy of the annual crime report may be obtained from the security offices of Johns Hopkins:

Homewood Campus 410- 516-4631; Peabody Institute 410-234-4600; Medical Institutions 410-614-3473; Applied Physics Laboratory 443-778-7176; School of Advanced International Studies, D.C. 202-663-5808; or from the deans/directors/ coordinators for our JHU Campuses and centers at: Baltimore, MD (Harbor East) 410-234-9301; Columbia, MD 410-516-9700; Bologna, Italy 202-663-5700; International +86.25.8359.2436; Washington, D.C.-Carey Business School 202-663-5808; Montgomery County, MD 301-294-7011.

Equal Opportunity/Nondiscrimination Statement
(http://web.jhu.edu/administration/jhuoie/equity_compliance/ equal_opportunity_statement.html)
Anti-Harassment Policy
(http://web.jhu.edu/administration/jhuoe/equity_compliance/antiharassment_policy.html)

Sexual Misconduct Policy
(http://sexualassault.jhu.edu/policies-laws/).

Photography and Film Rights Policy
(jhu.edu/news_info/policy/photography.html)

Graduate-Specific Policies

• Statement of the Rights and Responsibilities of Ph.D. Students at Johns Hopkins University (p. 55)
• Academic and Research Misconduct Policy (p. 55)
• Assistant Leave Policy (p. 55)
• Grievance Policy (p. 55)
• Jury and Witness Duty (p. 55)
• Homewood Schools (p. 56) Policy for Graduate Student Probation, Funding Withdrawal, and Dismissal
• Information Technology Policy (p. 56)
• G.W.C. Whiting School of Engineering - Specific Policies (p. )
• Zanvyl Krieger School of Arts and Sciences - Specific Policies (p. )

Statement of the Rights and Responsibilities of Ph.D. Students at Johns Hopkins University

Ph.D. education is fundamental to the University’s teaching and research mission. For an intellectual community of scholars to flourish, it is important to acknowledge the principles that underlie the compact between Ph.D. students, the faculty, and other members of the University community.

It is in this spirit that the Doctor of Philosophy Board, in collaboration with faculty and students from across the University, has articulated a statement of rights and responsibilities for doctoral students at Johns Hopkins. (http://web.jhu.edu/administration/provost/initiatives/phd_board/rights_responsibilities) The principles described in this document are to be realized in policies established by the various Schools of the University; the Schools will also develop mechanisms to monitor and enforce such policies.

Academic and Research Misconduct Policy

The Krieger School of Arts and Sciences and the Whiting School of Engineering full-time programs and Engineering for Professionals have established the Academic and Research Misconduct Policy to address instances of misconduct by all graduate students enrolled in full-time, part-time or non-degree (special student) Krieger School of Arts and Sciences and Whiting School of Engineering graduate programs.

Procedures for handling allegations of misconduct by full-time and part-time graduate students: WSE and KSAS Graduate Student Misconduct Policy (PDF)

WSE and KSAS Procedures for Dealing with Issues of Research Misconduct (Applies to all Whiting School graduate students, both full-time and part-time)

Assistant Leave Policy

To ensure the personal well-being and productivity of our graduate students, safeguard against excessive demands on graduate students’ personal time, and introduce a minimum standard across the two Homewood schools regarding leave, the Deans of the Krieger School of Arts and Sciences (KSAS) and Whiting School of Engineering (WSE) have established guidelines for Research and Teaching Assistants to be able to take leave. A detailed description of the policy can be found here:
http://homewoodgrad.jhu.edu/academics/policies/.

Grievance Policy

The Whiting School of Engineering (WSE) and the Krieger School of Arts and Sciences (KSAS) created a Grievance Policy. Any faculty member, postdoctoral fellow or graduate student of either school may grieve an adverse action or failure to act, or for a violation of University, School or departmental policy. Typically a complaint or dispute is brought to the attention of a department chair or center director and is resolved through informal discussion. In some circumstances, the Dean is asked to help in the informal resolution of grievances. The formal procedure set forth below is not meant to supplant attempts at resolving complaints through informal means. When at all possible, complaints and disputes should be settled through informal discussion, though there are no circumstances under which a grievance must be settled informally.

Please note that nothing in our policy should be construed to impinge upon the responsibilities of any office and/or regularly constituted body of the University, and should be applied only after every effort has been made to settle disputes informally. Moreover, no action may be taken with respect to a grievance that would conflict with or modify any policy approved by the Board of Trustees of the University, any policy of the University or WSE/KSAS, any federal, state, or local law or regulation, or any contract to which the University is a party.

The policy, along with proper procedure for filing a grievance is provided online here:

Jury and Witness Duty

A Krieger School or Whiting School graduate student employed by either school (i.e., a teaching assistant, research assistant paid by the university, research assistant paid by an external grant/fellowship or hourly worker) summoned for jury duty or subpoenaed to testify, is authorized to be absent from his/her work for the actual time required by such service. A graduate student employee must present the summons or subpoena to his/her immediate supervisor before a leave can be issued.

Graduate student employees are eligible for paid leave of absence as a juror or court witness. Federal work study funds, however, cannot be used in these instances -- departments should fund this work using other resources.

Jury duty or duty as a court witness is service and time spent away from a University position as a result of a subpoena issued by a court.
Service as a volunteer expert witness or other volunteer court duty is not included in the provisions in this leave of absence.

Homewood Schools Policy for Graduate Student Probation, Funding Withdrawal, and Dismissal

This policy addresses consequences of student underperformance, including funding withdrawal. Students who might lose financial support as a result of the termination of funding from an advisor’s sponsor should be given prompt notice, whenever possible.

The full policy can be viewed here. (http://homewoodgrad.jhu.edu/wp-content/uploads/sites/35/2014/08/Graduate-Student-Probation-Funding-Withdrawal-and-Dismissal-Policy.pdf)

Information Technology Policies

All users of Johns Hopkins University computing resources must comply with the University’s information technology policies. For the comprehensive policies go to http://it.jhu.edu/policies/itpolicies.html

G.W.C. Whiting School of Engineering - Specific Policies

See http://engineering.jhu.edu/graduate-studies/academic-policies-procedures-graduate/

Zanvyl Krieger School of Arts and Sciences - Specific Policies

See http://krieger.jhu.edu/research/policies/

Academic Policies

Much of the material contained in this section gives details pertaining to School-wide (Krieger School of Arts and Sciences and/or Whiting School of Engineering) or University-wide policies. However, there are graduate student issues and policies that are department specific. In those instances, students are referred directly to their department administrator or department handbook for further information.

Student Enrollment Statuses

Graduate students in the full-time ASEN degree programs are initially enrolled as full-time and are given a Resident status. Other registration statuses include: Graduate Study Abroad, Nonresident, Leave of Absence, Part-time and Visiting. Prior to a student changing his or her registration status, approval from the student’s degree program and appropriate office(s) must first be secured.

Degree-Seeking Graduate Students, School of Arts and Sciences

Graduate students who are full-time students are charged full tuition. The office of the deans must approve any exceptions.

Degree-Seeking Graduate Students, School of Engineering

Most graduate students enrolled in research-oriented degree programs (M.S., M.S.E., Ph.D.) in Engineering are full-time students. However, part-time study consistent with residency requirements is common in many engineering departments. Students should consult with individual departments to determine the possibilities for part-time study.

Visiting (Not Degree-Seeking) and Part-time Graduate Students

In some cases, graduate students from other institutions may participate in a visitation or residency at the Homewood Campus. These students are designated as “Visiting.” Although not candidates for a Johns Hopkins advanced degree, visiting graduate students (those not candidates for a Johns Hopkins graduate degree) may be enrolled on a full- or part-time basis with the approval of the chair of the department and the dean of their respective school. Visiting graduate students will be limited to two consecutive terms of either full- or part-time study.

There are two subdivisions of nondegree (visiting) graduate students: 1. visiting graduate student (primarily taking courses) and 2. visiting graduate scholar (primarily pursuing research). Both categories must apply through their intended program of study and through the online application: http://grad.jhu.edu/apply/visiting-students/.

Part-Time Status

Part-time graduate students may be enrolled with the written approval of the chair of a department or director of a degree program and the documented confirmation of the dean. Students will generally not be eligible if they are working primarily on the Homewood campus or working full-time on research for their degree. Part-time graduate students must meet one of the residency requirements before they receive an advanced degree. Part-time has two major components: 1. a student cannot be part-time without prior approval from OIS (when appropriate) and their departments, and 2. a part-time student cannot take more than 2 classes in a semester, or they will be automatically put back to full-time status.

Part-time tuition charges by the course. Student accounts has the most current tuition information on its site. (http://pages.jh.edu/~studacct/general/tuition.htm)

Health Insurance: part-time students are eligible to purchase the student health plan, but generally at their own cost.

International students wishing to change status to part-time must first meet with OIS to determine eligibility. There are two separate steps to switch an international to part-time status: 1. the student must secure permission from OIS to apply for part-time status (this is a USCIS form, and not an university registration/enrollment form), and then 2. the student needs to make sure their department has contacted the registrar’s office on their behalf to make the official switch to part-time status. International students cannot switch to part-time without completing both steps. Something to note: international students cannot be part-time unless they are in their final semester of their degree program.

Postdoctoral Appointments

Postdoctoral fellows are at the university to undertake a research program in cooperation with a member of the faculty. All appointments are arranged through the individual departments. Proof of successful PhD completion will be required before any appointment may begin.
Residency Requirements

Every full-time WSE Master’s student must register as a full-time Resident graduate student for at least two semesters or satisfy an equivalent requirement approved by the appropriate department. (Combined bachelor’s-master’s degree students are exempt, as are those who enter a WSE master’s degree program after two or fewer semesters following completion of a JHU undergraduate degree.)

Every full-time KSAS Master’s student must register for a minimum of two consecutive semesters as a full-time, Resident graduate student.

Every full-time PhD Student (WSE and KSAS) must register for a minimum of two consecutive semesters as a full-time, Resident graduate student.

Graduate Study Abroad (KSAS)

The status of Graduate Study Abroad is usually limited to those students in the Humanities Center and the departments of Anthropology, and German & Romance Languages and Literatures, who are required as a part of their regular degree program to complete a semester or more of full-time study at a foreign university. While in the case of the History of Art Department study abroad is not a general requirement, many of its graduate students do go abroad to conduct dissertation research. The category of Graduate Study Abroad is considered a full-time status. The use of this category for situations other than those noted above requires the approval of your department chair of the Homewood Graduate Board. A student on Graduate Study Abroad is required to pay 10% of the full-time tuition rate for each semester abroad. The KSAS Dean’s Office will pay the remaining 90% tuition balance.

Students are encouraged to contact the Student Insurance Coordinator in the Registrar’s Office prior to leaving campus to find out details regarding your health insurance coverage while abroad. Graduate Study Abroad students should discuss all plans with their department/advisor in advance. Additionally, international students should always consult with OIS before making any travel plans or status changes.

The Graduate Study Abroad Application is available here.

Graduate Study Away (WSE)

The Graduate Study Away status applies to degree-seeking WSE master’s and doctoral students engaged in graduate education at a different institution (coursework and/or research) with departmental/advisor approval. This status is considered a subcategory of the nonresident status. As such, WSE study away/abroad students will be required to pay 10 percent of the full-time tuition rate for each semester away/abroad. As this is not a full-time resident status, health insurance benefits are not guaranteed. Graduate Study Away students should discuss this with their department/advisor in advance. Additionally, international students should always consult with OIS before making any travel plans or status changes. The Graduate Study Away/Abroad Application is available here.

Nonresident Status

Nonresident status is a full-time status typically reserved for students who have completed all required course work (and exams (internal and GBO), as per degree requirements) and are working on their thesis or dissertation. The University does not cover the cost of the University issued health insurance for Nonresident students. Though nonresident students are not required to carry health insurance, they are eligible to purchase the University-sponsored plan for themselves.

Eligibility

KSAS and WSE full-time program graduate students may be eligible for Nonresident Status if they:

- Have completed all coursework and requirements for the graduate degree other than the presentation and defense of the master’s essay or doctoral dissertation
- Have reached the end of their departmental support period or have exhausted support from grants and cannot be fully supported by the department.
- Work 19.9 hours per week or fewer during the academic year if employed by Johns Hopkins University in any capacity (intersession or summer employment can be full-time, however). If working, students must be on salary (not stipend) and paid hourly. NOTE: Research or teaching assistants expected to work more than 19.9 hours per week do not qualify for Nonresident status.

WSE full-time program PhD Students are only eligible to apply for one of the three WSE PhD Nonresident Statuses if they have no outstanding coursework or exams (internal and preliminary GBOs for example) to complete:

Note that nonresident is a full-time status intended for students who are primarily not on campus.

- (1) NR WSE PhD dissertation completion: Student is very nearly finished—just has some writing up to do and defend—but needs to leave campus to start work. Expectation is one semester, but two may be allowed. Student pays NR tuition, receives no stipend or health insurance support.
- (2) NR WSE PhD study away: Student (with or without advisor) has opportunity to be actively engaged in PhD work but at a non-JHU facility. Student remains fully supported by PI/department/host facility (NR tuition, stipend, health insurance provided for student).
- (3) NR WSE PhD internship/co-op: Student voluntarily takes time to pursue other pursuits that may be only tangentially relevant to their degree. The expectation is that they will return to campus in a residential capacity to complete their degree. Student pays NR tuition, receives no stipend or health insurance support. Time in this status is typically one year, but can be renewed for a second year.

Tuition

Students on Nonresident status are charged 10% of full-time tuition per semester.

Restrictions

Nonresident students are permitted access to campus, faculty advising and JHU services, however, they are not permitted to enroll in any courses, with one exception under certain and specific circumstances, international students who file for Curricular Practical Training F1 (CPT1) through the OIS may register for a course entitled “Research and Teaching Practicum” (KSAS) or “Engineering Research Practicum” (WSE).

The maximum amount of time that a student may retain Nonresident Status is four semesters for master’s students and ten semesters for KSAS doctoral students, and 1-2 semesters for WSE doctoral students (see WSE-specific nonresident statuses for PhDs above). Upon reaching this limit, the student will be required to register for either part-time
status (WSE only, as appropriate) or full-time Resident status until degree completion.

**Application Procedures**

Students are required to complete and sign an Application for Nonresident Status indicating that they meet the requirements as stated above. The form should be signed by the department, the OIS (if applicable), and either the WSE Vice Dean for Education (or WSE designee), or the KSAS Vice Dean for Graduate Education (or KSAS designee).

Students should apply for Nonresident status well in advance of the first semester for which it is desired. When requesting a change of status for the current term, such petitions should be submitted no later than the end of the second week of the semester.

**Leave of Absence**

A Leave of Absence (LOA) is an approved absence from the University during which time students are not charged tuition nor are they required to register. Time spent on an LOA is regarded as an approved break in study and is not counted toward the total time-to-degree. If a student fails to register without obtaining an approved LOA the student will be considered withdrawn from their degree program.

Students are encouraged to contact the Student Insurance Coordinator in the Registrar’s Office prior to applying for an LOA to find out details regarding health insurance coverage while on LOA.

International students must contact OIS before filing for LOA.

**Eligibility**

All KSAS and WSE full-time and part-time program graduate students are eligible for LOA if one of the following conditions prevents them from continuing with their graduate studies:

- A documented physical or mental medical condition.
- Compulsory military service.
- Personal or immediate family hardship.
- NOTE: Financial difficulty alone is not a valid reason for requesting an LOA.

**LOA Tuition and Financial Support**

Students on LOA are not charged tuition for the semesters they are granted the leave; the period of leave is simply regarded as an approved interruption of the degree program; however, the University cannot guarantee that financial support will be available when students resume their studies. After taking an LOA, students must re-apply for tuition assistance, research assistantships, fellowships and/or teaching assistantships. Such matters are left to the discretion of the department. Before applying for a LOA, students should consult their department for information regarding funding opportunities upon return from LOA.

**LOA Restrictions**

Graduate students may apply up to four semesters of LOA (not including the summer term) when medical conditions, compulsory military service, or personal or family hardship prevents them from continuing their graduate studies.

Continued approval is based on the reason(s) for the request. Additional information may be requested by the department, or either the WSE Vice Dean for Education (or WSE designee), or the KSAS Vice Dean for Graduate Education (or KSAS designee).

Students on LOA are not to use any University student services or facilities (e.g., computing labs, library, labs, athletic facilities, etc.) and may not be enrolled at another University.

Students on LOA who wish to continue working at Johns Hopkins are not eligible to be paid through the Student Payroll Office and must therefore be hired through the appropriate divisional Human Resources Department.

No progress toward degree completion or coursework can be made while on an LOA.

**Application Procedures**

To be awarded a LOA, students are required to complete and sign an LOA Application form and to provide a letter stating the reason for their application. The form must be signed by the student’s department, the OIS (if applicable), and either the WSE Vice Dean for Education (or WSE designee), or the KSAS Vice Dean for Graduate Education (or KSAS designee).

Students wishing to return from an LOA must complete an Application to Return from LOA form.

The departure of a student from one of the Homewood Schools without prior arrangement of Nonresident status or a Leave of Absence will be deemed a permanent withdrawal from the student’s program. Students who withdraw from their program must be formally readmitted, at the discretion of the department, before they may return to the University. If readmitted, they do not pay a second application fee, but must satisfy the residency requirement for the degree following readmission (even if previously satisfied) and pay all outstanding fees.

**Satisfactory Progress**

**Homewood Schools Graduate Student Academic Review Policy**

This policy applies to all full-time WSE and KSAS doctoral students and master’s students conducting thesis research. Each graduate program is required to publish its own policies and standards with respect to academic standing. At the end of each semester, all full-time Homewood graduate programs are expected to review the academic records of their graduate students to evaluate academic progress.

Once per academic year, all full-time Homewood graduate programs are required to provide a written review to: (a) all doctoral students, and (b) all master’s students conducting thesis research.

Departments are encouraged to include mention of funding continuation, as appropriate. This review must include the opportunity for the student to offer self-evaluation.

Students who fail to attain a program’s minimum level of performance may be placed on academic probation or dismissed using the procedures outlined in the Homewood Schools Policy for Graduate Student Probation, Dismissal, and Funding Withdrawal. In making these decisions, particularly that of dismissal, the program will take into consideration extenuating circumstances beyond the student’s control.
Probation/Dismissal/Withdrawal

Academic Probation
Whenever it is determined that a graduate student has failed to meet minimum academic requirements, that student may be placed on academic probation. This change in status requires a formal letter and a meeting between the student and his/her faculty advisor or the departmental director of graduate studies. The letter should clearly outline the student's academic shortcomings, indicate the corrective measures necessary to remain in the program and state the length of the student's probationary period. Any funding ramifications for the student should be included as well. The probationary period must span at least four months and would typically end at the completion of an academic semester.

Within one month following the conclusion of the stated probationary period, the program must inform the student of his/her status based upon whether the student has met the requirements as stated in the probation letter. The options are as follows:

1. remove the student from probation
2. extend the probationary period, or
3. dismiss the student.

Academic Dismissal

Dismissal After Probation
This must be done with a formal letter citing the reason for dismissal and requires a meeting between the student and his/her faculty advisor or the departmental director of graduate studies. Academic dismissal will be noted on the student's transcript at the request of the program and with the approval of the cognizant Dean. A student may appeal this decision.

Dismissal Without Probation
A student may be dismissed without a formal probation period under three circumstances:

1. if he/she meets the conditions for dismissal based on coursework as stated by the academic program in its department handbook or on its website;
2. if he/she fails an oral or written examination for which successful completion is necessary to continue in the program (as stated in the program's degree requirements), or if he/she fails to meet any condition resulting from a qualifying or GBO exam; or
3. if he/she is found to have committed academic or research misconduct and expulsion is the outcome of the deliberations as outlined in the Homewood Procedures for Handling Allegations of Misconduct by Full-Time and Part-Time Graduate Students, the KSAS Policy on Integrity in Research or the WSE Procedures for Dealing with Issues of Research Misconduct. Under these circumstances, programs are expected to follow the same procedures for Dismissal After Probation. In addition, students are also subject to immediate dismissal on non-academic grounds in accordance with the Homewood Procedures for Handling Allegations of Misconduct by Full-Time and Part-Time Graduate Students as well as applicable policies at the university policies page (https://www.jhu.edu/university-policies).

Academic Dismissal Consequences
When a student is dismissed from the University, several consequences follow:

- The Office of the Registrar cancels the student's registration for the next semester and authorizes a refund of tuition paid for that semester.
- Notation of dismissal may be placed on the student’s transcript at the request of the program and with the approval of the cognizant Dean.
- The Office of Student Financial Services suspends financial aid to the student and work-study aid.
- The Office of International Services performs duties as required by U.S. federal regulations regarding persons not eligible to study at the University.

Readmission Following Dismissal
The terms for readmitting a student who has been dismissed for academic reasons are established by individual departments. The readmission process should be described in the dismissal letter, if deemed appropriate. Students who have been dismissed should discuss the readmission process with their advisor. Procedural instructions for this policy can be found at http://homewoodgrad.jhu.edu/academics/policies/.

Withdrawal
Students wishing to withdraw from the University must file written notice with their Department. A Termination/Withdrawal Report (http://homewoodgrad.jhu.edu/academics/graduate-board/policies-and-forms) must be generated by the departmental academic staff. Graduate students are encouraged to consult the chair of their department prior to submitting their written notice. Students who withdraw from their program must be formally readmitted, at the discretion of the department, before they may return to the university. If readmitted, they do not pay a second application fee, but must satisfy the residency requirement for the degree following readmission (even if previously satisfied) and pay all outstanding fees. Once a student withdraws from the University, their student transcript is closed – changes to their academic record will not be permitted. International students must consult with OIS to ascertain their visa obligations before withdrawing from the university.

Registration
All students must complete registration at the beginning of each term in accordance with instruction issued by the registrar before they can attend classes or use university facilities. Detailed instructions about registration will be provided to all students before the registration period each term. If the student has not been notified at least two weeks before the start of classes for any fall or spring term, the Registrar’s Office should be contacted immediately.

Students who for any reason do not complete their registration until after the prescribed registration period are required to pay a late registration service fee. The fee is $150 for registrations completed from the first day of classes through the end of the first week of classes, $200 for registration completed during the second week of classes, and $300 for registration completed after the second week. Graduate students must obtain permission from the chair of their department to register after the second week of classes.

Students will not be allowed to register if there are unpaid bills from a previous term. The student is required to pay tuition or make financial arrangements with the Student Accounts Office before registering for a given term.
Grades

Grading basis for graduate courses deliberately includes both letter grades and P/F grades. Instructors should have the widest discretion possible in grading graduate students’ work; therefore both grading bases are available in ISIS to the instructor for any course at the graduate level. While policies in most departments vary, most graduate students receive letter grades or Pass/Fail grades for their coursework. Students should consult their department chairs and instructors to determine their grading requirements.

Registrar deadlines and policies concerning grade changes are as follows:

Letter Grades (A through F)
Changing letter grades of “A” through “F” to a “Passing” grade is not permissible at any time.

All other grade change requests (e.g., “B” to “A”) are acceptable within one year only. Change requests beyond one year can only be changed as a result of clerical error, and must be accompanied by a written explanation/justification from the course instructor.

Incomplete Grades (I)
The grade of “Incomplete” (denoted by an “I” on the transcript) is reserved for instances in which it is expected that a course’s work will be completed in one semester, but for reasons beyond the student’s control, the work cannot be completed within that timeframe.

Dropping an “Incomplete” grade from the transcript is not permissible at any time.

Changing an “Incomplete” grade to a final grade (“A” through “F”, “Pass”) may be done by the instructor within one year without Dean’s Office approval. After one year, the student must submit an Incomplete Grade Extension Request form to the cognizant KSAS or WSE Vice Dean’s office for that grade to be eligible to be changed at a later date. The form must be submitted no later than the last day of the second semester following the semester the student initially enrolled in the course.

If the “Incomplete” grade remains after one year and the student does not submit an Incomplete Grade Extension Request form, the “Incomplete” grade becomes permanent and cannot be changed.

If the student successfully submits an Incomplete Grade Extension Request form but then fails to finish the course before the stated deadline, the “Incomplete” grade becomes permanent and cannot be changed. Under special circumstances, students may submit multiple Incomplete Grade Extension Request forms for the same course.

In-Progress Grades (IP)
Reserved for classes in which it is expected that the assigned work will require more that one semester to be completed, but the class itself will meet for only one semester, such as graduate seminar courses.

Dropping an “In-Progress” grade is permissible only with the approval of the instructor and the Dean’s Office.

Changing an “In-Progress” grade to a final grade (“A” through “F”, “Pass”) is acceptable at any time before the student’s departure with the instructor’s approval.

Missing Grades (MR, X)
A “Missing” grade (denoted by an “MR” or an “X” on the transcript) appears if the instructor has not submitted a grade within the defined grading period for the semester.

An instructor may submit a Grade Change form directly to the Office of the Registrar to change a “Missing” grade to a final grade.

Dropping a “Missing” grade from the transcript is not permissible, nor is changing it to an “Audit.”

Audit (AU)
When a graduate student enrolls in a course with “audit” status, he/she must reach an understanding with the instructor as to what is required to earn the “Audit.” If the student does not meet those expectations (e.g., fails to attend class), the instructor must notify the Registrar’s Office in order for the student to be retroactively dropped from the course. The course will not appear on the student’s transcript.

Changing a course registration from “Audit” (student receives no letter grade) to “Credit” (student receives letter grade), or from “Credit” to “Audit” is permissible during the Office of the Registrar’s official deadlines for each semester. Registration changes beyond this deadline are not permissible.

Changing a final grade (“A” through “F”, “Pass”), “Incomplete” grade, “In-Progress” grade or “Missing” grade to “Audit” is not permissible at any time.

The following ASEN Graduate Courses cannot be taken for AU (Audit):
- Graduate Research
- Dissertation Research
- Master’s Thesis
- Master’s Essay
- Independent Study

These courses can only be taken as P/F or a letter grade, at the instructor’s purview.

Add/Drop
Prior to the beginning of classes: Returning graduate students may make changes to their registration in-person or online through the ISIS system. The ISIS system is available for use up to ten weeks prior to the first day of classes.

First six weeks of classes: Graduate students may add or drop classes online (as long as the electronic Advisor Hold has been released) or in-person at the Office of the Registrar. All in-person adds and drops must have a signature from the faculty advisor or department chair. Any drops within the first six weeks of classes will not be noted on the transcript.

Note: the instructor’s signature must be included on any course add form submitted past the 6 week drop/add deadline. Detailed instructions for how to add or drop classes online are available on the Registrar’s website. A calendar with specific dates for adding/dropping courses is also available on their website.

After the 6th week of classes, graduate students have until the end of the 11th week of classes to withdraw from a course with the signatures
of the instructor, department chair, and the student’s respective Dean’s Office personnel (either the Director of Graduate Academic Affairs for Whiting School of Engineering or Krieger School of Arts and Sciences). All withdrawals will be noted with a “W” on the student’s transcript.

Registration Holds
A registration hold will be placed for students who have not obtained clearance from the Office of International Services (OIS), Student Accounts, Student Health Insurance or Student Health and Wellness Offices. Students should meet with the office that placed the hold so that the hold can be removed. Students who have an advisor’s hold on their registration must get their advisor’s signature on their registration form and then submit that form to the Registrar’s Office in person in order for the hold to be lifted.

Transferring Courses
Whiting School of Engineering Master’s degrees (M.A., M.S., M.S.E)
For WSE master’s students who earned an undergraduate degree outside of the Whiting School of Engineering or the Krieger School of Arts and Sciences, no coursework completed before the undergraduate degree was conferred can be applied to a WSE master’s degree, regardless of whether that course was applied to the undergraduate degree.

WSE master’s students may transfer in up to two courses from another institution which were completed after the undergraduate degree was conferred and not applied to a degree elsewhere. The student must obtain approval from the WSE master’s program to do so.

EXCEPTION: WSE master’s students in a department-approved study abroad program can transfer in additional coursework (i.e., beyond two courses), but in total, at least half of the courses/credits applied to the WSE master’s degree must be taken/earned at Johns Hopkins. Individual graduate programs reserve the right to enforce stricter policies.

Research and Scientific Writing Courses
Through the Center for Leadership Education graduate students may enroll in writing courses designed to assist with dissertation and grant writing. Students may enroll for this course at no additional charge. The course is offered in the fall and spring semesters however, space is limited. For additional information go to web.jhu.edu/Leadership.

Transcripts
Transcripts may be requested from the Registrar’s Office. A request for one copy is normally processed within two to three working days of receipt of the request. Requests for multiple transcripts require additional time. Standard delivery of transcripts is made by U.S. Mail first-class. Transcripts may also be requested online at iwantmytranscript.com. Partial transcripts of a student’s record will not be issued.

Summer and Intersession Courses
Summer Courses: While most summer courses offered at the Homewood Campus are undergraduate level courses, graduate students may enroll in these courses with permission from their department chair and the course instructor. No financial assistance is available for graduate students who wish to take summer courses. In special cases, graduate students may also take courses at the Peabody Conservatory.

In such cases, students should contact the Registrar’s Office for registration instructions.

Graduate students may register for the course Summer Independent Research (990.892) with the approval of their department chair. There is no charge for this course as independent research projects conducted during the summer are not graded and carry no academic weight. An NG (“no grade given”) will appear on the student’s transcript.

Intersession Courses: Graduate students are also eligible to enroll in Intersession. Grades are generally given on an P/F scale. Some students use this period to participate in research, independent study or internships. A list of Intersession offerings is published in late November or early December. A special form, available in the Registrar’s Office, is used for Intersession registration. Students should register before winter break. Students who register for research, independent study, or an internship during Intersession must have the approval signature of their faculty sponsor and academic advising office. This opportunity is offered tuition-free.

Course Re-Take Policy
At the discretion of the Homewood graduate program, a graduate student may retake a course, but the grade from the initial effort will remain on the transcript. This applies whether the initial effort occurred while the student was an undergraduate student or a graduate student.

Transcripts are normally issued only at the request of the student or with his/her consent. The only exception to this policy is the issuance of transcripts to offices and departments within the university.

Official transcripts of work at other institutions that the student has presented for admission or evaluation of credit become the property of the university and cannot be copied or reissued. If a transcript of this work is needed, the student must get it directly from the issuing institution.

Graduate Degree General Requirements
Doctor of Philosophy
• A minimum of two consecutive semesters as a full-time, resident graduate student.
• Completion of registration in the semester during which degree requirements are met.
• Certification by a department or program committee that all school, departmental, program, and/or committee requirements have been fulfilled.
• A dissertation approved by at least two referees appointed by the department or program committee and submitted to the Commercial Binding Office.
• Successful completion of a Graduate Board Oral examination. As determined by the department or program committee, this is classified as either a preliminary or a final examination.
• Though time-to-degree is determined by the department and may not exceed 12 years, continuation in the program will be based/contingent upon satisfactory academic progress after eight years of enrollment.
Krieger School of Arts and Sciences Master’s Degrees (M.A., M.F.A., M.S.)

- A minimum of two consecutive semesters as a full-time, resident graduate student.
- Completion of registration in the semester during which requirements are met.
- Certification by a department or program committee that all requirements have been fulfilled.
- A thesis approved by at least one referee and submitted to the Commercial Binding Office when the department requires a thesis.
- Meets the requirements of the school’s time-to-degree policy. (http://homewoodgrad.jhu.edu/academics/graduate-board/degree-requirements)

Whiting School of Engineering Master’s Degrees (M.A., M.S., M.S.E., M.S.E.M.)

- Every student must register as a full-time graduate student for at least two semesters or satisfy an equivalent requirement approved by the appropriate department. (Combined bachelor’s-master’s degree students are exempt, as are those who enter a WSE master’s degree program after two or fewer semesters following completion of a JHU undergraduate degree.)
- Every student must be registered in the semester during which degree requirements are met; this includes students who have no courses remaining in which to enroll but must resolve coursework for which an “Incomplete” grade was assigned.
- Every student must provide certification by a department or program committee that all departmental or committee requirements have been fulfilled.
- If the student is submitting a formal essay to the MSE Library to help complete master’s degree requirements, the essay must be approved by at least one reader. (See the Homewood Academic Council Faculty Status table, under “Thesis Supervision of Graduate Students,” to determine who may serve as the reader/advisor. Additional readers, if required by program, need only program approval.)
- All courses applied to the master’s degree must be at the 300-level or higher. At their discretion, individual graduate programs may institute a higher course level as the minimum for their own students.
- Every student must earn the master’s degree within five consecutive academic years (10 semesters). Only semesters during which a student has a university-approved leave of absence are exempt from the 10-semester limit; otherwise, all semesters from the beginning of the student’s graduate studies—whether the student is resident or not—count toward the 10-semester limit.
- Every student must complete training on academic ethics.
- Every student must complete training on the responsible and ethical conduct of research, if applicable. (Please see the WSE Policy on the Responsible Conduct of Research.)

Time to Degree (TTD)

The time-to-degree (TTD) limit for degree candidates is typically determined by a specific program. However, Johns Hopkins University’s general policy requires that TTD not exceed twelve years for Ph.D. candidates, and five years for Whiting School and Krieger School terminal master’s candidates. TTD count begins with the first semester of registration as a matriculated student. Time spent on an approved Leave of Absence will not be counted toward the graduate student’s TTD. Students unable to complete degree requirements within the required time limit are required to withdraw from the University. Full TTD policies for the Krieger and Whiting Schools can be found at grad.jhu.edu/student-life/policies.

Co-tutelle de Thèse

It is the University’s current policy that Johns Hopkins will recognize dissertation research and subsequent dissertation submission for the purposes of a degree from Johns Hopkins alone. It will sign no agreement that supports the concept of a student submitting the same work to different universities to receive two distinct degrees.

The University, however, wants to promote international exchange and in this spirit the Graduate Board has agreed to accommodate students with a desire to include faculty from a foreign university to participate in their research and defense process. Upon submission and review of a current curriculum vitae, the Graduate Board will allow one advisor to be a faculty member of the foreign university and in certain cases will allow the committee to be expanded to include other faculty from the foreign university as long as the majority represent Johns Hopkins. The university will provide no funds to cover expenses. Funding for travel would be up to the department or the foreign university.

All proposed co-tutelle agreements are to be submitted to the Graduate Board for review.

Commencement and Degree Conferral

The University Commencement Ceremony is held once per academic year, traditionally in May. Students who have not satisfied all graduation requirements by the deadlines determined by the Graduate Board or the WSE Office of Academic Affairs are not eligible to participate in the graduation ceremony. Students who complete the degree requirements prior to the ceremony in May can request an official statement of completion from the Office of the Registrar or the Homewood Graduate Board Office.

There are three official conferral dates for the University (December, May, August), but only one formal commencement ceremony each year.

Visit the registrar’s graduation website for deadlines and official conferral dates.

The conferral date is printed on diplomas.

Application for Graduation

All graduate students must complete an Application to Graduate in order to generate degree conferral and receive a diploma. The application is distributed by the Office of the Registrar. Students should consult with their Graduate Coordinator, the Homewood Graduate Board’s website and the WSE Office of Academic Affairs’ website respectively to find out about the current deadlines. The dates of these deadlines change each academic year.

In addition to submitting the general application to graduate, engineering students preparing to graduate from a master’s or doctoral program must complete paperwork indicating the courses they intend to apply to their degree. This paperwork is distributed by each department’s Graduate Coordinator and once completed should be returned to them.
Degree Completion Deadlines and Information

The Graduate Board and the WSE Office of Academic Affairs (for WSE master’s students) issues deadlines for submission of theses and essays in the spring semester for the following academic year. These deadlines must be met for a student to be listed as a degree candidate. Students can access the calendar of deadlines on the Homewood Graduate Board’s website (http://homewoodgrad.jhu.edu/academics/graduate-board/deadlines) (for PhDs), the website of the WSE Office of Academic Affairs (http://engineering.jhu.edu/graduate-studies/academic-policies-procedures-graduate) (for WSE Masters), or by contacting the department administrator.

- Students who complete their master’s essay or doctoral dissertation after the end of a semester but before the first day of class of the next semester do not have to register for that next semester. (They will have to file for graduation in that semester, however, and will not be eligible for student payroll once they are not a registered student).
- Graduate students completing a final degree during the first eight weeks of the fall semester or the first four weeks of the spring semester will generate a tuition reimbursement for that semester to whatever entity covered the cost: the student, the department, the advisor, etc. This applies only to students for whom completion of a master’s project, master’s essay, master’s journal submission or doctoral thesis is the sole remaining degree requirement at the start of the final semester.
- If a student completes a Tuition Deferral Form indicating an expectation to complete the degree within a specific grace period, no payment is required to register for that semester. If the grace period deadline is not met, however, that semester’s tuition charge will be added to the student’s account.
- Note that students who complete in the Grace Period for either the fall or spring semesters (or finish in the summer term), and are registered in the semester/term in which they completed are eligible to stay on student payroll until the degree conferment date.

Grades towards Degree Completion

Grades for courses that are required for graduation must be turned in by the grade submission deadline. Graduating students who are taking courses at cooperative schools or other divisions of the University must make arrangements with their instructors on the first day of class to have final grades submitted to the host school’s Registrar and then to the Homewood Registrar by the Homewood grade-submission deadline. If such an arrangement cannot be made, students should withdraw from the course.

Graduation Closes the Graduate Record

Upon graduation, the graduate’s record is closed. No changes thereafter can be made to the graduate’s transcript.

Completing Graduation Requirements

Departmental graduation requirements vary; therefore, students are encouraged to speak with their departmental administrator to learn details of their requirements.

Graduate Board

The Homewood Graduate Board is responsible for the administration of policies and procedures for the award Doctor of Philosophy, Ph.D. of the Schools of Arts and Sciences and Engineering, and for Masters degrees in the School of Arts and Sciences.

The Graduate Board oversees:

- Graduate Board Oral Exams for ASEN Ph.D. students: with the approval of the department chair, a Graduate Board oral examination may be scheduled at any time during the academic year. Requests for a Graduate Board oral examination must be submitted to the Graduate Board a minimum of three weeks before the examination is to take place.
- Dissertation/Thesis Instructions: The student is responsible for obtaining and observing the detailed instructions concerning submission of their dissertation/thesis from their departmental office, the Homewood Graduate Board Office (grad.jhu.edu/academics/gradboard/policies/candidacy/).
- Initial Ph.D. Degree confirmation
- Dissertation submissions
- Recommendations for conferral to the Doctor of Philosophy Board
- Dissertation and Degree Completion Deadlines for the Graduate Board can be found here.

Doctor of Philosophy Board

The Doctor of Philosophy Board advises the Provost about University-wide issues pertaining to the Ph.D. It approves new degree programs and sets guidelines and policies that affect all Ph.D. students. The Board respects the strong tradition of local autonomy of the Schools and seeks to enhance the visibility and prominence of Ph.D. education across the University.

WSE Master’s Degree Completion

All Whiting School of Engineering master’s students must complete the following steps for the degree to be conferred and to generate a diploma:

- An Application to Graduate must be submitted to the Office of the Registrar (Garland Hall) either online or on paper, depending upon status;
- Department-specific certification forms must be submitted to and approved by the department graduate coordinator, and then those forms must then be submitted to the WSE Office of Academic Affairs by the deadlines listed below;
- If a formal master’s essay is used to complete degree requirements, the student must submit a properly-formatted essay to the MSE Library Electronic Theses and Dissertations system by 4:00 p.m. on the date listed on the WSE website; the emailed submission receipt (generated by the library) must be included in paperwork forward to the WSE Office of Academic Affairs.

Visit: http://engineering.jhu.edu/graduate-studies/academic-policies-procedures-graduate/ for deadlines and additional policies.

Dissertation and Thesis/Essay Submission

ETD (Electronic Theses and Dissertations)

An electronic thesis or dissertation (ETD) is digital version of a dissertation that is available to the public via the Internet. Universities and colleges in the United States and abroad have been moving toward
this type of publication for the past decade. In the fall 2013, Johns Hopkins launched its own ETD portal and process.

All thesis and dissertation submissions must be through the ETD process and portal. See the ETD page for more information, deadlines, and instructions.

The student is responsible for obtaining and observing the detailed instructions concerning submission of their dissertation/thesis from their departmental office, the Homewood Graduate Board Office (grad.jhu.edu/academics/gradboard/policies/candidacy/) and ETD guidelines http://guides.library.jhu.edu/etd of the Johns Hopkins Libraries and Museums. Students may also contact the ETD coordinator at dissertations@jhu.edu.

After submitting their dissertation to the ETD Submittal Tool http://etd.library.jhu.edu, the library will check the dissertation for proper formatting and either approve it or contact the student to make required changes. After the ETD is approved the student will receive an approval confirmation from the system. Students are required to forward this approval email to their departmental academic staff and cc either the Director of Graduate Academic Affairs in WSE (Christine Kavanagh) or KSAS (Renee Seitz (Eastwood)) as appropriate, with the following items:

- The title of their dissertation typed in the body of the email in title case format with correct spelling and punctuation.
- The degree type and program/department
- A single PDF of the dissertation title page and abstract

The degree requirements are not complete unless the final ETD is submitted to the library by the published deadline and the above information and attachments are provided by the student to the Graduate Board Office via the email to the department and the cognizant Director of Graduate Academic Affairs.

Student Life

Johns Hopkins is an active and supportive community, filled with students of different viewpoints, different cultures, and different backgrounds. The thing that brings them all together is their desire to be here and to celebrate everything Johns Hopkins has to offer. The following section details campus resources specifically relevant to the graduate student experience.

J-Card

The J-Card is the multi-use identification card used for Johns Hopkins students, faculty and staff. It is issued to students after registering for the first time. The Office of ID Card Services is located on the lower level of Garland Hall.

The card features typical identification information such as the person’s name, photograph, classification (student, faculty or staff) and a randomly generated ID number.

The J-Card acts as the individual’s library card for the Sheridan Library network. It allows the student to enter the MSE Library beyond Q-Level, to reserve and borrow books and to pay for photocopies or document printing on library printers.

Students must show their J-Card in order to gain access to any campus computer lab. Additionally, student employees need to present their J-Card to pick up their paychecks from the Student Payroll Office.

The J-Card is also used for identification if a student has purchased a campus dining plan. J-Cash can be used at a number of restaurants and vending machines, on and off-campus. Money can be added to any J-Card account by mail or in person at the Student Accounts Office, located at 31 Garland Hall. For a full list of locations where J-Cash can be used, visit their website: jcardonline.com.

Lost or stolen J-Cards should be reported to the Office of ID Card Services by calling (410) 516-5121 (weekdays 8:30 A.M. to 5 P.M.) or the Office of Security by calling (410) 516-4600 (all other times). The account will be temporarily suspended and a new J-Card will need to be issued for a nominal fee.

Bookstore

The University’s bookstore is located at the Barnes & Noble in Charles Commons on Saint Paul Street. Graduate students can purchase textbooks and supplies at this location. Please visit their store website for hours of operation and other pertinent information.

Computer Access

Computers available to all faculty, staff, and students are located in several public computer labs and kiosks across the Homewood Campus. Labs in Krieger Hall and the Milton S. Eisenhower Library feature extensive software allowing users to print, access email and the Internet and perform other general tasks as well as more advanced computing required for coursework and research. Computer kiosk locations in Krieger, the Mattin Center, Hodson Hall, Levering Hall and throughout the MSE library are more limited.

The largest of all the Homewood labs is the Krieger Academic Computing Lab, located in 160 Krieger Hall. To gain access to the lab, students must swipe their J-Card at the locked gate. A lab consultant can be contacted during working hours by calling (410) 516-4242 or emailing consult@jhu.edu.

Security, Shuttles and Transportation

Security

The Johns Hopkins University Campus Safety and Security Office is dedicated to establishing and maintaining a safe and secure environment in which to work and visit. The Homewood Communication Center operates 24-hours a day seven days a week at the Homewood Campus. In keeping with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the Campus Safety and Security Office publishes crime reports and security bulletins. These may be found on their Campus Safety and Security Website.

Campus Security and local emergency services including Baltimore City Police, Fire or Ambulance can be summoned through Homewood’s Communication Center from any campus phone by dialing 6-7777. The universal 911 number may also be used to reach Homewood’s Communication Center from any on-campus phone. From off-campus, dial (410) 516-4600 to reach security. Crime and safety concerns may be reported to Campus Safety and Security by calling on-campus emergency numbers, (410) 516-7777 or 911. Additional services include the following:
An FWS award is valid for one academic year. Students must reapply each year to continue to receive the FWS award. Financial Services determines eligibility based on federal regulations. An FWS award is valid for one academic year. Students must reapply each year. The maximum FWS award is $2,000. Awards may be less, depending on the type and amount of other financial assistance a given student receives. FWS employees are limited to 20 hours of work per week.

A student job fair, hosted by Student Employment, is held annually in September. Students have the opportunity to meet and interview with a variety of on- and off-campus employers at the fair. All tax forms and any other required paperwork must be filed with the Student Employment office before students are eligible to receive their first paycheck from the University. Volunteer opportunities and community-service information can also be found at this office.

Federal Work Study: Graduate students who meet certain financial-aid requirements have the option of applying for Federal Work Study (FWS) positions. FWS is a federally funded program that allocates funds to the University to pay a portion of the student’s salary. Approximately one-third of Hopkins students receive FWS funding. Eligibility for FWS positions is based on both the Free Application for Federal Student Aid (FAFSA) and the JHU Application for Financial Aid. The Office of Student Financial Services determines eligibility based on federal regulations. An FWS award is valid for one academic year. Students must reapply each year. The maximum FWS award is $2,000. Awards may be less, depending on the type and amount of other financial assistance a given student receives. FWS employees are limited to 20 hours of work per week.

Jobs posted on the Student Employment Services website indicate whether the position is FWS or non-FWS. Job fairs and student-employment orientations also offer opportunities for students seeking FWS employment. Positions are available both on and off-campus and encompass a wide variety of skills and interests, including lab work, web design, research, and many more. Students in FWS positions are not prevented from working other paying jobs.

For more information about Student Employment or to view current job postings and policies, please visit their website.

Travel Resources
As graduate students prepare to go overseas for research or to attend a conference it is helpful to consider administrative, health, and safety issues before leaving the country. Graduate students are also urged to complete the Johns Hopkins Travel Registry. Though this service is optional, travel registration can facilitate faster support in the event of an overseas emergency.

For more information and resources, visit http://homewoodgrad.jhu.edu/student-services/travel-resources/.

Career Center
The Career Center has services ranging from resume and curriculum vitae development to on-campus recruiting. As graduate students begin thinking about professional opportunities to pursue with their degree, the Career Center can help explore how skills, values, interests, and personality fit into this decision-making process.

Disabilities
Johns Hopkins University does not discriminate on the basis of gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, veteran status or other legally protected characteristic in any student program, activity administered by the University, admission or employment.

A person with a disability is defined by the Rehabilitation Act of 1973 and by the Americans with Disabilities Act of 1990 as an individual who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

Student Disability Services Office (SDS)
Assists the University in compliance with the provisions of the Americans with Disabilities Act of 1990 (ADA), ADA Amendments Act (2008) and Section 504 of the Rehabilitation Act of 1973 for full-time undergraduate and graduate students in the Krieger School of Arts and Sciences and the Whiting School of Engineering.

Johns Hopkins University
Student Disability Services
3400 North Charles Street
385 Garland Hall
Baltimore, MD 21218
Phone: (410) 516-4720
studentdisabilityservices@jhu.edu
http://web.jhu.edu/disabilities

Tax Information
Student earnings are NOT automatically exempt from tax withholding, including Federal Work-Study earnings. All students are encouraged to complete/submit Tax Withholding Exemption Forms. For more information, please visit: https://orchid.hosts.jhmi.edu/stujob/tax.cfm. The JHU Tax Office is available for general questions and to point students to tax resources.
Please note that the Tax Office is unable to advise specifically on or prepare tax returns for JHU affiliates.

Parking on Campus

Parking is available for graduate students on campus at the San Martin and Decker Garages at monthly rates. Graduate students receiving a paycheck from the University are eligible for payroll deduction to pay for parking. Hang tags for free evening and weekend parking along academic buildings are also available. Hang tags can be purchased for a nominal fee which are valid for a maximum of 3 years. Go to the Parking Office, with your J-Card, to pick up your hang tag.

In addition to these spaces, there are a number of metered and timed parking zones around campus. Check the ordinances governing these roadside spaces. Many have two-hour time limits.

Orientation and Welcome Events for New Graduate Students

There are many resources available to assist new students in their acclimation to the Johns Hopkins Community. Orientation and Welcome Events information can be found at http://grad.jhu.edu/student-life/orientation/, and resources on getting settled in Baltimore as a new graduate student can be found here: http://grad.jhu.edu/student-life/orientation/

Recreation Center

Membership to the O’Connor Recreation Center is open to all faculty, staff, and students of the university. This includes Johns Hopkins University-Homewood, Peabody, School of Medicine, School of Public Health, School of Nursing, School of Education, Carey Business School, Bayview Medical Center, Johns Hopkins Hospital, School of Advanced International Study (SAIS), Johns Hopkins Medical Institutions, and the Applied Physics Lab (APL).

Gym

- Fitness and weight rooms
- Climbing wall
- Fields
- Tennis courts
- Pool (indoor)
- Experiential education
- Fitness classes (yoga, yogalates, pilates, step aerobics, cardio kickboxing, muscle classes and dance-based classes)
- Website: http://web.jhu.edu/recreation/ or (410) 516-5229

Campus Ministries

Johns Hopkins University Campus Ministries promotes and supports spiritual development, theological reflections, religious tolerance and social awareness among students, faculty and staff within the university community. At its heart, Campus Ministries is a prophetic and pastoral presence which seeks to enhance the spiritual and ethical educational experience of the whole person mind, body and soul.

Website: www.jhu.edu/~chaplain or (410) 261-1880

Community Engagement

The Center for Social Concern emphasizes the value of service with others. Volunteers and community members enter into an educational process where both benefit from the interaction, and reciprocal learning is the common ground for all of our initiatives. Our programs and efforts are striving to create a strong community in and around the Johns Hopkins campus: http://www.jhu.edu/csc/

Housing

Johns Hopkins University does not offer graduate student housing. Prior to or upon arrival, graduate students should secure their own independent housing.

The Baltimore City neighborhood immediately surrounding the Homewood campus is called Charles Village. In addition, there are lots of other proximal areas in which students may consider living including Hampden, Waverly, Roland Park, Guilford, Remington, Mt. Vernon and others.

Incoming graduate students in the Krieger School of Arts and Sciences and the Whiting School of Engineering who need housing accommodations while looking for a place to live can contact the Off-Campus Housing Office for information on temporary housing: http://www.jhu.edu/hds/

Dining Services

An assortment of entrees, snacks, coffee beverages and other fare is available at a variety of on-campus locations that are open during all three meals and snack-times. Homewood’s dining services can accommodate students with dietary restrictions whether that would be kosher, vegetarian, vegan or some other requirement. All locations accept J-Cards and cash, and some take credit cards.

Off-Campus Dining: There are many restaurants surrounding the campus and in adjacent neighborhoods. For the “insider’s guide” to these venues, please contact the Graduate Representative Organization (GRO), which publishes information and student reviews on these and other Baltimore eateries.

Meal Plans: Graduate students may opt to enroll in a meal plan. Meal plans on the Homewood campus are based on a block meal system, designed for both convenience and flexibility. Each block counts as one meal. Blocks expire at the end of each semester. Added to blocks, points allow students to purchase food at the Levering Food Court, and Blue Jay Café. Points have a dollar-for-dollar value and roll over from the fall to the spring, expiring at the end of the spring semester.

Additional information on specific plans, kosher or other dining options is available through the Office of Housing and Dining Services: http://www.jhu.edu/hds/

Weather Emergencies

When there is an alteration or curtailment of the operating schedule of the University or a designated unit, an official announcement will be made on the University Emergency Telephone Hotline. As conditions may vary in the geographic areas where Johns Hopkins has campuses, there may be times when the Required Attendance Policy is invoked for some campuses and not others. In addition, conditions may be different on campus than they are in the area where a student lives. In times of bad weather, students should call the University Emergency Telephone Hotline to check on the status of the campus where they work.
Each year the University publishes a list of radio and television stations that will be requested to announce operation changes. Because there can be mistakes in the message broadcasted, students can verify the message by calling the University Emergency Telephone Hotline. Students may also check the JHU emergency resources website.

Graduate Student Organizations and Advocacy

There are a variety of graduate student organizations on campus, ranging from cultural, athletic, academic and social. For a sample of what is available to graduate students, please visit the following link (http://homewoodgrad.jhu.edu/life-at-hopkins/graduate-student-organizations) For additional academic, cultural, athletic and social groups/organizations/clubs, please visit the following link (http://webapps.jhu.edu/jhuniverse/campus_life/student_activities_organizations). Every group/organization/club is different, and some may only be open to undergraduate students or to students from a certain campus. Other may not be bound by similar parameters. Graduate students are encouraged to contact any group/organization/club in which they are interested directly for more information. There are also several offices and student groups on the Homewood Campus that advocate for graduate students on issues both academic and pertaining to student life.

Graduate Representative Organization

The Johns Hopkins University Graduate Representative Organization (GRO) works with specific divisions to represent graduate student interests (health insurance subsidies, compensation) to various levels of the JHU administration. The GRO organizes graduate student orientation, social events, sports activities, funds campus groups, and much, much more. Indeed, the GRO is proud to have earned the National Association of Graduate-Professional Students’ (NAGPS) 2000 – 2001 Outstanding Graduate Student Association award, its highest honor.

The GRO is made up of graduate student representatives from every department at Homewood. This group of representatives, the GRO General Council, elects an Executive Board for an annual term. Together, the Council and Executive Board are responsible for programming, advocating, and facilitating communication for graduate students on the Homewood Campus. The GRO also holds occasional programs with the student government on the Medical Campus.

http://www.jhu.edu/gro/

Guide to Living in Baltimore

Baltimore, the largest city in Maryland, is the center of a metropolitan area of 1.5 million people. Baltimore is a vital city long known for its ethnic neighborhoods where each wave of immigration to the United States has added to its character. People of many different backgrounds give the city a melting pot vitality that is reflected in the wide variety of restaurants, shops, and festivals.

http://www.groguide.org/

Krieger School of Arts and Sciences Contacts

Matthew Roller
Vice Dean of Graduate Education, and Centers and Programs
410-516-8211
mroller@jhu.edu
Wyman N600

Renee Seitz
Director of Graduate Academic Affairs
410-516-8477
rsieitz5@jhu.edu
Wyman N600

Whiting School of Engineering Contacts

Edward R. Scheinerman
Vice Dean of Education
410-516-7210
ers@jhu.edu
103 Shaffer Hall

Christine Kavanagh
Director of Graduate Academic Affairs
410-516-7395
christinekavanagh@jhu.edu
Shaffer Hall 103

The Office of Institutional Equality

Disability Services and Compliance

The Director of ADA Compliance and Disability Services in the Office of Institutional Equity serves as the central point of contact for information on physical and programmatic access, specific accommodations, resolution of complaints and problems, faculty and staff concerns, and identification of available services. In addition, the office can provide training, consultation, and information regarding disability issues.

Contact: Abby Hurson, Director or (410) 516-8075

Graduate students in the Krieger and Whiting Schools can also visit the Disabilities page: http://web.jhu.edu/disabilities.

Discrimination/Compliance

• Sexual Harassment
• Training
• Meditation

The Office of Equity Compliance and Education is responsible for the investigation and resolution of discrimination complaints received from faculty, staff, and students at Johns Hopkins University. OIE also provides mediation services for University related issues, as well as, education/training on sexual harassment.

Website: http://web.jhu.edu/administration/jhuoie/ or (410) 516-8075

Also: http://homewoodgrad.jhu.edu/student-services/sexual-assault-and-awareness/

Health and Wellness

Health Insurance (CHP- Cigna)

It is University policy that all full-time students in the Schools of Arts and Sciences and Engineering maintain adequate health insurance
coverage to provide protection against unexpected accidents and illnesses. As a full-time student, you must either purchase the University plan or sign a waiver indicating you have health insurance coverage comparable to the University plan (International Students are required to purchase the University plan). Details about the student health plan offered by the University can be found on the registrar’s website. (http://web.jhu.edu/registrar/students/health)

**Health and Wellness Center**

The Johns Hopkins University Student Health and Wellness Center exists to affirm the clear role of health and wellness in advancing academics. Its primary mission is to maintain and contribute to a healthy and safe learning environment for the student community in the Schools of Arts and Sciences and Engineering.

Website: http://studenthealth.johnshopkins.edu/ or (410) 516-8270

**Counseling Center**

The Johns Hopkins University Counseling Center serves full-time undergraduate and graduate students from the schools of Arts and Sciences, Engineering, Nursing, and the Peabody Institute. All of these students are encouraged to utilize the services offered by the Counseling Center. All services are confidential and free of charge.

The Counseling Center offers the following services:

- Counseling
- Groups
- Consultation
- Referral
- Career Decision- Making

Website: http://www.jhu.edu/~ccenter/ or (410) 516-8278

**International Graduate Students**

The Office of International Services (OIS) assists Hopkins’ international community with visa status and with the challenges of making a transition from one setting to another.

The OIS staff are prepared to help with daily issues students face in adapting to an academically and culturally different environment. This office should be considered by international students as their primary source for important information regarding their status in the United States.

OIS staff members can answer questions and advise students on immigration regulations, financial concerns, health matters, housing, employment possibilities and other issues relating to an international student’s period of stay in the U.S.

International Bridge Program (http://oisss.jhu.edu/current-students/GradBridge)

Studying in a foreign country can be both challenging and exciting. International students often experience a period of cultural adjustment when they first arrive to the United States and specifically Johns Hopkins University.

The International Graduate Student Bridge Program is designed to better support this transition process for new international graduate students through monthly informational seminars and presentations on practical subjects- such as adjusting to graduate school in the US,
Departments, Program Requirements, and Courses

Course Identification

Courses listed in the catalog are those the departments plan to offer, however, not every course is available during a given year. Necessarily, some courses will be canceled and other courses scheduled. The schedules of graduate and undergraduate courses for a given term are published before the end of the preceding term. In the course listings that follow, the credits shown are for one semester only. No credits are listed for graduate (600-level) courses; many departments indicate instead the hours of class time per week.

A code number, indicating the department or program; a course number, indicating level; and sometimes a code letter, indicating area, for purposes of the distribution requirements, identify courses.

Code Numbers

Department and program code numbers for the School of Arts and Sciences and Engineering are as follows:

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africana Studies</td>
<td>362</td>
</tr>
<tr>
<td>Anthropology</td>
<td>070</td>
</tr>
<tr>
<td>Applied Mathematics and Statistics</td>
<td>550</td>
</tr>
<tr>
<td>Arabic</td>
<td>375</td>
</tr>
<tr>
<td>Behavioral Biology</td>
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<td>Center for Leadership Education</td>
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<td>Chemistry</td>
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<td>Computer Science</td>
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<td>East Asian Studies</td>
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<td>Economics</td>
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<td>Electrical and Computer Engineering</td>
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<td>English</td>
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<td>English as a Second Language</td>
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<td>Entrepreneurship &amp; Management</td>
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<td>Film and Media Studies</td>
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<td>General Engineering</td>
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<tr>
<td>Geography and Environmental Engineering</td>
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</tr>
<tr>
<td>German and Romance Languages and Literatures</td>
<td>210-216</td>
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<tr>
<td>Hebrew</td>
<td>384</td>
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<tr>
<td>Hindi</td>
<td>381</td>
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<td>History</td>
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<td>History of Art</td>
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<td>History of Science and Technology</td>
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<td>Information Security Institute</td>
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<td>Interdepartmental</td>
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<td>International Studies</td>
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<td>Japanese</td>
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<td>Kiswahili</td>
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<td>Jewish Studies Program</td>
<td>193</td>
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<td>Latin American Studies</td>
<td>361</td>
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<tr>
<td>Materials Science and Engineering</td>
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<td>Military Science</td>
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<td>Museum and Society Program</td>
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<td>Music</td>
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<tr>
<td>Near Eastern Studies</td>
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<td>Neuroscience</td>
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<td>Nanobiotechnology</td>
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<td>Persian</td>
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<td>Philosophy</td>
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<tr>
<td>Physics and Astronomy</td>
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<tr>
<td>Political Science</td>
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<td>Professional Communication</td>
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<td>Psychological and Brain Sciences</td>
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<td>Public Health Studies</td>
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<td>Russian</td>
<td>377</td>
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<td>Sanskrit</td>
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<tr>
<td>Sociology</td>
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<tr>
<td>Theatre Arts and Studies</td>
<td>225</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>371</td>
</tr>
<tr>
<td>Women, Gender and Sexuality</td>
<td>363</td>
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<tr>
<td>Writing Seminars</td>
<td>220</td>
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Course Numbers

Course numbers have the following significance:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>100-299</td>
<td>Undergraduate course, lower level</td>
</tr>
<tr>
<td>300-499</td>
<td>Undergraduate course, upper-level</td>
</tr>
<tr>
<td>500-599</td>
<td>Independent study/research/ internship</td>
</tr>
<tr>
<td>600-799</td>
<td>Course offered for advanced degree programs</td>
</tr>
<tr>
<td>800-849</td>
<td>Independent study/research and dissertation, graduate level</td>
</tr>
</tbody>
</table>
The Zanvyl Krieger School of Arts and Sciences

The Zanvyl Krieger School of Arts and Sciences is one of the core divisions of Johns Hopkins University's Homewood campus. Our mission is the creation of new knowledge and the education of our students, undergraduate and graduate alike. Comprising 22 academic departments and more than 30 centers, programs, and institutes, the Krieger School is home to students interested in the humanities, natural sciences, social sciences, and the arts. The excellence of these programs dates back to 1876, when Daniel Coit Gilman assembled a faculty of philosophy of international distinction. Today, inquiry and discovery remain the engine and fuel that drive teaching and learning in the school. The departmental and program descriptions that follow are notable illustrations of the interdisciplinary offerings and opportunities available for a student to structure a unique field of study in the humanities, natural sciences, quantitative studies, and behavioral sciences.

Requirements for a B.A. Degree

Also see Requirements for a Bachelor's Degree (p. 20).

Students who choose to major in Africana Studies must complete at least 33 credit hours of course work in three areas of African Studies.

- African and African Diaspora Studies, African American Studies, and Urban Studies. All course must be taken for a letter grade and be completed with a grade of C- or better.

**Core Courses (Select three of the following)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Credits</th>
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</thead>
<tbody>
<tr>
<td>AS.362.104</td>
<td>Introduction to the African Diaspora</td>
</tr>
<tr>
<td>or AS.362.111</td>
<td>Introduction to Africana Studies</td>
</tr>
<tr>
<td>or AS.362.122</td>
<td>History of Africa (since 1880)</td>
</tr>
<tr>
<td>or AS.100.121</td>
<td>History of Africa to 1880</td>
</tr>
<tr>
<td>or AS.100.122</td>
<td>Introduction to History of Africa (since 1880)</td>
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**Electives**

<table>
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<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>Twelve credits at 300-level or higher Africana Studies courses</td>
<td>12</td>
</tr>
<tr>
<td>Twelve credits at any level of Africana Studies courses</td>
<td>12</td>
</tr>
<tr>
<td>Total Credits</td>
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**Honors**

Students who wish to do honors in Africana Studies are required to take a two-semester research seminar, in which they will prepare an honors thesis in consultation with a faculty advisor in the student's particular area of interest and the faculty coordinator of the undergraduate research seminar. The research seminar will provide guidance on research design, methodology, and analysis and presentation of findings, and give students an opportunity to discuss one another’s projects, share experiences, and receive constructive comments from their peers as well as the faculty coordinator.

In selecting research topics and collecting materials, students are encouraged to explore resources outside those immediately available on campus. With its rich collection of museums and archives, large and historic African-American communities, and growing populations of recent migrants from Africa, the Baltimore-Washington area offers many opportunities for research in Africana Studies. Students who wish to undertake research in Africa or in African American or African diasporic communities beyond the local area will be encouraged to take advantage of summer research grants and/or study abroad opportunities available at Hopkins. The center will work with other departments and programs at Hopkins on behalf of students who wish to combine their research in Africana Studies with work in another field or ongoing program, such as the joint Minority Health Program recently established by the School of Public Health and Morgan State University.

**Undergraduate Minor Requirements**

Students who wish to minor in Africana Studies must complete a minimum of 18 credits, including two core courses and electives. Three of the electives must be upper-level courses. All course must be taken for a letter grade and be completed with a grade of C- or better.

**Core Courses (Select two of the following)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Credits</th>
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<tbody>
<tr>
<td>AS.362.104</td>
<td>Introduction to the African Diaspora</td>
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<tr>
<td>or AS.362.111</td>
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<tr>
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<tr>
<td>or AS.100.122</td>
<td>Introduction to History of Africa (since 1880)</td>
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**Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Credits</th>
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<tbody>
<tr>
<td>Three credits at any level of Africana Studies courses</td>
<td>3</td>
</tr>
<tr>
<td>Nine credits at 300-level or higher Africana Studies courses</td>
<td>9</td>
</tr>
<tr>
<td>Total Credits</td>
<td>18</td>
</tr>
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</table>
For current faculty and contact information go to http://krieger.jhu.edu/africana/directory/index.html

Faculty

Director
Hollis Robbins
Director, Coordinator of Undergraduate Studies

Co-Coordinator of Undergraduate Studies
Floyd W. Hayes III

Faculty
Katrina Bell McDonald
Department of Sociology

James Calvin
Carey Business School

Nathan Connolly
Department of History

Jane Guyer
George Armstrong Kelly Professor, Department of Anthropology

Michael Hanchard
Department of Political Science

Floyd W. Hayes, III
Center for Africana Studies

Hollis Robbins
Chair, Department of Humanities, Peabody Institute

Lester Spence
Department of Political Science

Debra Furr-Holden
Department of Mental Health, Bloomberg School of Public Health

Professor Emeritus
Sara Berry
Department of History

Affiliated Faculty
Kim Gallon
Center for Africana Studies

Pier Larson
Department of History

Ron Walters
Department of History

Philip Morgan
Harry C. Black Professor, Department of History

Niloufar Haeri
Chair, Department of Anthropology

Courses

AS.362.103. Introduction to African Arts.
This course provides an overview of principal visual arts of Africa, pre-historic to contemporary.
Instructor(s): N. Bridges
Area: Humanities, Social and Behavioral Sciences.

AS.362.104. Introduction to the African Diaspora.
This course will begin in Africa before Atlantic slave trade, move to cover that trade into Brazil, the Caribbean and South Carolina. Comparisons of slave systems with Africa, Brazil, some parts of the Caribbean and Carolina (later South Carolina).
Instructor(s): P. Romero
Area: Humanities.

Jointly offered with Moira Hinderer, based on themes developed from the archives of the Afro-American Newspaper and selected readings of African American Societies from across the hemisphere of the Americas.
Instructor(s): F. Knight; M. Hinderer
Area: Humanities, Social and Behavioral Sciences.

This course will examine key moments and battles in the Civil Rights Era in America from 1954 (Brown v. Board) through the funeral of Emmet Till, the Montgomery bus boycott, the 1960 lunch counter sit-in in Greensboro, SC, the founding of SNCC, the Mississippi civil rights worker murders to the 1964 Democratic Convention to the series of Civil Rights Acts of the 1960s. The course will focus on the dual role of legal documents and media images in provoking and ratifying progress in civil rights.
Instructor(s): H. Robbins
Area: Social and Behavioral Sciences.

This course examines historical and current public health crises in Africa. Topics covered include infectious diseases and viral outbreaks, sanitation, education, behavioral health, gender equity and health care.
Area: Humanities.

Exploring the work of artists and scholars such as Octavia Butler, Samuel Delaney, Richard Iton, Alondra Nelson, Mark Dery, Janelle Monae, George Clinton, and OutKast, this course introduces students to the aesthetic of Afrofuturism, which uses elements of science fiction, fantasy and non-Western cosmologies to both critique the present-day dilemmas of Black people and re-examine historical events of the past.
Instructor(s): B. Carter
Area: Social and Behavioral Sciences.

AS.362.111. Introduction to Africana Studies.
Introduction to Africana Studies is designed to introduce you to the core concepts, theories, and thinkers of the black diaspora by means of a “keyword” approach. Each week we will focus on one keyword and the way it both shapes and is shaped by the African diaspora from the Trans-Atlantic Slave Trade to the middle of the twentieth century. I argue that much of the modern project, the assembly of institutions, ideas, interests, and identities, is a product of the brutal encounter between Europe, the Americas, and Africa. It is my hope that by the end of this course we will know more about how this encounter helped to construct modernity, and we will also know a bit more about how this encounter helped shape responses to it.
Instructor(s): L. Spence
Area: Humanities, Social and Behavioral Sciences.

For current course information and registration go to https://isis.jhu.edu/classes/
AS.362.122. History of Africa (since 1880).
An introduction to the African past since 1880.
Prerequisites: Students are not allow to take both 100.122 and 362.122.
Instructor(s): K. Gallon
Area: Humanities, Social and Behavioral Sciences.

AS.362.175. Freshman Seminar: Remembering the Black Power Movement.
This course explores trends, developments, contradictions, and dilemmas related to the Black Power Movement. The objective of studying this historical movement is not to engage in nostalgia, but to think through and learn the lessons of this historic social movement. An active participant in the Black Power Movement as a university undergraduate and graduate student, I do not approach this subject merely as a set of interesting intellectual issues and dynamics that can be explored with complete dispassion and objectivity. Rather, I seek to examine critically some of the contradictions and dilemmas that I, too, was caught up in, seeking to come to grips with and clarify my own participation and activities. We study these historical events with the expectation of making a positive contribution to the future.
Instructor(s): J. Ashton
Area: Humanities, Social and Behavioral Sciences.

This course addresses the making and historical experiences of African Americans from the emancipation of slaves in the later nineteenth century to the conclusion of the twentieth century.
Instructor(s): J. Ashton.

This course will explore the history and development of African American poetry from 1750 to the present (blues, rap, and hip-hop) examining the role of race, art, and cultural identity.
Instructor(s): H. Robbins
Area: Humanities, Social and Behavioral Sciences.

AS.362.204. Women in African History.
Selected readings written by or about notable African women from the 17th century to the present. Themes explored include slavery, power and religion, economics, health and politics.
Instructor(s): P. Romero
Area: Humanities.

AS.362.206. Research Seminar: Baltimore History from the AFRO Newspaper Archives-Community Based Learning.
This small, project-oriented class will introduce you to methods in historical research while exploring major topics in twentieth century Baltimore history. We will use the rich reporting of Baltimore’s Afro-American Newspapers, to explore Baltimore’s place in the larger history of Black urban experience. Students will analyze images and exhibits related to African-American history, as well as research and curate small online exhibits of primary source materials including photographs, newspaper clippings, correspondence, pamphlets, flyers, and maps. We will be among the first scholars to work in the Afro’s rich archival collections, which include over a million images.
Instructor(s): M. Hinderer
Area: Humanities, Social and Behavioral Sciences.

AS.362.208. From Nok to Nsukka: Approaches to the Art of Nigeria.
This course provides an introduction to art traditions within Nigeria’s borders; it also explores historiography and the impact of modern nation-building on art history and the development of museum exhibitions.
Instructor(s): K. Gunsch
Area: Humanities.

This course will explore the diversity of African-American women’s lives and the development of women, work, and culture from the colonial era through the late twentieth century. Using primary and secondary sources the class will explore the social, political, religious, and economic factors that produced change and transformation in the lives of African American women.
Instructor(s): A. Coleman
Area: Humanities.

This course will explore the role of the 1964 Civil Rights Act and mid-twentieth century reform movements in transforming American politics, economy, and culture since the late 1960s.
Instructor(s): N. Connolly
Area: Humanities
Writing Intensive.

AS.362.221. African American Poetry and Poetics. 3 Credits.
This seminar explores the literary and political influences of poetry written and published by African Americans from the 18th century to the present (from Phyllis Wheatley to Terrance Hayes).
Instructor(s): H. Robbins
Area: Humanities Writing Intensive.

Intersession Abroad Program. The course examines the history, politics and culture of Ghana. Permission required. Course must be taken for a letter grade. Open to program applicants only.
Instructor(s): C. Furr-Holden
Area: Humanities, Social and Behavioral Sciences.

AS.362.252. Brazil: History and Society.
Intersession Abroad Program. The course examines Brazil’s history and social/cultural diversity.
Instructor(s): G. Paquette
Area: Humanities, Social and Behavioral Sciences.

This course will examine the literature surrounding cross-cultural exchange, through an interrogation of key concepts in African and transnational studies namely “diaspora” “globalization,” and “transnationalism.”
Instructor(s): J. Ahiman
Area: Humanities, Social and Behavioral Sciences.

AS.362.304. Reading and Writing Black Poetry.
This course is an exploration of twentieth and twenty-first century black poetry and poetics. Readings include Paul Laurence Dunbar, Langston Hughes, Gwendolyn Brooks, Amiri Baraka, Sonia Sanchez, Nikki Giovanni, Lucille Clifton, Rita Dove, Natasha Trethewey, Terrance Hayes, Claudia Rankine, and Danez Smith. Texts will be mined for theme as well as formal technique as a basis for poetic experimentation.
Instructor(s): A. Gunn
Area: Humanities.
This course will explore major topics in 20th century Baltimore history, using local newspapers and the archival collections of the Baltimore Afro American Newspaper.
Instructor(s): M. Hinderer
Area: Humanities, Social and Behavioral Sciences.

An examination of the various ways in which an African Diaspora developed across the Americas between 1492 and the present. Attention will be paid to the period of the Transatlantic slave trade but the greater emphasis will be on the complex societies that emerged by the early twentieth century and the responses of people of African descent to these societies. Readings will range across history, demography, economics, politics and culture in order to define a Diaspora and examine the factors that encourage or inhibit its formation. Cross listed with Africana Studies
Instructor(s): F. Knight
Area: Humanities, Social and Behavioral Sciences.

AS.362.325. The Role of "Place" in Racial Ethnic Health Disparities.
This course will introduce students to racial/ethnic health disparities, the need to examine the role of "place", give different definitions of "place", how the characteristics of where people live affects individual's health, and how this leads to racial/ethnic health disparities. The course will first examine large-scale measures of place, then down to smaller scale measures. Students will discuss various theories generally associated with racial/ethnic health disparities, as well as, the extension of "place" theories to this topic. Students will apply this knowledge through various assignments and activities about racial/ethnic health disparities of interest. These activities include class discussions, group assignments and development of interventions and solution-focused policy recommendations. This course is being offered for sophomores, juniors and seniors who have completed a statistic course or who have received permission from the instructor.
Prerequisites: Students may receive credit for AS.280.411 or AS.362.325, but not both.
Instructor(s): C. Bell
Area: Humanities.

AS.362.332. #Digital Blackness.
#BlackLivesMatter, #SayHerName, #ICantBreathe #IfIDieInPoliceCustody #BlackOutDay are just some of the many hashtags that black people have recently created and used on Twitter to protest police brutality and proclaim their full humanity. Over the past two decades Black people have utilized a variety of digital spaces and media to reconfigure the terms and terrain of debates and discussions on what it means to be Black in the United States and larger world. This course is an interdisciplinary investigation into the relationship between historical and contemporary cultural, social and political expressions of Blackness and the digital. More specifically, lectures, readings and class discussions will deconstruct the cultural, political economy and social construction of Blackness in the digital in an effort to uncover the ways that meanings of race more broadly and Blackness more narrowly influences and shapes Black Americans’ present social status and struggles for social justice. This course is designed to provide a “hybrid” experience, including both face-to-face (F2F) and online class meetings.
Instructor(s): K. Gallon
Area: Humanities.

This course investigates the impact of white supremacy and anti-black racism, as a global system of power, on the political development of the United States of America.
Instructor(s): F. Hayes
Area: Social and Behavioral Sciences.

AS.362.344. Education Politics in Urban America.
This seminar analyzes trends, developments, and future challenges related to the politics of urban public schooling with a concentration on community political dynamics and the struggle for equal educational opportunity and quality education. The course emphasizes the impact of socioeconomic class inequality, racial/ethnic conflict, and gender politics on the changing character of public school reform since the 1954 Supreme Court decision of Brown v. Board of Education. Cross-listed with Africana Studies.
Instructor(s): F. Hayes
Area: Social and Behavioral Sciences.

Black existentialism is a branch of Africana philosophy—the philosophical tendencies that arose out of the experience of the African Diaspora. This course is a philosophical interrogation into the meaning of the lived experience of being black in the context of an anti-black world through addressing such existential questions as freedom, identity, anguish, dread, responsibility, embodied agency, evil, resentment, liberation, and nihilism.
Instructor(s): F. Hayes.

Instructor(s): N. Connolly
Area: Humanities, Social and Behavioral Sciences.

AS.362.371. The Public Health Crisis in Africa. 3 Credits.
This course examines the historical and current public health crises in Africa. Topics covered include infectious diseases and viral outbreaks, water and food access, sanitation, education, behavioral health, gender equality, health care and health care access, as well as the link between culture, economics and health. Introduction to Epidemiology is recommended but not required.
Instructor(s): C. Furr-Holden
Area: Humanities, Social and Behavioral Sciences.

Close examination of films directed by African American filmmakers as well as a focus on historical and cultural representation of African Americans in American film.
Instructor(s): H. Robbins; L. Delibero
Area: Humanities.

This course explores the socio-political content, meanings, & intent of bebop, from the 1940’s-1960’s & examines the broader history of jazz & its impact on the social transformation of modern America.
Instructor(s): F. Hayes
Area: Humanities, Social and Behavioral Sciences.
AS.362.401. Comparative Slavery in the Americas.
This course examines the development of slavery and racial thought in Latin America and the Atlantic World from the fifteenth century until its demise in the middle and late nineteenth century. Readings in social and cultural history are intended to focus on the life and labor of slaves, while readings from economic and legal history evaluate slavery as an institution. Intellectual histories are also assigned in an attempt to map the development of slavery as an institution typified by racial caste. The primary goal of this course is to give students a background in the major historical debates that have shaped the production of the history of slavery, including questions of identity (creolization vs. "African survivals"), slave agency and control, and economic vs. racial causes of slavery and the slave trade. All of these topics will be examined through the overarching theme of the course, which is the Tannenbaum thesis: namely, to what extent slavery was experienced differently in Latin America, Anglo-America, and in Africa itself.
Instructor(s): J. Clark
Area: Humanities, Social and Behavioral Sciences.

This course explores the cultural, economic, legal, and political factors that led to the establishment and maintenance of racial apartheid in the United States during the nineteenth and twentieth centuries.
Instructor(s): N. Connolly
Area: Humanities.

This seminar will pursue an in-depth, critical analysis of the history and philosophy of black nationalism and its relationship to other trends in black political thought. Readings from Alexander Crummell, Martin Delany, Frederick Douglass, W. E. B. DuBois, Marcus Garvey, Malcolm X, James Baldwin, and others.
Instructor(s): A. Culver
Area: Humanities, Social and Behavioral Sciences.

AS.362.440. Oppression and Revolt. 3 Credits.
This seminar examines the history, theory, and practice of oppression and rebellion in Africa, the Caribbean, and the United States of America. The seminar will focus on popular struggles for liberation against systems of slavery, colonialism, sexism, and racism.
Instructor(s): F. Hayes
Area: Humanities
Writing Intensive.

This seminar examines various ideas, theories, and practices of thinkers, writers, and activists whose work and practices have constituted an Africana Studies intellectual tradition. The purpose of this seminar is to teach students to read, think, and write critically about questions relative to the formation and history of Africana thought and its intellectual tradition, in particular, and the genealogy of thought and intellectual traditions, in general. We will also think about various fields of knowledge that have shaped Africana Studies. The seminar therefore will work through the different meanings of intellectual work and critical thought and theory in Africana Studies.
Instructor(s): F. Hayes.

This course is available to students who wish to pursue selected, special work that may not be included in the Center’s other courses.
Instructor(s): F. Hayes; F. Knight; M. Shell-Weiss; S. Berry.

Instructor(s): F. Hayes; P. Romero
Area: Humanities, Social and Behavioral Sciences.

Instructor(s): F. Hayes.

Instructor(s): F. Hayes.

AS.362.595. Summer Internship.

Cross Listed Courses

History of Art
This is an introduction to the history of African American art. While organized chronologically, the course will emphasize a series of case studies of artists and movements in order to understand African American art and the complexities of its study. The course will explore how black artists in the United States have engaged with key issues such as race, gender, class and ethnicity as well as debates about representation and the role of the artist. Cross-list with Africana Studies
Instructor(s): T. Wofford
Area: Humanities.

Survey of Early Christian and medieval art and architecture in North Africa, with an emphasis on indigenous developments and cultural exchange in the Mediterranean world, 4th to 13th century. Dean’s Teaching Fellowship course.
Instructor(s): N. Dennis
Area: Humanities.

AS.010.305. Global Modern Art: Africa, Asia, the Pacific and the Americas.
Artists around the world grappled with the modern, working through local concerns and struggles but continually engaged with counterparts in Europe, North America, and across the “global South.” This course will introduce art, artists, movements, and institutions of modernism from approximately 1880 to the present and from outside of the northern Atlantic while critically examining the very notion of “global modernism.”
Instructor(s): R. Brown
Area: Humanities.

English
AS.060.129. Writing Africa Now.
This course surveys post-2000 literary and cultural production from sub-Saharan Africa. Topics will include debates over genre and fiction’s relevance to African experience, legacies of canonical writing about independence, urban Africa as violent or “tragic” landscape, and problems of scale and geographical context. Readings by authors such as Adichie, Wainaina, Duiker, and Vladislavic, and students will be introduced to the main print and online arteries of African intellectual discussion. This class is for non-majors and does not count towards the English major or minor.
Instructor(s): J. Jackson
Area: Humanities.
This seminar will trace the historical development of the slavery debate in the Atlantic world through examination of key texts from a host of genres and locations—Quaker religious tracts, political documents like the Haitian Declaration of Independence, Cuban antislavery novels, slave narratives, and “classics” of American literature like Melville’s Benito Cereno. We will consider how the institution of Atlantic slavery was variously represented, justified, and criticized, discovering in the process the deep structures of modern slavery discourse. Texts may include: Aphra Behn, “Oroonoko”; John Woolman’s “Journal”; Robert Wedderburn, “The Horrors of Slavery and Other Writings”; Gertrudis Gomez de Avellaneda, “Sab”; Frederick Douglass, “My Bondage and My Freedom”; Herman Melville, “Benito Cereno”; Harriet Beecher Stowe, “Dred”; Antonio Castro Alves, “The Slaves".
Instructor(s): J. Hickman
Area: Humanities.

This course takes stock of how the current hot topic of “world literature” has evolved from Immanuel Wallerstein’s work on world-systems theory over the course of the last three decades. We will read work by a wide range of literary critics engaged with the topic of world literature, including Franco Moretti, Pascale Casanova, David Damrosch, Emily Apter, and Alex Beecroft, as well as major “world” novels by Herman Melville, Amitav Ghosh, and Chimamanda Adichie. Students will also be introduced to critical approaches that offer a conceptual alternative to the world literature framework, for example, Edward Said’s ideas on worldliness and contrapuntalism, Gaston Bachelard’s phenomenology of the home, Fredric Jameson’s concept of cognitive mapping, and Eric Hayot’s work on literary “world-creation.” We will ask just how broadly the field can be defined before it loses its critical cohesion. In other words, does world literature exist?
Instructor(s): J. Jackson
Area: Humanities.

A comparative study of major works by the South African Nobel Laureates Nadine Gordimer and J.M. Coetzee. Special attention to critical essays by both writers about each other, as well as about issues of shared historical and literary concern. Topics will include the role of the public intellectual in apartheid-era South Africa, competing scales of literary reception and evaluation (e.g. national, international, and universal), and the relationship between politics, form, and genre.
Instructor(s): J. Jackson
Area: Humanities.

AS.060.366. Ellison.
After his landmark novel "Invisible Man" appeared in 1952 and won the National Book Award, Ralph Ellison was one of the most highly regarded and influential American writers. Although his writing—beginning with the powerful short stories and criticism that he published in the 1930s and 40s—was steeped in African American history, literature, music, and folklore, he also thought of himself as part of the great tradition of American, European, and classical literature, from Homer through Joyce. He quickly set to work on a second novel dealing with the assassination of a racist senator during the height of the Civil Rights movement, but he came to the end of his life in 1994 without having completed the novel to his own satisfaction. This massive book, which appeared posthumously in a very abbreviated form as Juneteenth and more recently in the much longer Three Days before the Shooting, reveals the work of a master while at the same time it leaves critics and readers with an exceptional puzzle: What would his final intention have been? Why was he unable to complete the novel? How does it speak to the key issues of African American identity, freedom, and the American ideal that Ellison grappled with all his life? At the same time that he worked on his second novel, Ellison became one of the most prolific and important essayists of the twentieth century, and wrote brilliantly about American race relations from the era of segregation through the twentieth century. Even as he was celebrated by the literary establishment, however, Ellison at times found himself as odds with younger black writers and thinkers who felt that public activism, not just artistic greatness, was required of the African American writer. Using Ellison as a lens through which to see the course of American race relations from slavery to the present, the course will include study of all of Ellison’s major work: the short stories collected in “Flying Home”; “Invisible Man”; the essays collected in “Shadow and Act” and “Going to the Territory”, as well as others; and “Three Days before the Shooting”.
Instructor(s): E. Sundquist
Area: Humanities.

Film and Media Studies

AS.061.328. Gangster Films.
The bad guy as hero from Little Caesar to Goodfellas. Film screenings Th 7:30-10:00 PM, Sun 7:00-9:30 PM. Lab fee: $40.
Instructor(s): L. Bucknell
Area: Humanities.

AS.061.369. The 1930s in Jazz, Film, and Poetry.
The 1930s in Jazz, Film, and Poetry will focus on three art forms, jazz, film, and poetry, both separately and in conversation with each other during a decade of political, economic, technological, and cultural upheaval. A decade after the invention of amplifiers and public address systems, advances in sound recording and synchronized sound revolutionized film and recording arts. Jazz musicians, filmmakers, and poets collaborated on innovative and radical projects, often funded by the New Deal Federal Writers Project. Team-taught by faculty in Film and Media Studies, the Department of Jazz (Peabody), and the Center for Africana Studies, this course will bring together students from Peabody and the Krieger School of Arts & Sciences to engage with issues of art, culture, and politics during a turbulent decade.
Prerequisites: AS.061.140 OR AS.061.141
Instructor(s): H. Robbins
Area: Humanities.
Anthropology

AS.070.103. Community Based Learning - Africa & The Museum.
An introduction to Africa, artistic creativity, collection and exhibition: as African history, as anthropology of art and objects, and as public controversy in our national institutions. Works with the Baltimore Museum of Art. Cross-listed with Africana Studies and Programs in Museums and Society.
Instructor(s): J. Obarrio
Area: Humanities, Social and Behavioral Sciences.

AS.070.150. The Anthropology of Africa.
This course revitalizes classic debates about the forms and dynamics of Africa self-governance, once depicted as "The African Genius". Anthropological approaches and artistic sources are brought to bear on current African politics and governance.
Area: Humanities, Social and Behavioral Sciences.

How do the abstract principles of economics play out in a diversity of times and places? This course surveys anthropological research on the social organization of labor, the political institutions that underlie wealth and property, and the cultural meanings of money and commodities. Through these topics, we will look at enduring debates about the rationality of markets and the nature of capitalism.
Instructor(s): M. Degani
Area: Humanities, Social and Behavioral Sciences.

Rapid urbanization has created new needs, occupations, entertainments, etc., outside the "formal sector". We use anthropological studies, African literature, film and the press on-line to understand making a living.
Instructor(s): J. Guyer
Area: Humanities, Social and Behavioral Sciences.

Over the past two decades, African cities have absorbed rapid population increase without accompanying economic growth. Students will review the major challenges of this mode of urbanization and explore the vibrant ways residents have sought to meet them. Following anthropology’s commitment to lived experience, we will track these issues through the twists and turns of everyday life, and consider what they may say about urbaniy more broadly in the 21st century. Topics include livelihood, the built environment, conflict and membership, and popular culture.
Instructor(s): M. Degani
Area: Humanities, Social and Behavioral Sciences.

AS.070.294. Political Anthropology of Africa.
The course will explore classical and contemporary ethnographies of the political in Africa, examining how their authors address issues of power, hierarchy and symbol. We will study various articulations of state, ethnicity and community that are analyzed by observing relations between power and resistance or between law, economy and violence through war, custom and ritual. The seminar will also address the way in which Africa has been constituted as a key source of the sub-field of political anthropology through colonial trajectories, postcolonial detours and the political imagination of the past and the future.
Instructor(s): J. Obarrio
Area: Humanities, Social and Behavioral Sciences.

This seminar will address contemporary questions of state and citizenship in the light of colonial and imperial dynamics at the beginning of the twenty-first century: transnational and national sovereignty in relation to local configurations of law, capital and political violence; processes of subsumption, extraction and financialization. Authors include Negri, Arrighi, Harvey, Chakrabarty, Mbembe, Mamdani, Chatterjee, Coronil, Dussel.
Instructor(s): J. Obarrio
Area: Humanities, Social and Behavioral Sciences.

History

An examination of violence - primarily racial and political - in the decades between the American Revolution and Civil War (1789 to 1861).
Instructor(s): R. Walters
Area: Humanities, Social and Behavioral Sciences.

AS.100.121. History of Africa to 1880.
A history of Africa from human evolution to the mid-nineteenth century focusing on key themes in social, economic, and political history.
Instructor(s): P. Larson
Area: Humanities, Social and Behavioral Sciences.

AS.100.122. Introduction to History of Africa (since 1880).
Instructor(s): P. Larson
Area: Humanities, Social and Behavioral Sciences.

AS.100.205. Freshman Seminar: Health, Healing, and Medicine in Africa.
A freshman seminar introducing students to the history of health, healing, and forms of medical practice in Africa over the last two centuries.
Instructor(s): P. Larson
Area: Humanities, Social and Behavioral Sciences.

This course examines the relationship between law, governance, and social structures in America between the start of European settlement and the era of the Civil War. Topics will include Native American and European land claims, the regulation of family life, economic and commercial disputes, and the legal regimes of race and slavery. Throughout, we will consider both the aims of governing officials and how ordinary men and women maneuvered within the legal system.
Instructor(s): S. Damiano
Area: Humanities, Social and Behavioral Sciences.

AS.100.255. The Haitian Revolution in World History.
This introductory seminar examines the revolution that transformed the slave colony of Saint-Domingue into the first black republic and second independent nation in the Americas, and its repercussions around the world. Non-Majors welcome.
Instructor(s): N. Marvin
Area: Humanities, Social and Behavioral Sciences.
AS.100.311. National Pastimes: Sports, Culture, and American History.
National Pastimes examines the development of sports in the United States over the course of the 20th century with a particular interest in the relationship between sports and politics as well as issues of race, gender, sexuality and class.
Instructor(s): A. Davis
Area: Humanities, Social and Behavioral Sciences.

AS.100.320. Writing U.S. Empire.
This course will teach students how to write analytic history and how to interrogate primary documents through a focused look at American imperialism between the 1890s and 1930s.
Instructor(s): N. Connolly.

AS.100.338. Contemporary African Political Economies in Historical Perspectives.
How have contemporary achievements and problems in Africa been shaped by past events? What insights may be gained into contemporary conditions by viewing them in historical perspective? Using a series of case studies, this course will examine the history of issues such as economic development, nation building, migration, poverty and social conflict that affect many African nations today. Cross listed with Africana Studies
Instructor(s): S. Berry
Area: Humanities, Social and Behavioral Sciences.

AS.100.343. Diaspora, Nation, Race, and Politics.
For millions of people across the globe, political fate in the 20th century was defined at the intersection of diaspora, race, and nation — and this may be true in the 21st century as well. This course, a collaborative effort involving a historian and a political scientist, explores the parallels and divergences in the deployment of these terms in nationalist and transnational mobilization, literature and aesthetics, and group identity formation in Eastern Europe, Africa and the New World of the Americas.
Set against the backdrop of the fall of significant empires in the late 19th and early 20th centuries, we will explore themes of migration, human rights, the nation-state system, and racism through history, political sociology, and political and social theory. We will pay particular attention to the theoretically exemplary Jewish and Black experiences of diaspora, race, and nation, engaging both with how those experiences were specially shaped by the imposition of national and racial logics and with Black and Jewish politics and thought in relation to those categories. Readings include Max Weber, W. E. B. Du Bois, Booker T. Washington, Theodor Herzl, Hannah Arendt, Benedict Anderson, Rogers Brubaker, Andrew Zimmerman, Michele Mitchell, David Scott.
Instructor(s): K. Moss; M. Hanchard
Area: Humanities, Social and Behavioral Sciences.

AS.100.385. Mobility and Encounter in the Medieval Indian Ocean.
This seminar discusses forms of mobility and exchange- trade and travel, conquest and religious transformation, diasporas and migration, the spread of practices and technologies- across the Indian Ocean from the 8th to 16th centuries.
Instructor(s): T. El-leithy
Area: Humanities, Social and Behavioral Sciences.

Critically explores issues of decolonization and citizenship in Africa from WWI to the present. Emphasis on political inclusion and exclusion, and violence, fostered by nationalist movements and postcolonial African governments.
Instructor(s): P. Larson
Area: Humanities.

AS.100.411. Readings in the History of Public Health in the 20th and 21st Centuries.
The students will read major and some minor works in the history of global public health and will each develop their own concept of how and why the major institutions, professions, and practices associated with public health have evolved over the past long century. To help the students focus on their ideas, they will write three essays on particular aspects of the history.
Instructor(s): L. Galambos
Area: Humanities, Social and Behavioral Sciences.

AS.100.439. Cuban Revolution and the Contemporary Caribbean.
A lecture course dealing with the development of the Cuban Revolution and the tortuous history of the Caribbean during the 19th and 20th centuries.
Instructor(s): F. Knight
Area: Humanities, Social and Behavioral Sciences.

AS.100.440. The Revolutionary Experience in Latin America. Comparative examinations of revolutionary political changes in Haiti, Mexico, Bolivia, and Cuba. Cross-listed with Latin American Studies
Instructor(s): F. Knight
Area: Humanities, Social and Behavioral Sciences.

AS.100.444. African Fiction as History.
An exploration of Modern African history through the African historical novel.
Instructor(s): P. Larson
Area: Humanities, Social and Behavioral Sciences.

AS.100.486. Jim Crow in America.
Through an examination of law, culture, and politics, this course explores the history of legalized racial segregation in the United States.
Instructor(s): N. Connolly
Area: Humanities, Social and Behavioral Sciences.

Instructor(s): B. Vinson.

AS.100.709. Modern Latin America.
This course will examine selected themes in Modern Latin American history such as legacies of the colonial administrations, the plural societies, political cultures, slavery, and other forms of servitude; religious impact, independence movements, globalization and narco trafficking. Reading knowledge of Spanish required.
Instructor(s): F. Knight.
Near Eastern Studies

AS.130.203. Archaeology of Africa: From Human Origins to the Emergence of Civilizations.
This course examines Africa’s ancient past from the emergence of biologically modern humans, ancient hunter-gatherers, the earliest animal herding and farming populations, to cities and civilizations. While Egypt plays an undeniably central role in world history, this course concentrates in particular on ancient geographies other than Egypt. Instructor(s): M. Harrower
Area: Humanities.

AS.130.400. Introduction to Middle Egyptian.
Introduction to the grammar and writing system of the classical language of the Egyptian Middle Kingdom (ca. 2055-1650 B.C.). In the second semester, literary texts and royal inscriptions will be read. Course meets with AS.133.600.
Instructor(s): M. Escolano Poveda
Area: Humanities.

AS.131.613. Archaeology of Africa: From Human Origins to the Emergence of Civilizations.
This course examines Africa’s ancient past from the emergence of biologically modern humans, ancient hunter-gatherers, the earliest animal herding and farming populations, to cities and civilizations. While Egypt plays an undeniably central role in world history, this course concentrates in particular on ancient geographies other than Egypt. Instructor(s): M. Harrower
Area: Humanities.

AS.133.611. Middle Egyptian Texts.
In this course we read a variety of Middle Egyptian hieroglyphic compositions and documents. Knowledge of Middle Egyptian Required. Instructor(s): R. Jasnow
Area: Humanities.

History of Science Technology

AS.140.163. Jungle Doctors: Medical Missions in Africa from David Livingstone to Paul Farmer.
Freshman seminar using a variety of primary and secondary sources, students will explore the motivations and activities of expatriates practicing medicine in Africa from the 19th century to the present. Instructor(s): J. Cummiskey
Area: Humanities, Social and Behavioral Sciences.

AS.140.379. Health and the City: Urban Public Health In Historical Perspective.
This course examines the history of cities as spaces of public health concern since the nineteenth century, and seeks to understand how social, political, and economic contexts have shaped urban public health interventions. Instructor(s): E. Anders
Area: Humanities, Social and Behavioral Sciences.

Economics

AS.180.252. Economics of Discrimination.
This course examines labor market discrimination by gender, race and ethnicity in the United States. What does the empirical evidence show, and how can we explain it? How much of the difference in observed outcomes is driven by differences in productivity characteristics and how much is due to discrimination? How have economists theorized about discrimination and what methodologies can be employed to test those theories? What has been the impact of public policy in this area; how do large corporations and educational institutions respond; and what can we learn from landmark lawsuits? The course will reinforce skills relevant to all fields of applied economics, including critical evaluation of the theoretical and empirical literature, the reasoned application of statistical techniques, and analysis of current policy issues.
Prerequisites: AS.180.102
Instructor(s): B. Morgan
Area: Social and Behavioral Sciences.

AS.180.355. Economics of Poverty/Inequality.
This course focuses on the economics of poverty and inequality. It covers the measurement of poverty and inequality, facts and trends over time, the causes of poverty and inequality with a focus on those related to earnings and the labor market, and public policy toward poverty and inequality, covering both taxation and government expenditure and programs. By the nature of the material, the course is fairly statistical and quantitative. Students should have an intermediate understanding of microeconomic concepts. Basic knowledge of regression analysis is also helpful.
Prerequisites: AS.180.301
Instructor(s): R. Moffitt
Area: Social and Behavioral Sciences.

Political Science

AS.190.311. Disposable People: Race, Immigration and Biopolitics.
This course will explore theories and practices of race and immigration in order to illuminate the proliferation of populations regarded as disposable in contemporary politics. We will pay special attention to the contestable criteria used to determine eligibility for membership in the human race. We shall also examine how political power influences the relays between citizenship status and those whose lives are worthy of protection, and those who should be allowed to die.
Instructor(s): P. Brendese
Area: Social and Behavioral Sciences.

Recommended Course Background: AS.190.214
Instructor(s): L. Spence
Area: Social and Behavioral Sciences.

AS.190.340. Black Politics I.
This course is a survey of the bases and substance of politics among black Americans and the relation of black politics to the American political system up to the end of Jim Crow. The intention is both to provide a general sense of pertinent issues and relations over this period as a way of helping to make sense of the present and to develop criteria for evaluating political scientists’ and others’ claims regarding the status and characteristics of black American political activity.
Instructor(s): L. Spence
Area: Social and Behavioral Sciences.
AS.190.342. Black Politics II.
Recommended Course Background: AS.190.340.
Instructor(s): L. Spence
Area: Social and Behavioral Sciences.

AS.190.360. Power and Democracy in the American City.
How do race and class intersect to shape how democracy works in American cities? In this innovative course students will learn about urban citizenship, authority, and activism using Baltimore as a case. The class, co-taught with Baltimore organizers, will use a community based learning approach.
Instructor(s): L. Spence
Area: Social and Behavioral Sciences.

Over the past two years the #blacklivesmatter movement has transformed the discussion about policing in American cities. In this course we will examine the broad movement against police brutality through the lens of black politics.
Instructor(s): L. Spence
Area: Social and Behavioral Sciences.

This course analyzes the distinctive US welfare state in historical and comparative perspective. We begin with a survey of the policy context, an historical overview from the poorhouses through the Great Society, and a tour of welfare states across the rich democracies. We then survey developments – and explain the actual workings of policy – across jobs, education, welfare, pensions, and health care. We explore the institutional and political factors behind their divergent trajectories through conservative revival and the age of Obama. Students will write a seminar paper exploring policy development over time in a program or area of their choosing. Enrollment restricted to Social Policy minors only.
Prerequisites: AS.360.380
Instructor(s): D. Schlozman
Area: Social and Behavioral Sciences.

AS.190.384. Urban Politics & Policy.
An analysis of public policy and policy-making for American Cities. Special attention will be given to the subject of urban crime and law enforcement, poverty and welfare, and intergovernmental relations.
Cross-listed with Africana Studies
Instructor(s): L. Spence; R. Katz
Area: Social and Behavioral Sciences.

AS.190.391. Time to Kill: Race, Punishment, Death and Desire.
This course examines the role of race in determining who deserves to be punished, the timing and occasions of punitive action and how long punishment should endure. Key to our inquiry is how racialized presumptions about human desire might justify punitive logics of power. The class explores inequalities in the distribution of punishment and death in order to illuminate how race shapes questions of whose time is more valuable, who lives and who dies, and ultimately whose lives count as human.
Instructor(s): P. Brendese
Area: Social and Behavioral Sciences.

Contrary to the image most Americans have of their country, the United States is a tough nation with respect to crime. The U.S. has constructed a considerably more harsh criminal justice regime than any of its advanced industrial counterparts. In recent years, America’s prisons and jails have held more than one percent of the nation’s adults—2.3 million people—with many more on parole, probation or temporarily free on bail awaiting trial. In Western Europe, by contrast, fewer than two-tenths of one percent of the adult populace is behind bars. This enormous discrepancy in incarceration rates is more a function of the relative severity of America’s criminal laws than differences between Europe and the U.S. in the actual incidence of serious crime. And, of course, while Western European nations no longer execute convicted criminals, the U.S. remains committed to the use of capital punishment. We will explore these and related issues of crime and punishment in the U.S.
Instructor(s): B. Ginsberg
Area: Social and Behavioral Sciences.

Grad Students only
Area: Social and Behavioral Sciences.

This course examines why the United States quintupled its incarceration rate over the last 40 years to become the world’s leading jailer and explores the consequences for American politics.
Instructor(s): D. Dagan de Picciotto
Area: Social and Behavioral Sciences.

This seminar analyzes trends, developments, and future challenges related to the politics of urban public schooling with a concentration on community political dynamics and the struggle for equal educational opportunity and quality education. The course emphasizes the impact of socioeconomic class inequality, racial/ethnic conflict, and gender politics on the changing character of public school reform since the 1954 Supreme Court decision of Brown v. Board of Education. Cross-listed with Africana Studies.
Instructor(s): F. Hayes
Area: Social and Behavioral Sciences.

The second half of the 20th century witnessed a number of anti-colonial struggles across the African continent. This course reads the work of various theorists, novelists and organic intellectuals from these struggles in order to examine a number of important theoretical questions, such as: What is ‘Africa’? How does colonial rule operate? What might political, economic and social liberation look like? These analyses will then be used to examine a number of contemporary issues facing the African continent. Cross-listed with Africana Studies
Instructor(s): I. Kamola
Area: Social and Behavioral Sciences.

Public Policy
Perm. Req’d. This course teaches students to think analytically and to apply analytic thinking to policy problems. Students work through several real-world problems primarily in social, urban, and health policy, to master the essential steps of any policy analysis: identifying the problem, assessing the available evidence, specifying goals and constraints, and examining policy alternatives. Course goals also include understanding some of the major policy debates of the day, and communicating in a simple, clear, and direct way.
AS.195.685. Adolescents, Crime, and Justice.
Instructor(s): D. Altschuler.

German Romance Languages Literatures

AS.210.391. Advanced Portuguese Language & Literature I.
This third-year course focuses on reading, writing, and oral expression. Under the supervision of the instructor, students will read one or two complete works by major Brazilian, Portuguese, and/or Afro-Portuguese writers each semester, followed by intense writing and oral discussion on the topics covered. Grammar will be reviewed as necessary. Lab work is required. All classes are conducted in Portuguese.
Prerequisites: AS.210.278 or instructor approval.
Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

AS.211.319. ¡Salsa! The Afro-Antillean song.
¡Salsa! The Afro-Antillean song surveys Caribbean music in an international Spanish-speaking context. As a language course, it reviews grammar and instills vocabulary acquisition through the close analysis of the biggest hits of salsa from the past one hundred years. On completion of this course the student will have developed the ability to read and critically discuss music and its history in the Spanish-speaking Caribbean and will have examined cultural roots, market dominance, and media crossovers in the musical universe of the Spanish-speaking archipelago of the Antilles. In completing the course’s final project students will apply, synthesize, and reflect on what has been covered in the class by creating a professional dossier individualized to their own personal musical interests. Concepts learned in this course will be directly applicable to careers linked to intercultural and international relations while also apply to multiple careers in media, music industry and dance. There is no final exam. May not be taken satisfactory/unsatisfactory. Not open to native speakers of Spanish. No new enrollments permitted after the third class session.
Instructor(s): M. Ramos
Area: Humanities.

AS.211.341. Power and Resistance: Approaches to French Political Thought.
Even as a coherent, rational conception of state power emerged in France in as early as the Renaissance, French thinkers never stopped challenging the ways by which power justified itself in order to foster obedience and consensus. In so doing, they focused critically as much on the claims of sovereignty issuing from the top as on the willingness of the governed to submit to them. The course will examine the dialectic between the legitimation and delegitimation of power, from the Renaissance wars of religion to the Revolution and beyond: the haunting fear of the corruption and death of the political body; the notion of permanent crisis; the right to revoke the social contract; the reach of power in shaping minds and bodies. Readings may include works by La Boétie, Bodin, Bayle, Rousseau, Sade, Saint-Just, Constant, Maistre, Tocqueville, Foucault, Lefort and Rancière. Readings and discussion in English.
Instructor(s): E. Russo; W. Anderson
Area: Humanities.

AS.211.394. Brazilian Culture & Civilization.
This course is intended as an introduction to the culture and civilization of Brazil. It is designed to provide students with basic information about Brazilian history, art, literature, popular culture, theater, cinema, and music. The course will focus on how indigenous Asian, African, and European cultural influences have interacted to create the new and unique civilization that is Brazil today. The course is taught in English, but ONE extra credit will be given to students who wish to do the course work in Portuguese. Those wishing to do the course work in Portuguese should register for section 01. Those wishing to earn 4 credits by doing the course work in Portuguese should register for section 02. The sections will be taught simultaneously. Section 01: 3 credits Section 02: 4 credits (instructor’s permission required)
Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

We will study the visual and textual arts, cinema, political culture, and blogosphere; reaching back to the first phases in the building of the revolutionary state apparatus and its sovereign mandate. Taught in Spanish.
Prerequisites: AS.210.312[C]
Instructor(s): E. Gonzalez
Area: Humanities.

Readings from colonial times to the present from three cultural legacies, Hispanic, English and French. Centered on slavery and its sequels.
Instructor(s): E. Gonzalez.

Writing Seminars

In this Community-Based Learning course, students will explore poetry of social and political engagement in partnership with high-school age writers from Writers in Baltimore Schools. Participants will put learning into practice by organizing community conversation, reflection, and collaboration. Participation in some events outside of class time will be required.
Instructor(s): D. Malech
Area: Humanities.

Caribbean history is reflected in the literature of emigration and collapse of empire. We’ll study novels by Naipaul, Rhys, and other 20th century authors.
Instructor(s): W. Biddle
Area: Humanities.
Sociology

AS.230.205. Introduction to Social Statistics.
This course will introduce students to the application of statistical techniques commonly used in sociological analysis. Topics include measures of central tendency and dispersion, probability theory, confidence intervals, chi-square, anova, and regression analysis. Hands-on computer experience with statistical software and analysis of data from various fields of social research. Special Note: Required for IS GSCD track students.
Prerequisites: Statistics Sequence restriction: students who have completed any of these courses may not register: EN.550.211 OR EN.550.230 OR EN.550.112 OR EN.550.310 OR EN.550.311 OR EN.550.413 OR EN.550.420 OR EN.550.420 OR EN.550.420 OR EN.550.435 OR AS.280.345 OR AS.200.314 OR AS.200.315; Statistics Sequence Restriction: Students who have completed EN.550.111 OR EN.550.113 may not enroll.
Instructor(s): D. Pasciuti
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

AS.230.208. Introduction to Race and Ethnicity.
This course offers an historical overview of race and ethnicity in American society, and the processes that have led to ethnic and racial boundaries. We explore the social dynamics of racial/ethnic hostility and racial/ethnic protest movements. In addition, we examine how race and ethnicity have been used to justify segregation, domination and genocide, but also to create a sense of community, shared responsibility and belonging. Cross-listed with Africana Studies
Instructor(s): K. McDonald
Area: Social and Behavioral Sciences.

AS.230.244. Race and Ethnicity in American Society.
Race and ethnicity have played a prominent role in American society and continue to do so, as demonstrated by interracial and interethnic gaps in economic and educational achievement, residence, political power, family structure, crime, and health. Using a sociological framework, we will explore the historical significance of race and its development as a social construction, assess the causes and consequences of intergroup inequalities and explore potential solutions.
Instructor(s): M. Greif
Area: Social and Behavioral Sciences.

This course will introduce students to a range of digital technologies that are critical for conducting social scientific research in the 21st century. Students will develop competency in the use of computer programs for statistical analysis, database management, the creation of maps and timelines, and the presentation of research reports. The research tools and technologies will be taught using examples from ongoing social science faculty research projects at Johns Hopkins on global inequality and international development. Required for GSCD track students.
Instructor(s): S. Upadhyay
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

AS.230.309. Segregation & Social Inequality.
This course presents an in-depth study of racial and ethnic residential segregation and its relationship to social inequality. Through various theoretical perspectives, students will explore the history and contemporary patterns of residential segregation in the United States. In doing so, students will learn about the persons, organizations, and social phenomena that contribute to neighborhood segregation, such as homeowner associations, federal and local governments, developers, as well as differences between groups in racial preferences and socioeconomic status. Through lectures, readings, discussions, and films, students will gain insight into the causes of segregation, as well as its social, economic, and demographic consequences. Cross listed with the Center for Africana Studies.
Instructor(s): P. Bennett
Area: Social and Behavioral Sciences.

Is a neighborhood just a grouping of individuals living in the same place, or do neighborhoods have collective meanings and impacts on children and families? We will capitalize on research methodologies used to define and describe neighborhoods and their effects on economic and educational outcomes. These include case studies, census data, surveys, quasi/experimental data. Focus is on how research measures neighborhood effects and incorporates community level processes into models of social causation (e.g., social capital/control, community efficacy, civic engagement). Also examined: patterns in residential mobility, segregation, and preferences within black and white populations; development of housing policy in the U.S.; programs to determine how neighborhoods affect issues of social importance. Statistics and public policy background is helpful but not required.
Instructor(s): S. Deluca
Area: Social and Behavioral Sciences.

AS.230.316. African American Family.
This course is an examination of sociological theories and studies of African-American families and an overview of the major issues confronting African-American family life. The contemporary conditions of black families are explored, as well as the historical events that have influenced the family patterns we currently observe. Special attention will be given to social policies that have evolved as a result of the prominence of any one perspective at a given point in time.
Instructor(s): K. McDonald
Area: Social and Behavioral Sciences.

AS.230.332. Race, Racism & Racial Privilege.
This course will examine the concepts of race, racism, racial privilege in contemporary America, and the West in general. Examples from other countries will be integrated as well. Historical contexts such as the colonialism, the Civil War and Reconstruction, the Civil Rights movement, and the post Civil Rights era will help to provide an understanding of the social, political, economic, and cultural forces processes that have constructed and shaped the concepts of race and the racialized subject over time.
Instructor(s): K. McDonald
Area: Social and Behavioral Sciences.
This course is a survey of contemporary social movements in sub-Saharan Africa. The course will begin with an introduction to social movement theory. Subsequent weeks will each focus on a different type of movement (e.g. independence movements, labor movements, women’s movements, environmental movements, etc.) The limited coverage of African issues in the US media tends to focus on either catastrophes or on development projects that are driven by international NGOs and the governments of northern countries. Through this course, students will gain a clear understanding of the broad range of actions that African civil society is using to address social problems throughout the continent. Materials used will include academic analysis of movements, writings by movement participants themselves, and films. The course will also introduce students to the most widely used social movement theories. Because these theories have been largely developed by social scientists in northern countries, the students will be asked to assess their applicability to African movements. Through this critical application of social theory, students will investigate the specific possibilities and constraints facing social and political actors in contemporary Africa. Cross listed with Dean's Teaching Fellowship, International Studies (CP) and Africana Studies.
Instructor(s): B. Scully
Area: Social and Behavioral Sciences.

AS.230.357. Baltimore as an Urban Laboratory.
This course uses the city of Baltimore as a lens through which to explore issues of urban inequality. We will focus on Baltimore’s history of racial segregation and concentrated poverty, and its effect on the social and economic well-being of the city and its residents, with attention to education, employment, health and crime. Students will learn how to employ Census data, GIS approaches, and sociological research to inform questions about population change, inequality and the distribution of resources across the city and metropolitan region. Students will also work on one or more policy relevant studies based in Baltimore, including: a project on abandoned and vacant housing, a desegregation intervention, and a longitudinal study of inner city youth. Finally, students will become familiar with Baltimore City’s programs and policy approaches to addressing the city’s most pressing problems, and will design innovative and effective and innovative solutions as part of their course assignments. Enrollment restricted to Social Policy minors only.
Prerequisites: Students that took AS.360.357 may not take AS.230.357
Instructor(s): S. Deluca
Area: Social and Behavioral Sciences.

AS.230.374. Poverty and Public Policy.
This course examines the causes and consequences of U.S. urban poverty, its implications for health and wellbeing, and explores strategies for addressing it. We cover the major theoretical explanations scholars have advanced to explain the persistence of urban poverty including labor markets, residential segregation, welfare policy, family structure, and the criminal justice system. Within each topic area, students are introduced to a range of interventions aimed at alleviating urban poverty. Students will conduct a formal policy analysis of 20 pages and participate in a mock congressional hearing. Enrollment restricted to Social Policy minors only.
Prerequisites: Students that took AS.360.372 may not take AS.230.374.
Instructor(s): K. Edin
Area: Social and Behavioral Sciences.

This seminar examines the theories and historiography of colonialism and anti-colonial movements. It focuses on the establishment of the colonial division of labor, comparative colonialism, identity formation, and nationalism as well as anti-colonial movement.
Instructor(s): H. Kuo
Area: Social and Behavioral Sciences.

AS.230.381. Sociology of the Middle East and North Africa.
This course takes a sociological approach to the contemporary Middle East and North Africa. Topics include urbanization and demographic change; rentier welfare states and the global political economy of oil; women in higher education and the labor force; the 2011 Arab Spring; conflict in Syria, Libya, and Yemen; Amazigh (Berber) identity in northwest Africa; Israel-Palestine; “Dubai, Inc.” and the sociology of migrant labor; neoliberal Islamic politics in Turkey; cinema and everyday life in Iran; conservative monarchy in Morocco and Saudi Arabia; and the role of the United States in the MENA region. Students will give presentations, write memos, and submit two papers. One aim of the course is to turn students into clear, polished academic writers and thinkers.
Instructor(s): R. Calder
Area: Social and Behavioral Sciences.

This course will join an existing survey of the Housing Court in Baltimore City by the Public Justice Center (PJC) of Maryland to examine the role and process of evictions in the Baltimore civil litigation system. The course will examine the history of housing in Baltimore and the changing role of the courts in housing rights and law from the mid-20th century to the present. Working with the PJC’s Human Right to Housing Project, students will be expected to participate in the survey collection process by attending Rent Court and participating in the data collection process, followed by cleaning and analysis of the data. Counts as American Politics/Sociology of the United States for GSCD Track.
Prerequisites: AS.230.205 AND AS.230.265 or permission of instructor
Instructor(s): D. Pasciuti
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

AS.230.385. Schooling, Racial Inequality and Public Policy in America.
After examining alternative explanations for why individuals obtain different amounts and types of educational training, the course focuses on how an individual’s family background and race affect his or her trajectory through the educational system. The course covers the specific challenges that have confronted urban schooling in America since the 1960s, including the classic literature on the effects of school and community resources on student achievement as well as the development and later evaluation of school desegregation policies. The course also considers case studies of current policy debates in the US, such as housing segregation and school resegregation, voucher programs for school choice, and the motivation for and consequences of the establishment of state-mandated testing requirements. Throughout the course, emphasis is placed upon the alternative modes of inquiry and writing which opposing scholars, policymakers, and journalists use to address these contentious topics.
Instructor(s): S. Morgan
Area: Social and Behavioral Sciences.
Public Health Studies

AS.280.120. Lectures on Public Health and Wellbeing in Baltimore.
An introduction to Urban Health with Baltimore as a case study: wellbeing, nutrition, education, violence and city-wide geographic variation. Lectures by JH Faculty, local government/service providers and advocates.
Instructor(s): P. Leaf
Area: Social and Behavioral Sciences.

East Asian Studies

AS.310.308. The Frontier in Late Imperial China. 3 Credits.
The tremendous expansion of Chinese frontiers during the late imperial period forced the state and those who lived within it to grapple with complex problems of governance, ethnicity, and the geographic extent of "China". Issues and concerns associated with the massive Chinese frontiers have extended into the present; hence, no one can appreciate the current problems plaguing China’s northwestern, southwestern, or coastal regions without an understanding of its historical antecedents. This seminar is designed to introduce major scholarly works and theoretical frameworks on the Chinese frontier.
Instructor(s): J. Bandy
Area: Humanities
Writing Intensive.

Interdepartmental

AS.360.372. Poverty and Public Policy.
This course examines the causes and consequences of U.S. urban poverty, it’s implications for health and wellbeing, and explores strategies for addressing it. We cover the major theoretical explanations scholars have advanced to explain the persistence of urban poverty including labor markets, residential segregation, welfare policy, family structure, and the criminal justice system. Within each topic area, students are introduced to a range of interventions aimed at alleviating urban poverty. Students will conduct a formal policy analysis of 20 pages and participate in a mock congressional hearing. Permission of instructor required.
Instructor(s): K. Edin
Area: Social and Behavioral Sciences.

Program in Latin American Studies

The course problematizes how race and mestizaje became socio-political realities and forms of lived experience in Latin America, shaping such things as governmental practices, spatial configurations, interpersonal relations, and political mobilizations. PLAS Teaching Fellowship.
Instructor(s): A. Reyes Kipp
Area: Humanities, Social and Behavioral Sciences.

Study of Women, Gender, Sexuality

This course combines a weekly seminar with 4 hours per week in a Baltimore social justice organization, coordinated by the JHU Center for Social Concern. Class discussions draw on readings in ethnography and feminist, queer and critical race studies to address topics such as; race, class and gender inequality, neoliberal development, health, institutional violence and politically engaged research.
Instructor(s): A. Krauss
Area: Humanities, Social and Behavioral Sciences.

Anthropology

The Anthropology Department specializes in socio-cultural anthropology: the study of social and cultural forms of human life using ethnographic, historical, and comparative methods. Faculty in our department are engaged in research that addresses topics considered traditional such as the study of ethnicity, language, religion, family and kinship, or medical pluralism, and also new and emergent issues such as those relating to childhood, technological imaginaries, biomedicine, ecology, state, violence, and popular economies. In all cases, the acute awareness of shifting contexts in which institutions are embedded and the impact of global, regional, and national politics on social life is built into the methodology and the theory engaged by faculty and students. Faculty in our department have research expertise in the Americas, South Asia, the Middle East, and sub-Saharan Africa. Our research is oriented toward the investigation of a number of cross-cutting themes of trans-regional concern rather than a comprehensive coverage of global cultural areas.

The department’s distinctive orientation to anthropology can be characterized in terms of its orientation to non-European anthropological and philosophical traditions, alongside the dominant anthropologies which have been seen as definitive of the discipline in the past. In terms of specific topics, faculty in our department are engaged in research on violence, social suffering and theories of everyday life; the material and moral force of the state; money and value; environments; new kinship; anthropology of religion and secularism; anthropology of medicine; media and visual anthropology; health and well-being; and anthropology of language.

The department offers a B.A. program and a Ph.D. program. The B.A. prepares students either to continue to various employment opportunities or degree in anthropology (and related fields) or to develop anthropological skills and imagination as complementary to pre-professional training, such as medicine, engineering, and international relations. Undergraduate course work offers an introduction to the basic methodologies and theories of contemporary anthropology through discussion and directed research on these and other topical issues. Student advising helps interested students to develop concentrations, through sequences of complementary courses tailored to their own interests, including electives outside the department. In addition, majors have the option to pursue an honors program.

Undergraduate majors in anthropology are required to do ten courses, four of which are required courses and an additional four must be taken at 300-level or higher, in addition to a language requirement. Students wishing to write an honors thesis are also required to do two additional courses in which they work on their dissertation topics. Minors are required to take seven courses, four of which are required courses.

The core curriculum for majors develops a step-wise sequence from the freshman seminar to the senior honors option. We offer an elective 100-level Freshman Seminar that introduces anthropological approaches to a broad range of contemporary issues. Here, we hope to develop curiosity in anthropology as a way of knowing the world, and to encourage critical reflection by students on their own life experiences. Our 100-level introductory course, Invitation to Anthropology, is geared toward freshmen and sophomores. The objective of this course is twofold: to offer anthropological knowledge and analytic skills to a broad range of students, and to prepare potential majors for further training in social theory and fieldwork methods. Following from this
Introductory course, our 200-level Ethnographies course furthers student understanding of essential themes through close attention to classic and contemporary ethnographic works in the discipline. The 300-level Methods course is an additional requirement for majors, deepening students’ capacity to link theory and method, preparing students to carry out field research, and guiding students in the writing up and presentation of original research. Building on these foundations, the 400-level Logic of Anthropological Inquiry course, also required of majors, is a thematic capstone course that demands an extended engagement with classic debates and encourages integrative thinking across the range of anthropology courses taken. Majors in anthropology may decide to pursue an honors thesis based on an extended research project. They should discuss their interest in writing a thesis with their faculty advisor in their sophomore year and before the summer of their junior year. Drawing from their previous course preparation and working closely with a faculty advisor, such students spend one summer conducting field research, one semester conducting secondary literature review, and the final semester writing their honors thesis.

Outside of the core curriculum, both majors and minors may take a wide variety of courses. Thematic courses are highly varied and reflect faculty interests, usually including (in any one year) courses in religion and philosophy; medical, legal, economic and linguistic anthropology; and study of diverse areas of the world. Courses on the state, law, and money offer a critical and comparative approach for students aiming toward political, economic, and legal careers. Courses in medical anthropology serve pre-med and public health students. Philosophical and theoretical courses are attractive to humanities students. We see teaching and research as integrally linked, and invite undergraduate students to envisage research as they take introductory and advanced courses in anthropology.

The training of graduate students focuses on providing students with a vocabulary and grammar to engage in anthropological reasoning in socio-cultural anthropology and with skills in research methods. The department emphasizes training in anthropological theory in relation to new developments in other disciplines within the social sciences; understanding of regions in terms of cross-cutting questions rather than geographical questions alone; and the capability to place a problem within a broad history of anthropology that is engaged through multiple national and regional traditions.

Our faculty brings into the classroom an extraordinary range of personal and professional experiences. We are proud to have one of the most diverse faculties in the discipline worldwide, both in terms of gender and ethnic or national origins. Their collective fieldwork experience spans the world, including the Americas, the Middle East, sub-Saharan Africa, and South Asia.

**Facilities**

In addition to the regular departmental colloquium where invited speakers from Hopkins and other campuses around the world present their ongoing research, the department holds one or two special symposia every year, including one organized by graduate students. The department also invites a distinguished scholar each year to present the Sidney W. Mintz Lecture. The purpose of the Mintz lectures is to integrate scholarly and social concerns, focusing on questions of political and economic inequality, racism, gender, and ethnic differences from an interdisciplinary perspective. Previous lectures have subsequently been published in Current Anthropology.

The Baltimore-Washington area is unusually rich in library, archival, and museum resources relating to anthropology. In addition to the excellent collection in the Milton S. Eisenhower Library, the William H. Welch Medical Library, and other libraries at Johns Hopkins, major anthropological holdings are available at the Smithsonian Institution, the Library of Congress, and the other specialized libraries and museums in nearby Washington, D.C. Students can use the Smithsonian Institution’s ethnological and library collection through a cooperative arrangement.

**Financial Aid**

Undergraduate majors and non-majors are eligible to apply for a Provost’s Undergraduate Research Award to support special research and write-up projects in their senior year.

Graduate fellowships and teaching assistantships are available, and most students admitted receive support. Stipends are currently offered at $20,000 per year plus fellowships that cover tuition. Some additional funds are usually available on a competitive basis for summer field research (including travel grants from the Institute for Global Studies, the Program for the Study of Women, Gender, and Sexuality, and the Program for Latin American Studies), for special language-learning needs, and for dissertation write-up; the award of an Owen Fellowship in Arts and Sciences provides an additional $5,000 per annum for three years on a competitive basis. Write-up students may apply for a Dean’s Teaching Fellowship.

Courses in the department are open to all students in the university, regardless of their majors. Although there are no formal prerequisites, students with no previous courses in Anthropology are encouraged to consider courses at the 100- or 200-level. Freshman seminars are designed to introduce students to different perspectives within anthropology through close examination of a contemporary issue.

**Requirements for the B.A. Degree**

(Also see Requirements for a Bachelor’s Degree (p. 20))

To fulfill B.A. degree requirements with an anthropology major, students must complete a total of 30 credits (10 courses) in Anthropology and foreign language through the intermediate level. Only with permission of the director of undergraduate studies may students use one class taken at another institution towards the major. Students must take completed course materials to the director of undergraduate studies to discuss this exception. Majors must receive a grade of C or better in all major requirements and no major requirements may be taken satisfactory/unsatisfactory. Complete major requirements are:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>AS.070.132 Invitation to Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>AS.070.273 Ethnographies (new course name Ethnographies)</td>
<td>3</td>
</tr>
<tr>
<td>AS.070.317 Methods (new course name Methods)</td>
<td>3</td>
</tr>
<tr>
<td>AS.070.419 Logic of Anthropological Inquiry (new course name The Logic of Anthropological Inquiry)</td>
<td>3</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Anthropology Electives</th>
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</thead>
<tbody>
<tr>
<td>Two 100-400 level courses in the Anthropology Department</td>
<td>6</td>
</tr>
<tr>
<td>Four 300- or 400-level courses in the Anthropology Department</td>
<td>12</td>
</tr>
</tbody>
</table>

*AS.070.419 Logic of Anthropological Inquiry (new course name The Logic of Anthropological Inquiry)

**Facilities**

In addition to the regular departmental colloquium where invited speakers from Hopkins and other campuses around the world present their ongoing research, the department holds one or two special symposia every year, including one organized by graduate students. The department also invites a distinguished scholar each year to present the Sidney W. Mintz Lecture. The purpose of the Mintz lectures is to integrate scholarly and social concerns, focusing on questions of political and economic inequality, racism, gender, and ethnic differences from an interdisciplinary perspective. Previous lectures have subsequently been published in Current Anthropology.
Foreign Language
Foreign language through the intermediate level

* One cross-listed course taught outside the Anthropology Department may apply towards the major. With permission, one independent study may apply towards the major.
** Students pursuing honors in the major may apply the senior essay courses towards their required electives.

Honors Thesis in Anthropology
Students with at least a 3.5 GPA (major GPA) by their junior year are encouraged to write a senior thesis by registering for the two-semester Senior Essay (AS.070.561 Senior Essay-Fall and AS.070.562 Senior Essay - Spring) under the guidance of a faculty advisor.

Minor in Anthropology
A minor in anthropology is available to undergraduate students in any major. One independent study may apply towards minor requirements. Minors must receive a grade of C or better in all minor requirements and all course must be taken for a letter grade (no satisfactory/unsatisfactory grading). One cross-listed course taught outside the Anthropology Department may apply towards the minor, all other courses must be taken in the department. Only with permission of the director of undergraduate studies may students use one class taken at another institution towards the minor. Students must take completed course materials to the director of undergraduate studies to discuss this exception. If one of these is accepted, the student may not take a cross-listed course.

Requirements for the minor are:

** Required Courses **

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>AS.070.132</td>
<td>Invitation to Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>AS.070.273</td>
<td>Ethnographies (new course name Ethnographies)</td>
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<tr>
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<td>Methods (new course name Methods)</td>
<td>3</td>
</tr>
<tr>
<td>AS.070.419</td>
<td>Logic of Anthropological Inquiry (new course name The Logic of Anthropological Inquiry)</td>
<td>3</td>
</tr>
</tbody>
</table>

** Anthropology Electives **

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<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>One 100-400 level course in the Anthropology Department</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Two 300- or 400-level courses in the Anthropology Department</td>
<td>6</td>
<td></td>
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</tbody>
</table>

Ph.D. in Anthropology
The graduate program in anthropology leads to the Ph.D. degree. By admitting a small cohort each year, the Department of Anthropology encourages close working relationships between students and faculty and the opportunity for students to develop their anthropological interests in ways that are uniquely suited to them to become researchers, scholars, and teachers. We also encourage and help develop students wishing to pursue non-academic research careers in keeping with the needs of the contemporary world.

Requirements for the Ph.D. Degree
Students will usually spend three years in residence, one year or more conducting field research, and a final year completing the dissertation. Requirements include:

- A total of ten courses to be completed in the first three years. The first of these courses is Proseminar and is a requirement for incoming students.
- Students will sit a three-hour exam near the end of their first year. Incoming graduate students will be provided with a reading list at the start of the summer before the academic year to initiate their self-directed growth as anthropologists and to help them prepare for the exam.
- Students are expected to conduct exploratory fieldwork during the first summer. They are to write a proposal for this fieldwork and discuss their work upon return in a departmental methodology workshop. This workshop accompanies the Methods course, which is a requirement for students in their second year.
- For the comprehensive exams, students are required to write two essays (one conceptual and one on their study area). These essays will ideally also help develop their dissertation research proposal. The essays should preferably be completed by the end of the second year. A course called Regions has been developed to assist students in writing the essays.
- Students are also encouraged to take the Proposal Writing course offered and to apply for fieldwork grants from external agencies.
- A student should be able to demonstrate a reading knowledge of at least one foreign language relevant to his/her field of study before completing the comprehensive exams.
- A Post-Field course will be offered to those returning from the field to help them begin writing their dissertation, along with relevant professionalization workshops as needed. Post-field students are required to give a seminar on their research in the departmental colloquia series.

For further information about graduate study in anthropology, contact the academic program administrator in the Department of Anthropology or visit the departmental website at [http://anthropology.jhu.edu](http://anthropology.jhu.edu).  

Interdisciplinary Ph.D. Degrees
Students may petition the department and the graduate board to create joint Ph.D. courses of study. Past cases have included Anthropology/Public Health and Anthropology/Intellectual History (in the Humanities Center).

For current faculty and contact information go to [http://anthropology.jhu.edu/faculty.html](http://anthropology.jhu.edu/faculty.html)

Faculty
Chair
Deborah Poole
Professor and Chair: visuality and representation; race and ethnicity; violence, liberalism, and the state; law and judicial reform; Latin America (Peru, Mexico).

Professors
Veena Das
Krieger-Eisenhower Professor: Feminist movements, gender studies, sectarian violence, Medical Anthropology, post-Colonial and post-Structural theory; South Asia, Europe

Niloofar Haeri
Professor: Islamic prayers and experiences of religiosity, gender, ritual and language, public appearance and notions of modesty among Jews, Christians and Muslims, social history of moral values in Iran since early
20th century; language ideology, vernacularization and modernity. Egypt, Iran and the Middle East

**Associate Professors**

Clara Han  
Associate Professor: Anthropologies of health, well-being, and care; violence; poverty; moral community; subjectivity; law, specifically in relation to incarceration; kinship; and science and technology; Latin America, specifically Chile, and the United States

Naveeda Khan  
Associate Professor and Director of Graduate Studies: Bangladesh: riparian society, engineered landscapes and the theology of ecological consciousness and climate change; Pakistan: Islam and everyday life; urban anthropology; religion and theology; law and literature; techniques and technologies of perception; US and South Asia: temporality and emergent rationalities.

Anand Pandian  
Associate Professor and Director of Undergraduate Studies: philosophical anthropology / postcolonial and posthumanist ecology / sensory ethnography / experimental writing / anthropological methods / Baltimore / India / Earth

**Assistant Professors**

Michael Degani  
Assistant Professor: Africa, Economic Anthropology, Energy, Infrastructure, Urbanism

Juan Obarrio  
Assistant Professor: political, law and temporality, theology in relation to state and the economy, memory and subjectivity, magic, violence, value, experimental writing. Southern Africa, Latin America.

**Professors Emeriti**

Jane I. Guyer  
Social and economic anthropology, money and culture, household and gender; West Africa

Sidney W. Mintz  
Research Professor: economic anthropology, peasant society, food, life history; Latin America, Caribbean.

**Joint Appointments**

Erica Schoenberger  
Professor (Geography and Environmental Engineering): Economic Geography, Regional Development

Dimitrios Yatromanolakis  
Associate Professor (Department of Classics): research centers upon both technical and more cross-disciplinary fields: archaic and classical Greek literature and performance cultures, sociocultural history, vase-painting and vase-inscriptions; Greek papyrology and epigraphy; and historical and comparative anthropology.

For current course information and registration go to https://isis.jhu.edu/classes/

**Courses**

**AS.070.103. Community Based Learning - Africa & The Museum.**
An introduction to Africa, artistic creativity, collection and exhibition: as African history, as anthropology of art and objects, and as public controversy in our national institutions. Works with the Baltimore Museum of Art. Cross-listed with Africana Studies and Programs in Museums and Society.  
Instructor(s): J. Guyer  
Area: Humanities, Social and Behavioral Sciences.

**AS.070.104. Anthropology of Sound.**
This course explores recent discussions on the possibilities of sound to challenge and expand conventional methods used in the humanities, contemporary social research, and the natural sciences. Drawing from a range of philosophical, historical, psychoanalytic, linguistic, anthropological, artistic, and scientific sources; students will discuss the ways sound has been historically experienced, represented, produced, classified, cancelled, and circulated in different parts of the world. These topics will be examined through reading assignments, listening sessions, and weekly sound recording assignments.  
Instructor(s): G. Valdivia Corrales  
Area: Humanities, Social and Behavioral Sciences.

**AS.070.106. Brains/Minds: An Anthropological Critique.**
Are our minds the products of our physical brains? Can biological mechanisms of the brain explain the diversity of our mental lives? This course will explore the strange ways in which contemporary neurosciences influence and change our conceptions of mind, selfhood and interpersonal relations. We will examine the psychobiological accounts of behavior and their anthropological critique thereby tracking the hopes and anxieties that accompany and surround the contemporary transformation of ideas and techniques in modern psychobiology.  
Instructor(s): B. Polat  
Area: Humanities.

**AS.070.108. Theologies of Money.**
In this course, we will closely examine the ways that various theologies--particularly Protestantism and Islam--have intersected with economic theories and practices. We will focus on how money and economic activity, including modern finance, can be understood as both embedded in and constitutive of cultural and religious forms. Students will write one 5-6 page paper, due at the end of class, and weekly short assignments.  
Instructor(s): B. Kustin  
Area: Humanities, Social and Behavioral Sciences.

**AS.070.110. When Anthropology Looks at Sports.**
How can anthropology engage sports? With its qualitative method and distinctive approaches to social theory can anthropology expand the frame of what we think happens when sports are played? Does sports shift how we perceive the body-mind relationship? Asking these questions offers an opportunity to examine our own relation to sports as either a participant or fan. In our anthropological discussions of sports we will encounter overlapping topics that include race, nationalism, colonialism, ethics, and Christianity.  
Instructor(s): T. Thornton  
Area: Humanities, Social and Behavioral Sciences.
**AS.070.111. Writing Animals.**
How do humans and nonhuman animals relate to one another? How do we write about interspecies relations? James Clifford and George Marcus’s edited volume Writing Culture: The Poetics and Politics of Ethnography (1986) heralded a new period of critique in anthropology and engagement with questions of cultural representation and invention. In this course, we will revisit those debates with an emphasis on investigations and writings of human and nonhuman relations.
Instructor(s): M. Banahi
Area: Humanities, Social and Behavioral Sciences.

**AS.070.112. Troubling Africa: Bodies, Politics, Experience of the Well-being.**
The course seeks to engage students on the question of how well-being is construed in African contexts. By examining well-being through an ethnographic lens, we will explore the construction of “Africa” for the way it gives shape to particular ideas about the body, politics and experience. Well-being as an ethnographic object has a rich history in various African locales, and continues to be an important trope in contemporary life, whether figured as wealth, health, and stability or as loss, disease or disorder. In order to trouble both notions of well-being and the idea of “Africa”, the course will do two things: firstly, we will look for the ways in which the geo-cultural notion of an “African” experience has informed scholarly analysis, political histories, and modes of governance. Reading critically will allow us to de-stabilize the categories of life and well-being that are ascribed to, and claimed by, “Africans”. Secondly, we will examine particular forms of trouble that often attach to the imagination of Africa, with specific reference to forms of mental, physical and social disorder. Rather than arriving at a deconstruction of the idea of Africa, or suggesting a vital form that is essential to Africa, the course relies on ethnographic and historical modes of exposition to ask a series of questions about local lives. While grounded within anthropology the course will read texts that go beyond the borders of the discipline, both scholarly and popular, in order to track the development of specific ideas about well-being in Africa and to examine anthropology’s involvement in these ideas. The course is organized thematically rather than adhering to a chronological or spatial logic. The intention is to place together quite different texts that work in tension to illuminate the particular theme for each week.
Instructor(s): T. Cousins
Area: Social and Behavioral Sciences.

**AS.070.113. Freshman Seminar.**
Students will be introduced to anthropology through ethnographic films and selected readings in anthropology.
Area: Humanities, Social and Behavioral Sciences.

**AS.070.114. Religion in the Media.**
This course examines the ways in which conventional and non-conventional media re-create religious experiences. Increasingly, religion is not only experienced in sacred spaces, and through ritual and scripture, but is also communicated through radio, TV, film, and the Internet, as well as in consumer culture and political campaigns. This course examines the significance of religion in modern life from historical and contemporary anthropological perspectives, paying attention to questions of religious and national differences, as well as material and symbolic practices.
Instructor(s): M. Wilson
Area: Humanities, Social and Behavioral Sciences.

**AS.070.115. Selling Muslim Pop Music in Pakistan.**
Pakistan is famous for its Sufi Muslim saints and their mystical poetry, rendered in folk, classical and popular genres. Recently a new wave of musicians have come to be widely distributed through new markets and media to urban audiences who seek to recover their folk heritage. The musical television program Coke Studio has been particularly influential. Reading poetry, translations, interviews of performers and scholarly literature, and listening to a wide range of Sufi music, we will examine the tensions of tradition/modernity, rural/urban, and folk/global, in the production and marketization of Pakistani popular culture.
Instructor(s): G. Asif
Area: Humanities, Social and Behavioral Sciences.

**AS.070.117. Desire and the Photographic Image.**
In this course we will explore our attraction to the photographic image. Why do we look at photographs in ways that seem beyond our control? We will investigate the power of photographs to unsettle our boundaries, affect our bodies, and reappear in our dreams and visions. The course will involve a set of readings drawn from philosophy, psychoanalysis, visual studies, and anthropology. Class assignments will consist of small write-ups and a collective curatorial project.
Instructor(s): M. Sehdev
Area: Humanities.

**AS.070.119. Studying Women, Gender and Sexuality.**
How does our gender determine our realities? How does gender become a category through which we classify and organize our world? How useful is this category in understanding our relationships with ourselves and with others. In this course we will study the works of the philosopher Judith Butler coupled with some articles that will illuminate how concepts of sex, sexuality, gender, bodies and desire inter-twine with each other to shape our existence.
Instructor(s): V. Saria
Area: Humanities, Social and Behavioral Sciences.

**AS.070.120. Reading the Middle East.**
In this course, we will think critically about what it means to take the peoples of the Middle East as objects of anthropological inquiry, as well as examine the relationship between the ethnographic and the literary. Furthermore, we will ask why an understanding of colonialism is fundamental to reading Arab literature. To aid us in these endeavors, we will explore themes such as Orientalism, exile, occupation, and resistance through ethnography, fiction, poetry and film.
Instructor(s): M. Banahi
Area: Humanities, Social and Behavioral Sciences.

**AS.070.121. Tibet in Exile: Life and Teachings of the Dalai Lama.**
This course explores the history of Tibet through the nature of political and spiritual rule that has governed it since 1642: the institution of Dalai Lama. Through films, popular press, and the philosophical and spiritual writings of the now living 14th Dalai Lama, we will understand the multiple meanings that this figure consolidates, as a teacher, a spiritual guide, and a political leader who embodies the hope for the existence of a future Tibet.
Instructor(s): A. Brandel; S. Bagaria
Area: Humanities, Social and Behavioral Sciences.
AS.070.122. Climate Change in Everyday Life.
Climate change is the average of weather over long periods of time. It is usually studied by means of global simulation models. More recently human activity affecting climate has also begun to be studied and with it the effects of climate change on the human body, activity and society. In this course we will draw upon film, scientific reportage, ethnography, literature and philosophy to explore the human embodiment of climate change within everyday life.
Instructor(s): N. Khan; R. Tobias
Area: Humanities, Social and Behavioral Sciences.

This introduction to the budding field of Anthropology of Christianity will help students learn about the diversity of Christiansities that have emerged as Christian religious ideas and practices have been promoted and propelled in various regions of the world. As students, investigators and scholars of religion, how do we make sense of, and describe, the wide array of ideas and experiences that Catholic, Protestant and Pentecostal Christians of various cultural backgrounds hold to be true?
Instructor(s): N. Mahadev
Area: Social and Behavioral Sciences.

This course will introduce students to the work of one of the most influential social scientists and thinkers of the past century, Claude Levi-Strauss. We will focus on his most widely influential text, The Savage Mind, its arguments about the nature of human thinking, its critique of the idea of "savage" peoples, and its lasting import for the human sciences and humanities.
Area: Humanities, Social and Behavioral Sciences.

AS.070.129. Introduction to the Anthropology of the Middle East.
This course introduces the students to some of the main themes and debates shaping the anthropology of the Middle East. It will begin by critically analyzing the definition of the 'Middle East' and of the 'Orient' and by presenting an overview of the 'zones of theory' which characterized the discipline at its inception. It will then explore the contemporary re-articulations of such themes and the emergence of new themes and debates, such as the secular/religious divide, the modernity debate, the anthropology of Islam and the ethical turn, gender and feminism, neoliberalism, consumerism, cosmopolitanism, migration and mediation. The objective is to convey the main lines of anthropological inquiry within each theme, and to show their relevance to the understanding of contemporary Middle Eastern societies.
Area: Humanities, Social and Behavioral Sciences.

The goal of the course will be to draw attention to the legacy of recent wars in Iraq and how it is manifested in the daily lives of Iraqi families and communities. While the rise of ISIS will not be ignored, the objective will be to understand how the myriad obstacles Iraqi civilians are facing emerge from a broader history of war and are not reducible to recent events. Readings include works from Hayder Al Mohammad, Omar Dewachi, Derek Gregory, and Ahmed Saadawi.

AS.070.132. Invitation to Anthropology.
The screen that brings you last night’s Instagrams and celebrity gossip also flashes glimpses of melting icecaps and burning rubble. These are complex times for human beings, both exhilarating and deeply unsettling. This course introduces anthropology as a way of reflecting on the challenges of contemporary life around the globe, focusing on themes such as faith, war, technology, money and ecology.
Area: Humanities, Social and Behavioral Sciences.

AS.070.133. Studying the HIV/AIDS Epidemic.
This course will introduce students to the study of the HIV/AIDS epidemic as scholars in the social science and humanities have undertaken it. The readings will include ethnographies of the disease in the non-west and short theoretical readings to complicate notions of health, pleasure, healing and cure. Furthermore, by focusing on the various regions of Africa, the course hopes to demonstrate the manner in which the social and cultural landscape change the experience of the epidemic.
Area: Humanities, Social and Behavioral Sciences.

AS.070.134. Chemical Pollution and Social Life.
The present is marked by a ubiquitous exposure to different sorts of toxic chemicals: from disasters that affect entire communities to the built environments in which we live and work, from the traces of pesticides in our food to the worldwide disrupting effects of oil production. Drawing from social theory, ethnography, environmental history, policy documents, newspaper articles, commercial ads, and documentaries, this course will introduce anthropology as a way of thinking through the interactions between processes of chemical pollution and social worlds.
Instructor(s): J. Moreno Garcia
Area: Humanities, Social and Behavioral Sciences.

AS.070.137. Gandhi: His Time and Ours.
This course is based on a close reading of some writings by one of twentieth century’s greatest political thinkers, Mahatma Gandhi. Aside from engaging long-standing questions of non-violence, renunciation, and efficacy of political thought and action in Gandhi’s philosophy, we will also make an attempt to humanize the figure of Gandhi and see his thought as that of a man who dealt with both historical and personal struggles.
Area: Humanities, Social and Behavioral Sciences.

Despite being a common experience, pain remains a mystery for both medicine and the humanities. Can it be described? Measured? Eliminated? Is it the same for everyone? This course explores some of the ways in which pain is represented, interpreted and addressed in contemporary clinical and social settings, combining ethnographic and testimonial literature with fiction and film to illuminate key ethical and political issues at stake in defining and treating pain.
Instructor(s): P. Madariaga Villegas
Area: Humanities, Social and Behavioral Sciences.

AS.070.139. Markets and Morals.
This course studies forms of exchange as they are imagined and experienced across diverse political and religious settings. The aim is to understand the cultural rationalities and moral dimensions of economic ideas and activities, such as gifts, commodities, sacrifice, investment, credit, debt and value.
Instructor(s): A. Saraf
Area: Humanities, Social and Behavioral Sciences.
**AS.070.142. Commodities and Comforts: The Anthropology of Mass and Popular Culture.**
What tools do anthropologists use to understand the contemporary? How do anthropologists understand the world in which we live and the objects that surround us in daily life. What might anthropologists have to say about Hollywood films, cyber space, shopping malls, fast food, raves, hip-hop, and the 24 hour news media? Through an investigation of anthropological engagements with mass and popular cultural forms, as they are consumed, enacted, or resisted across the globe, students will explore different methodologies and approaches to the study of contemporary cultural forms.
Instructor(s): A. Goodfellow
Area: Humanities, Social and Behavioral Sciences.

**AS.070.144. Anthropology and Visual Media.**
This course examines the production of visual media within anthropology. We look at the particular ways in which visual media such as film, television, and photography shape anthropological practice.
Instructor(s): C. Venkataramani
Area: Humanities, Social and Behavioral Sciences.

**AS.070.147. Gender and Power in Transnational Perspective.**
How do gender and sexuality circulate across national, political, and technological borders in the contemporary era? How has feminism itself become part of these cultural circulations? This course seeks to reconnect the disparately gendered spheres of the intimate and the global, situating the feminized “private” domains of love, sex, and caring within fields of global political economy. We will engage anthropological studies, social-theoretical and activist texts, and film. Readings from Mohanty, Inhorn, Abu-Lughod, Ong, Ticktin, Puar, and others.
Area: Humanities, Social and Behavioral Sciences.

**AS.070.150. The Anthropology of Africa.**
This course revitalizes classic debates about the forms and dynamics of Africa self-governance, once depicted as “The African Genius”. Anthropological approaches and artistic sources are brought to bear on current African politics and governance.
Area: Humanities, Social and Behavioral Sciences.

**AS.070.154. Maps and Mapping. 3 Credits.**
This course explores maps as cultural documents and ethnographic sites. Students will learn how cultural understandings of space, time, and the visible world shape cartographic conventions. Through mapping exercises we will explore how ethnographer can use maps to theorize the nature of political, cultural, and economic life.
Area: Humanities, Social and Behavioral Sciences.

**AS.070.179. Child Adoption and Family Making.**
The course takes child adoption as a starting point to critically explore how kinship and family are connected to legal practices, technological innovations, and broader historical, political, and socio-economic processes. Dean’s Prize Freshman Seminar
Instructor(s): A. Reyes Kipp
Area: Humanities, Social and Behavioral Sciences.

**AS.070.189. Islamic Critique: Ethical and Political Reasoning.**
This course investigates the concepts and practices of critique available in contemporary Muslim societies. Focusing on moral and political dimensions of critique, we examine genealogies and exchanges among Islamic traditions and those of the European Enlightenment. Dean’s Prize Freshman Seminar.
Area: Humanities, Social and Behavioral Sciences.

**AS.070.200. On Secrets - Their concealment, Revelation & Beyond.**
We track secrecy as a social process. We examine secrets – their concealment and modes of existence (secret societies, esoteric rituals, state secrecy); the politics of their revelation (from colonial contexts to Wikileaks); and their modes of existence thereafter in the modern world (within public spheres, as intellectual property).
Instructor(s): U. Nair
Area: Humanities, Social and Behavioral Sciences.

**AS.070.202. Economic Anthropology.**
How do the abstract principles of economics play out in a diversity of times and places? This course surveys anthropological research on the social organization of labor, the political institutions that underlie wealth and property, and the cultural meanings of money and commodities. Through these topics, we will look at enduring debates about the rationality of markets and the nature of capitalism.
Instructor(s): M. Degani
Area: Humanities, Social and Behavioral Sciences.

**AS.070.203. Healing: Politics and Poetics.**
Metaphors of health and illness; individual and social. The body in pain and the body politic. Ethnographies of historical memory vis-à-vis medicine, epidemics, sacredness, shamanism, terror, humanitarianism, truth and reconciliation.
Instructor(s): J. Obarrío
Area: Humanities, Social and Behavioral Sciences.

**AS.070.211. The Production of European Culture.**
This course is an introduction to the anthropological study of “cultural production” in Europe, from literature and performance to museums and public art.
Instructor(s): A. Brandel
Area: Humanities, Social and Behavioral Sciences.

**AS.070.218. Politics of Space in Israel/Palestine.**
This course will explore the importance of space in Israel/Palestine. This course will not be a political or historical review of the conflict; instead, it will focus on how space is lived, occupied, fragmented, distributed and produced by urban planning, military operations and security technologies, flows of labor and capital, along with a host of other processes. Looking primarily at anthropological texts, this course will attempt to complicate the political and territorial binaries that often frame any understanding of Israel/Palestine.
Instructor(s): P. Kohlbry
Area: Humanities.

**AS.070.222. Africa in the 21st Century.**
Rapid urbanization has created new needs, occupations, entertainments, etc., outside the “formal sector”. We use anthropological studies, African literature, film and the press on-line to understand making a living.
Instructor(s): J. Guyer
Area: Humanities, Social and Behavioral Sciences.

**AS.070.224. Plastic.**
Plastic is a ubiquitous substance in the contemporary world. Ideas about the plasticity or malleability of human nature are also pervasive. Drawing on anthropology, history of science, environmental studies, art, design, films and other media, this course will examine the plastic dreams and nightmares that haunt our lives today.
Instructor(s): A. Pandian
Area: Humanities, Social and Behavioral Sciences.
How are cultural and political lives shaped by the promise of subsoil resources? This course explore the multiple ways in which mineral extraction reshapes politics, law and ethical life.
Instructor(s): D. Poole
Area: Humanities, Social and Behavioral Sciences.

Over the past two decades, African cities have absorbed rapid population increase without accompanying economic growth. Students will review the major challenges of this mode of urbanization and explore the vibrant ways residents have sought to meet them. Following anthropology’s commitment to lived experience, we will track these issues through the twists and turns of everyday life, and consider what they may say about urbanity more broadly in the 21st century. Topics include livelihood, the built environment, conflict and membership, and popular culture.
Instructor(s): M. Degani
Area: Humanities, Social and Behavioral Sciences.

AS.070.259. Gift and Sacrifice.
How do gifts become the foundation of society? How does the fetish take control over a person? What is the meaning of the ritual sacrifice of living beings and things? The course will explore classical and contemporary anthropological explorations of circulation, exchange, of power, dread and desire.
Instructor(s): J. Obarrio
Area: Humanities, Social and Behavioral Sciences.

What makes one a relative? How do we know we are related as Kin, or as family? This course provides a survey of ethnographic material devoted to the modalities through which kin relations and family are made and come to be known. Students will engage the work of Strathern, Rapp, Das, Trawick, Carsten, Haraway, Malinowski, Morgan, Leach, and others.
Area: Humanities, Social and Behavioral Sciences.

AS.070.262. Cuban Intellectuals, Cinema, and the State.
This course examines the relationship between intellectuals and the Cuban state, focusing on how cinema and other arts have been mobilized both as propaganda and as sites for social criticism. Screenings are required for this course and will take place on Tuesdays from 7 pm to 9:30 pm. Cross-list: Film and Media Studies, PLAS, Romance Languages.
Area: Humanities, Social and Behavioral Sciences.

AS.070.264. Discover Hopkins: What is Scientific Experimentation?.
How do scientists design and conduct experiments? In what ways experimental results advance our understanding of scientific theories? In this introductory course, we will discuss how experimentation contributes to scientific knowledge making. Reading a number of key articles, we will explore the ways in which an experimental model is developed in behavioral neuroscience. We will discuss how neurobiologists interpret psychological concepts and theories by drawing on animal experimentation.
Instructor(s): B. Polat
Area: Humanities, Natural Sciences.

AS.070.265. Anthropology of Media.
We will examine the mediation of contemporary cultural life through technologies such as cinema, television, radio, design, and the internet, investigating questions of desire, power, identity, and belonging. Student coursework will center on the development of an ethnographic video project.
Area: Humanities, Social and Behavioral Sciences.

AS.070.268. Anthropology of Health and Disease.
This course offers a wide-ranging study of the problems of disease and health, including the areas of birth and reproduction, poverty and local ecologies of care, death and dying, and sexuality. Considering these areas across world regions, this course invites students to question the lines of normal and abnormal, the margins of institutions, the measures of success in global health, and the transformation of living and dying in relation to violence, institutional failure, and new technologies.
Instructor(s): C. Han
Area: Humanities, Social and Behavioral Sciences.

AS.070.270. Latin America through Film.
This two credit intersession class provides a brief introduction to the very heterogeneous cultural and social world of Latin America through cinema. Each week through screenings and discussions students will analyze how and with what aesthetics different films have engaged with social and political issues ranging from gender relations, race, history, and political violence in different countries of the region.
Area: Humanities, Social and Behavioral Sciences.

AS.070.271. Media, Culture, and Publics.
How do media shape local and global publics? This course examines methodological and theoretical accounts of media and its impact on ideologies and practices of nationalism, religion, citizenship, and socialism.
Instructor(s): L. Humphreys
Area: Humanities, Social and Behavioral Sciences.

AS.070.272. The Savage & the Primitive.
This class will investigate the figure of the savage and the place of the primitive in anthropology, drawing on the disciplines engagement with hunting/gathering, stone age economics, head hunting, human sacrifice, and other practices considered primitive in the present and the past.
Instructor(s): A. Goodfellow
Area: Humanities, Social and Behavioral Sciences.

Both a mode of research and a genre of writing, ethnography is a practice essential to anthropology. This course will examine what is at stake in this practice of taking readers and interlocutors from one world into another. We focus this spring on the theme of “Creation and Destruction,” reading a handful of contemporary ethnographic texts and trying out exercises in ethnographic writing. Required for anthropology majors.
Instructor(s): A. Pandian
Area: Humanities, Social and Behavioral Sciences.

AS.070.275. Reproduction, Kinship, and the State. 3 Credits.
What makes a relative? How are reproductive futures made and unmade? This course takes reproduction as site to examine the interplay of kinship relationships and the state. We will take topics including adoption, gay parenting, the medical and social aspects of childbirth, and reproductive technologies to explore how reproductive futures are unevenly distributed, endured, aspired to, and re-made.
Area: Humanities, Social and Behavioral Sciences Writing Intensive.

Breaking in Baltimore is a week-long immersion experience where students explore social justice issues by engaging greater Baltimore through direct service and educational sessions. The Refugee Community program explores the challenges of refugee immigrants and the communities that support them. Students will participate in classroom sessions as well as service learning projects in greater Baltimore with local agencies. There is also a DC policy field trip to engage these issues from a national perspective. Must apply through Center For Social Concern x6-4777. Application due Early November. Fee: Approx. $125.

Instructor(s): R. Francis
Area: Humanities.

AS.070.277. Contested Indigeneity.

This course will introduce students to the diversity of indigenous peoples and their situations globally, as well as to their agency and innovation in grappling with challenges across a range of social systems, political contexts, and ecological conditions. Cross-list: PLAS Area: Humanities, Social and Behavioral Sciences.

AS.070.279. Ecological Anthropology. 3 Credits.

This course explores questions of nature, ecology, and environment from an anthropological perspective, drawing on case studies from around the globe. Topics will include human and animal relations, forest and marine livelihoods, industrial development and activist politics, as well as the urban ecology of Baltimore.

Area: Humanities, Social and Behavioral Sciences Writing Intensive.


This course combines anthropological perspectives with the discussion and examination of technology-based interventions in the field of development and aid policies, with particular focus on activities related to water resources, sanitation, and hygiene. Readings and discussions analyze some of the theoretical, historically rooted, and practical issues that challenge those who hope to provide effective aid. A key aim of this course is to provide students with better understanding of cultural, social, environmental and economic issues relevant to technical intervention in developing countries.

Instructor(s): E. Cervone; W. Ball
Area: Humanities, Social and Behavioral Sciences.

AS.070.286. Crafting Community Development Projects in Baltimore.

Students will craft community development project proposals in the areas of education, health, community building or economic development. This hands-on course will focus on Baltimore City as it introduces students to the theory and practice behind community development projects, and their application to the arts. Students will conduct their work in groups and elaborate their project proposal in the city of Baltimore.

Instructor(s): E. Cervone
Area: Humanities, Social and Behavioral Sciences.

AS.070.287. Displaying Race.

Through hands-on archival and museum research, students in this class will develop a proposal for displaying a small collection of plaster busts that were cast in the late 19th century from live indigenous subjects. Readings from the class will explore the ethical, legal and political issues surrounding the public display of anthropological and historical artifacts that were collected as part of now discredited regimes of racial classification. How can displays be used to reveal the distance that separates 19th century racial thought from our modern day understandings of physical and cultural difference? How can we responsibly display likenesses that may have been collected under coercive conditions? How can such objects be used to educate people about the place of indigenous peoples in the museum? What laws and ethical conventions govern the display of such objects? In addition to regular class meetings, students will be expected to carry out archival research and interviews in local archives and museums.

Instructor(s): D. Poole
Area: Humanities, Social and Behavioral Sciences.

AS.070.290. Modern South Asia: Bangladesh/Pakistan.

Bangladesh and Pakistan, two major regional players in South Asia, originate in the 1947 Partition of India and shared nationhood between 1947 and 1971, ending with the War of Independence in 1971 in which Bangladesh separated from Pakistan. Since that time the two nations have been on different paths that have sometimes mirrored each other. This course brings together contemporary works of national histories, social movements and cultural production to consider the politics of self-differentiation and the points of convergences.

Area: Humanities, Social and Behavioral Sciences.

AS.070.291. Social Networks and Beyond.

What is a network? We all cultivate, take part in, think with, are frustrated by, and utilize networks of all different kinds, but what are they? Can they be located? In what ways do they (not) exist? What counts as participation? This course investigates how social scientists and other have approached networks. The goal is to discuss connections and to discover the different agents at work in their making and imagination. Students will read literatures touching on the topics of rumor, conspiracy, the internet, kinship, epidemiology, and finance so as to become aware of how anthropologists conceive of and contribute to the formation of networks.

Instructor(s): A. Goodfellow
Area: Humanities, Social and Behavioral Sciences.

AS.070.293. Anthropology of Material Worlds.

This course explores how anthropologists study material forms and objects in relationship to social, political, and cultural life. Topics to be considered include, totemism, art, engineering, garbage, display, collection, and the fetish.

Area: Humanities, Social and Behavioral Sciences.

AS.070.294. Political Anthropology of Africa.

The course will explore classical and contemporary ethnographies of the political in Africa, examining how their authors address issues of power, hierarchy and symbol. We will study various articulations of state, ethnicity and community that are analyzed by observing relations between power and resistance or between law, economy and violence through war, custom and ritual. The seminar will also address the way in which Africa has been constituted as a key source of the sub-field of political anthropology through colonial trajectories, postcolonial detours and the political imagination of the past and the future.

Instructor(s): J. Obarrio
Area: Humanities, Social and Behavioral Sciences.
Area: Humanities, Social and Behavioral Sciences.

The course critically examines the techniques, practices, and experiences of global health policies and programs worldwide, and the effects they have on individuals, families, communities, and states. Dean's Teaching Fellowship Course
Instructor(s): L. Reynolds
Area: Humanities, Social and Behavioral Sciences.

AS.070.303. The Romantic Legacy of Anthropology.
The word "romantic" has long carried negative connotations within anthropology meaning the tendency to idealize, exoticize, or seek out the irrational. Instead, through a focus on the themes of science, nature, art, intuition, systematicity and creativity, we suggest that romantic philosophy has offered and continues to offer much of interest for contemporary anthropology. Drawing on readings in philosophy, anthropology, science and literature, we explore the long suppressed romantic legacy of anthropology.
Instructor(s): A. Brandel; N. Khan
Area: Humanities, Social and Behavioral Sciences.

The course takes child adoption as a starting point to critically explore how kinship and family are connected to legal practices, technological innovations, and broader historical, political, and socio-economic processes. Cross List: WGS, PLAS. Dean's Teaching Fellowship Course.
Instructor(s): A. Reyes Kipp
Area: Humanities, Social and Behavioral Sciences.

AS.070.305. Indigenous peoples and the modern state.
Through diverse readings and films, this course will investigate the tense relationship between indigenous peoples and sovereign states, which has occupied scholars in disciplines like political science, law, anthropology, and history.
Area: Humanities, Social and Behavioral Sciences.

Area: Humanities, Social and Behavioral Sciences.

This course studies markets across diverse religious and political settings to explore the cultural rationalities and moral dimensions of economic activities such as exchange, circulation, investment, credit, debt and value.
Instructor(s): A. Saraf
Area: Humanities, Social and Behavioral Sciences.

This course will introduce students to anthropological understandings of therapeutic and scientific practices in contemporary psychiatry. Through a selection of seminal readings in anthropology and history, we will explore the integral relationship between psychiatric knowledge and social and economic contexts. The course material will expose students to diverse approaches in the scholarship, which explore the role that psychiatric knowledge plays in the administration of social life and in shaping present cultural understandings of self and interpersonal relationships.
Area: Humanities, Social and Behavioral Sciences.

AS.070.309. Anthropology of Media.
We will examine the profound mediation of contemporary human life through technologies like film, television, radio, mobile phones, iPods, and the Internet, investigating questions of desire, politics, production, and the virtual. SPECIAL NOTE: There will be a $30 lab fee for the course.
Instructor(s): A. Pandian
Area: Humanities, Social and Behavioral Sciences.

AS.070.310. Troubling Africa: Bodies, Politics, Experience of Well-Being.
Dean's Teaching Fellowship Course: Explores well-being in Africa in anthropological and popular accounts, paying special attention to the role of ritual, memory, experience, and the politics of sexuality.
Instructor(s): T. Cousins
Area: Humanities, Social and Behavioral Sciences.

AS.070.311. Martyrdom between Judaism, Christianity, and Islam.
The course proposes to follow the development, from Ancient times up to the present, of Jewish, Christian and Muslim traditions that make martyrdom a contested form of witnessing to God’s power and justice.
Area: Humanities, Social and Behavioral Sciences.

Drawing on anthropological theory the course examines cultural context and conditions that have shaped our ideas about the monstrous. We discuss the relationship between monsters and marginal forms of life, and how images and ideas about "monstrosity affect the life of human beings who happen to share the marginality of monsters.
Instructor(s): E. Cervone
Area: Humanities, Social and Behavioral Sciences.

The aim of this course is to enable you to ask intelligent questions about the ways individuals are called upon as "religious", and more specifically, to allow to you to engage in a reflection on the publics of which they are a part, and the means by which they come to cultivate a sense of personhood. Closely reading theory, ethnography, and literature in relation to each other, we will try to develop a nuanced understanding of the many ways in which human beings have imagined and conducted themselves as religious persons. How do ideas of imagination, habit, desire, and the senses play into our understanding of cultures of faith?
Instructor(s): M. Wilson
Area: Humanities, Social and Behavioral Sciences.

Topic: The anthropological ethos. What is it to be an anthropologist? How do we pose questions? What field methods characterize our mode of inquiry? What textual sources do we turn to in support of our fieldwork or even just for inspiration? How do we glean evidence or attempt interpretation of the material we gather? How do we know if an interpretation succeeds or fails? This course will explore these questions through readings in anthropological classics and hands-on fieldwork and writing exercises. Required course background: two or more prior courses in anthropology (not cross-listed courses). This course is a requirement for anthropology majors.
Instructor(s): N. Khan
Area: Humanities, Social and Behavioral Sciences.
**AS.070.319. Logic of Anthropological Inquiry.**  
Anthropology combines theory and methods from the sciences and the humanities. We take a close look at those logics, as shown in ethnography as a mode of inquiry and as a genre of writing. This will count as a required course for Anthropology majors but open to all undergraduates.  
Instructor(s): J. Obarrio  
Area: Humanities, Social and Behavioral Sciences.

**AS.070.320. Anthropology of Time.**  
The course is a cross-cultural exploration of ideas of time and temporality found in ethnographic, philosophical and literary sources: Anthropological perspectives on relations among past, present and future; Ritual, imagination and social practice in the contexts of religion, development, finance, catastrophe, crisis, democracy, revolution; Analysis of representations of time and the Other in anthropological works and media reports; the contemporary and the untimely.  
Instructor(s): J. Obarrio  
Area: Humanities, Social and Behavioral Sciences.

**AS.070.321. Prisons and Police.**  
How does incarceration generate sociality? How do prisons and policing figure in anthropological thought and social theory? This seminar explores both the emergence of prisons as forms of punishment and reform as well as sociality, and consider policing in relation to concepts of population as well as neighborhood. It draws from classic topics in anthropology of law, custom, and crime as well as explores contemporary engagements with topics of incarceration and security. It draws widely from ethnography, social and political theory, film, public health studies, and sociological works on incarceration.  
Instructor(s): C. Han  
Area: Humanities, Social and Behavioral Sciences.

**AS.070.323. Money and Moral Economy.**  
What is fairness in market economies? Anthropological study of money in the mediation between “goods” (as commodities) and “the good” (as a quality of life).  
Instructor(s): J. Guyer  
Area: Humanities, Social and Behavioral Sciences.

**AS.070.325. Anthropology Of Money.**  
Area: Humanities, Social and Behavioral Sciences.

**AS.070.327. Poverty's Life: Anthropology of Health & Economy.**  
Medicine, economics, and ethics have profoundly shaped debates on poverty. This course analyzes these debates and tracks the relationships between body, economy, and the everyday. How can anthropological reasoning and methods inform approaches to health and economic scarcity and insecurity?  
Instructor(s): C. Han  
Area: Humanities, Social and Behavioral Sciences.

**AS.070.329. Care and Affliction in the Everyday.**  
How are illness, suffering, and potentials for well-being shaped through our everyday relations? In this seminar, we will explore how relations of care make and unmake lives in contexts of inequality and precariousness. We examine how a multiplicity of social ties, from kinship to neighborhood networks, articulates with institutional margins, and mediates violence, scarcity, and material realities of disease and illness. Cross-listed with Public Health Studies  
Area: Humanities, Social and Behavioral Sciences.

**AS.070.331. Anthropology of Poetry and Prayer.**  
What kind of activity is prayer? Are we talking to God(s), to our ancestors, to ourselves? What do poetry and prayer share? The course will explore these and similar questions with particular attention to questions of repetition, memory, meaning and presence.  
Area: Humanities, Social and Behavioral Sciences.

**AS.070.335. Anthropology of Science and Medicine.**  
This course will introduce students to a number of key concepts and methods in anthropology of science and medicine. Providing a general introduction and a systematic survey of the scholarship, the course seeks to shed light on the medico-scientific problems of modern life from the viewpoint of social-scientific inquiry. Through seminal publications within the field, we will explore the effects of scientific research and science-based medicine on human life, social relations, and cultural understandings of self. We will also discuss the ways in which cultural norms and values inform and shape the recent developments in science and medicine.  
Instructor(s): B. Polat  
Area: Humanities, Social and Behavioral Sciences.

**AS.070.337. Digital Media, Democracy, and Control.**  
This course examines how digital technologies enable new publics that circumvent state and social controls as well as how they are mobilized to confirm existing racial, gendered, and political hierarchies.  
Area: Humanities, Social and Behavioral Sciences.

**AS.070.338. Anthropology of Prayer.**  
What kind of activity is prayer? Are we talking to God(s), to our ancestors, to ourselves? What are the differences between choosing our own words and repeating the words of an established prayer? The course will explore these and similar questions with particular attention to the language of prayers across a number of religious traditions.  
Instructor(s): N. Haeri  
Area: Humanities, Social and Behavioral Sciences.

**AS.070.341. Senses of Community.**  
How do ideals of community, place and belonging shape our sense of history and political possibility? This class explores this question through case studies that focus on competing experiences with, and desires for, community in modern Latin America. Cross-listed with Program in Latin American Studies  
Area: Humanities, Social and Behavioral Sciences.

**AS.070.344. Muslim Societies and Modern States: Ethnographic Encounters.**  
Through a close reading of four recent ethnographies, this course explores the diverse ways Muslims encounter the power of modern states in the contemporary world. Topics include: state-led efforts to reform educational discipline and curricula in Yemen, the imaginary topos of dreams as a space of encounter in Egypt, and legal institutions in Egypt and Pakistan. Diverse ethnographic approaches to a common theme raise such questions as: how do legal reforms constrain, enable or express forms of moral striving in everyday life? what forms of knowledge are sanctioned by the state and what forms exceed its limits? what kinds of community become possible in the grip or the margins of modern governance?  
Instructor(s): J. Bush  
Area: Humanities, Social and Behavioral Sciences.
**AS.070.346. Cinema and Ethnography.**
Films, like ethnographies, stage encounters with foreign worlds. We will investigate this parallel by examining, side-by-side, cinematic and anthropological representations of subjects like environmental conflict, urban poverty, religious pilgrimage and media culture.
Area: Humanities, Social and Behavioral Sciences.

**AS.070.347. Anthropology and Public Action.**
Anthropologists have used their expertise in public debates, legal cases, advisory roles and so on, and have studied the "public sphere". General and case studies, following of our professional association, shows how anthropological knowledge has been mobilized.
Area: Humanities, Social and Behavioral Sciences.

**AS.070.348. Anthropology of Mental Illness.**
This course explores how the institutions of the family, state, and neighborhood respond to and shape mental illness; how the normal, abnormal, and pathology are experienced and defined; and how disease categories circulate in social worlds.
Instructor(s): C. Han
Area: Humanities, Social and Behavioral Sciences.

**AS.070.349. Buddhism and Science.**
The discourse of Buddhism and Science represents these two distinct truth systems as commensurable. This course examines this discourse anthropologically, towards understanding the logics and practices whereby such commensurability comes to be claimed.
Instructor(s): U. Nair
Area: Humanities, Social and Behavioral Sciences.

**AS.070.352. Evolution, Ecology, Becoming.**
The concept of evolution is central to social theory. Originating in the question of the species, it has moved into questions of human ecology, cultural forms and modes of thought. While it remains a deeply contested, often criticized concept, particularly in its neo-Darwinian manifestation, it orients anthropological thinking in ways that are as yet to be examined. Reaching into the archives of anthropology and other cognate disciplines, this course will examine the writings of Lyell, Darwin, Marx, Morgan, Boas, Steward, Bateson, Ingold among others.
Co-listed with AS.070.610
Area: Humanities, Social and Behavioral Sciences.

**AS.070.357. An Anthropology of the City.**
Strangers, neighbors, proximities, contagion, segregation. How do these notions track with notions of the city? In this course, we will explore the city through both anthropological literature and primary materials across different world regions. We will focus specifically on themes of dying and death, proximity, and stranger sociability. Particular attention will be paid to studies of poverty.
Area: Humanities, Social and Behavioral Sciences.

**AS.070.368. Modern South Asia.**
Area: Humanities, Social and Behavioral Sciences.

**AS.070.371. Forms of Critique in Islam.**
This course examines concepts and practices of critique brought to bear in (and upon) Muslim societies. Readings classic ethnographic monographs along with primary texts of Muslim critics, we focus on forms of reasoning, ethical practices and aesthetic expressions of political critique.
Instructor(s): J. Bush
Area: Humanities, Social and Behavioral Sciences.

**AS.070.375. Language in Ritual.**
This course focuses on language in ritual. It examines the roles of language in prayer, liturgical and other ritual performances from diverse shamanic and religious traditions, including Buddhism, Hinduism and Islam.
Area: Humanities, Social and Behavioral Sciences.

**AS.070.377. Ethnographic Writing.**
We will closely examine the narrative form and force of a few major works of anthropological writing, and pursue experiments of our own in ethnographic description and expression. Co-listed with AS.070.603.
Area: Humanities, Social and Behavioral Sciences.

**AS.070.385. From Sexual Nature to Sexual Politics.**
This course traces anthropological concern with questions of sexuality. Students will explore anthropological notions of primitive promiscuity, cultural configurations of the correspondence between sex, procreation, and birth, and ideas about sexual rites of passage. The course will end with a discussion of sexual politics in Euro-America and public concern over HIV/AIDS. The course draws on the work of Freud, Malinowski, Meade, Herdt, Povinelli, Rubin, Bersani and Halperin. Cross-listed with Women Gender Studies
Area: Humanities, Social and Behavioral Sciences.

**AS.070.414. Kinship at the Core.**
It is often said that the study of kinship defines anthropology as a distinct discipline within the social sciences. This course tracks the emergence of kinship as a subject and object of anthropological inquiry, and traces some of the transformations that mark the effort to develop theories of kinship (genealogical method, social contract, structural-functionalist, structuralism, psychoanalysis, etc). A sample of authors to be read include: Morgan, Rivers, Malinowski, Radcliff-Brown, Leach, Levi-Strauss, Pateman, Schneider, Trawick, and Povinelli. Open to Graduate Students.
Area: Humanities, Social and Behavioral Sciences.

**AS.070.415. The Machine in Nature.**
The picture of nature as machine-like or systematic in its organization was once dominant in ecological anthropology and cognate disciplines but fell out of favor in the 1970s and 80s. More recently it is enjoying a revival in efforts to conceptualize anthropogenic climate change. In this course we will read classical and newer writings to understand the promise and problems with this mode of viewing nature. Readings include Pierre Hadot, Karl August Wittfogel, Roy Rappaport, Phillipe Descola, Gregory Bateson, Clifford Geertz, Stephen Lansing, Anna Tsing and Stefan Helmreich.
Instructor(s): N. Khan
Area: Humanities, Social and Behavioral Sciences.

**AS.070.416. Visual Languages in Medical Knowledge.**
This interdisciplinary course will track the mediation of images in the making of medical knowledge and show how sensory knowledge is incorporated or transformed in the process. Open to Graduate Students
Co-listed with AS.211.416 and AS.214.616
Instructor(s): V. Das
Area: Humanities, Social and Behavioral Sciences.
AS.070.418. The Comparative Tradition in Anthropology. 3 Credits.
Anthropology is often imagined as the study of a particular place and people. But comparative methods date back to the beginnings of the discipline, efforts that are echoed in recent works of global and ambitious scope. In this seminar, we examine the theory and practice of comparison in anthropology, drawing in historical as well as contemporary studies on themes such as art, economy, science, and belief.
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.

AS.070.419. Logic of Anthropological Inquiry.
Anthropology is an endeavor to think with the empirical richness of the world at hand, a field science with both literary and philosophical pretensions. This course grapples with the nature of anthropological inquiry, reading classic works in the discipline as well as contemporary efforts to reimagine its foundations. Required for anthropology majors.
Prerequisites: Prereqs: AS.070.273 OR AS.070.317
Instructor(s): A. Pandian
Area: Humanities, Social and Behavioral Sciences.

AS.070.420. Anthropology of Death and Dying.
This course is organized around understanding the experience, representation and management of death and dying at different scales of social life connecting individual biographies with institutional settings.
Instructor(s): V. Das
Area: Humanities, Social and Behavioral Sciences.

AS.070.422. Infrastructure.
This course surveys ethnographies of built networks such as roads, power grids, and water pipelines as sites of cultural meaning, political struggle, and social interaction. We will consider the kinds of collective existence they make possible today, and their relationship to anthropological thought.
Instructor(s): M. Degani
Area: Humanities, Social and Behavioral Sciences.

What are the conceptual challenges in thinking about violence and non-violence as categories of thought and practice? We will examine these issues through ethnographies of war, collective violence, and domestic violence.
Area: Humanities, Social and Behavioral Sciences.

AS.070.431. Senses of the State.
This course examines ethnographic approaches to the study of state power and organization. How does a “traditional” ethnographic focus on locality and place help us to theorize the scalar qualities of the “global” neoliberal state? How do anthropologists study the temporal, material and sensory domains through which people make sense of the state as a bureaucratic, governmental and sovereign presence in their lives?
Instructor(s): D. Poole
Area: Humanities, Social and Behavioral Sciences.

AS.070.445. Health, Disease, Poverty: New Ethnographies from India.
We will study the multiple dimensions of health and disease in the context of poverty and vulnerability in India. The course will focus on institutions and experiences, and ask how the lives of patients and healers connect in local worlds. We will end with some recent controversies on reforming health care in India.
Instructor(s): V. Das
Area: Humanities, Social and Behavioral Sciences.
AS.070.605. Anthropology and the Everyday.
Analysis of the everyday groans under the theoretical weight of concepts such as "modernity," "governmentality," "capitalism," "globalization" and more recently "security." What might a sharper focus on the everyday yield in terms of its own analytical frameworks and empirical descriptions? We read some contemporary greats (Foucault, Derrida, Cavell, de Certeau, Lefebvre). Simultaneously we look at how each has been received within ethnography by reading anthropologists in engagement with them (Mahmood, Ivy, Das, Siegel, Harvey). We ask what critical stakes anthropology maintains in relation to the everyday.
Instructor(s): N. Khan
Area: Humanities, Social and Behavioral Sciences.

AS.070.606. Professionalization.
Instructor(s): N. Khan
Area: Humanities, Social and Behavioral Sciences.

AS.070.608. First Year Proposal Writing.
Instructor(s): N. Khan
Area: Humanities, Social and Behavioral Sciences.

What are the conceptual challenges in thinking about violence and non-violence? What do we mean when we talk about categories of thought and practice? We will examine these issues through ethnographies of war, collective violence, and domestic violence.
Area: Humanities, Social and Behavioral Sciences.

The concept of evolution is central to social theory. Originating in the question of the species, it has moved into questions of human ecology, cultural forms and modes of thought. While it remains a deeply contested, often criticized concept, particularly in its neo-Darwinian manifestation, it orient anthropological thinking in ways that are as yet to be examined. Reaching into the archives of anthropology and other cognate disciplines, this course will examine the writings of Lyell, Darwin, Marx, Morgan, Boas, Steward, Bateson, Ingold among others.
Co-listed with AS.070.352
Instructor(s): A. Goodfellow; N. Khan
Area: Humanities, Social and Behavioral Sciences.

This seminar will address contemporary questions of state and citizenship in the light of colonial and imperial dynamics at the beginning of the twenty-first century: transnational and national sovereignty in relation to local configurations of law, capital and political violence; processes of subsumption, extraction and financialization. Authors include Negri, Arrighi, Harvey, Chakrabarty, Mbembe, Mamdani, Chatterjee, Corinol, Dussel.
Instructor(s): J. Obarrio
Area: Humanities, Social and Behavioral Sciences.

AS.070.612. Self, Narrative, and Autobiography.
This seminar takes insight from the idea that the "I" is not simply a pronoun. We will read texts on the self, the fragment, and narrative in anthropology, along with texts that make available different pictures of the self.
Instructor(s): C. Han
Area: Humanities, Social and Behavioral Sciences.

AS.070.615. The Comparative Tradition in Anthropology.
Anthropology is often imagined as the study of a particular place and people. But comparative methods date back to the beginnings of the discipline, efforts that are echoed in recent works of global and ambitious scope. In this seminar, we examine the theory and practice of comparison in anthropology, drawing on historical as well as contemporary studies on themes such as art, economy, science, and belief.
Area: Humanities, Social and Behavioral Sciences.

AS.070.616. Proseminar.
This course will consist of close reading of anthropological and philosophical texts to trace some important aspects of the underlying presuppositions of social theory. We will try to see how regions generate both data and theory; and also see how some abiding concerns around the relation between structural formations and formations of subjects are expressed in classical and current anthropological thought.
Instructor(s): M. Degani; V. Das.

This seminar will focus on learning method in anthropology. We will explore the relation of the empirical and conceptual through ethnographic materials gathered during preliminary fieldwork, and we will explore the craft of ethnographic writing. Limited to Anthropology Graduate Students
Instructor(s): C. Han.

AS.070.619. Ethnography and Literature.
We will look at ethnography as a particular genre of narration and ask how we might analyze the relation between ethnography and literature at the level of imagination, techniques of narration, and the place of the rest in wording the world.
Instructor(s): V. Das
Area: Humanities, Social and Behavioral Sciences.

AS.070.621. An Ontological Turn?.
Recent years have seen a number of ambitious and controversial efforts to find, in ontology, a means of surpassing the inherited humanism, culturalism, and essentialism of anthropology. This course will critically examine this proposition of a fundamental "turn" in our thinking, juxtaposing recent work on matters of perspectivism, materialism, relationality, and divinity with earlier attempts in anthropology to grasp being and becoming otherwise.
Instructor(s): A. Pandian.

AS.070.622. Infrastructure.
This course surveys ethnographies of built networks such as roads, power grids, and water pipelines as sites of cultural meaning, political struggle, and social interaction. We will consider the kinds of collective existence they make possible today, and their relationship to anthropological thought.
Instructor(s): M. Degani
Area: Humanities, Social and Behavioral Sciences.

AS.070.630. Senses of the State.
This course examines how anthropologists study the temporal, material and sensory domains through which people make sense of the state as a bureaucratic, governmental and sovereign presence in their lives.
Instructor(s): D. Poole.
AS.070.637. (Im)possible community.
Recent debates on community in continental thought and its relevance for historical and ethnographic studies of political communities. Emphasis is on questions of myth, futurity, labor, expenditure, sacrifice as political concepts. Bataille, Heidegger, Derrida, Nancy, Blanchot, and current political anthropology.
Instructor(s): J. Obarrio.

AS.070.650. Post-fieldwork.
Open to Anthropology graduate students only.
Instructor(s): N. Khan
Area: Humanities, Social and Behavioral Sciences.

AS.070.655. The Place of Law.
This course explores the intimate relationship of law to place. What affective force does law gain through its appeal to origins and custom? How does law invoke belonging as place?
Instructor(s): D. Poole
Area: Humanities, Social and Behavioral Sciences.

AS.070.659. Proposal Writing.
The seminar will offer a forum for students to discuss research projects, prepare grant proposals and think further about issues of ethnographic methodology and writing. Open to Anthropology graduate students only.
Instructor(s): J. Obarrio.

AS.070.667. Encountering Experience.
What do we seek in attending to experience? Reading from Hume, Emerson, Dilthey, James, Dewey, Merleau-Ponty, Deleuze, Turner, Jackson, Desjarlais and others, we will examine experience as concept, object, and mode of inquiry. Considering problems of sensation, expression, movement, time, and world, we will query identification of experience as property of the human/subject alone.
Instructor(s): A. Pandian.

AS.070.675. Before the Law.
Foundations of law and the political in classical political anthropology and postmodern philosophy. Kinship, custom, magic, sacrifice and war as prepolitical realms. State of nature, exception, and force of law; biopolitics, micropolitics and segmentarity. Readings: Africanist ethnography; Clastres, Sahlins, Deleuze, Derrida, Agamben, Benjamin, Kafka.
Area: Humanities, Social and Behavioral Sciences.

AS.070.677. Anthropology of Death and Dying.
This course is organized around understanding the experience, representation and management of death and dying at different scales of social life connecting individual biographies with institutional settings.
Instructor(s): V. Das
Area: Humanities, Social and Behavioral Sciences.

AS.070.680. Reading Course in the History of Anthropology:
Revolutions and Recuperations.
Organized around chronological units: The Unknown in the Present; Library and Field; The Primacy of Experience; The Idea of Logic; Defying Logic; Contingency and Emergence. Requests can be entertained.
Instructor(s): J. Guyer
Area: Humanities, Social and Behavioral Sciences.

AS.070.685. About Time.
This seminar will explore conceptions of temporality in ethnographic, philosophical and literary sources. It will review the status of the ‘ethnographic present’, the contemporary, the future and the untimely. Relations between temporality, economy and the political: remains of time, surplus value, antagonism. Theologies of time. Time and the Real. Time and the Other. Social processes of development, finance, democracy and revolution.
Area: Humanities, Social and Behavioral Sciences.

AS.070.692. Death & Extinction.
The classical anthropological literature on death treats the restoration of the social in the aftermath of death through, for instance, the study of funereal practices and acts of mourning and commemoration. In this course we reverse the order, considering writings in the face of death, however defined, individual or collective. Course themes emphasize theological, political and ecological perspectives on death and species extinction, although students will be asked to suggest readings in line with their own research interests and lead seminar discussions on the readings.
Instructor(s): N. Khan
Area: Humanities, Social and Behavioral Sciences.

AS.070.696. Philosophy & Anthropology.
This seminar will read selected philosophical texts in conjunction with anthropological texts, asking what are sites of mutual attraction? In what ways do anthropological texts leave traces in philosophical texts?
Instructor(s): C. Han; V. Das
Area: Humanities, Social and Behavioral Sciences.

AS.070.698. Defining Region.
This course is open to anthropology graduate students only and is to be run on a workshop model. It is to help those students writing their regional essay for the comprehensive exams to acquire expertise in regional debates and literature relevant to their field research. Our understanding of regions is one of cross-cutting concepts and questions rather than geographical framings alone. After identifying a concept or question, each student will create an annotated bibliography, trace the shape of arguments as they emerge within the readings, create an outline and work toward a draft of the final essay.
Instructor(s): D. Poole; N. Khan
Area: Humanities, Social and Behavioral Sciences.

AS.070.701. Colloquia Series.
In this year-long course, students will be introduced to the formative influences and major writings of visitors in advance of their coming to give talks in the Department of Anthropology’s Colloquia Series. The students will also undertake interviews of visitors to be edited and posted online at the department website to build an archive. This is required course for incoming graduate students. Open to Anthropology Graduate Students Only.
Instructor(s): N. Khan
Area: Humanities, Social and Behavioral Sciences.

AS.070.702. Colloquia Series.
The Colloquia Series is a seminar in which graduate students engage the work of invited speakers. Graduate students learn to develop questions and craft responses in relation to work-in-progress through engagement with the author and in relation to specific debates or tensions in which the author’s work emerges. Required for first year graduate students. Open to anthropology graduate students only.
Instructor(s): C. Han
Area: Humanities, Social and Behavioral Sciences.
AS.070.710. Law and Political Theology.
The course will explore relations between law and sacredness in political theory and anthropology, regarding both Islam and Christianity. Colonial subjection and subjectivity. Benjamin, Kafka, Agamben, Nancy, Asad and recent anthropology of legal regimes and religion.
Instructor(s): J. Obarrio.

AS.070.712. Risk.
This class explores ecologies of risk as they play out in law, environmental governance, and the fiscal and regulatory regimes that govern politics and life in neoliberal societies.
Instructor(s): D. Poole.

The picture of nature as machine-like or systematic in its organization was once dominant in ecological anthropology and cognate disciplines but fell out of favor in the 1970s and 80s. More recently it is enjoying a revival in efforts to conceptualize anthropogenic climate change. In this course we will read classical and newer writings to understand the promise and problems with this mode of viewing nature. Readings include Pierre Hadot, Karl August Wittfogel, Roy Rappaport, Philippe Descola, Gregory Bateson, Clifford Geertz, Stephen Lansing, Anna Tsing and Stefan Helmreich.
Instructor(s): N. Khan
Area: Humanities, Social and Behavioral Sciences.

AS.070.718. Suspicious Interlocutors: Psychoanalysis and Anthropology.
The conversation between anthropology and psychoanalysis is long standing and often proves to be as contentious as it is complementary. This course investigates the dialogue between the two disciplines by tackling back and forth between the ethnographic materials inspired and informed by psychoanalytic insights, and the use of ethnographic sources and anthropological materials in psychoanalytic writings. Students will engage works from such scholars as Freud, Malinowski, Lacan, Levi-Strauss, Trawick, Cohen, Bose, Sachs.
Instructor(s): A. Goodfellow
Area: Humanities, Social and Behavioral Sciences.

AS.070.719. Suspicious Interlocutors Part II: Psychoanalysis and Anthropology.
This course is a continuation of Anthropology AS.070.718, offered in Spring 2013. Students will continue the previously begun investigation of the conversation between anthropology and psychoanalysis, which proves long-standing and often as contentious as it is complementary. The course will tack back and forth between ethnographic materials inspired and informed by psychoanalytic insights, and the use of ethnographic sources and anthropological materials in psychoanalytic writings. Students will engage works from such scholars as Freud, Lacan, Cavell, Klein, Derrida, Siegel, Das, Reynolds, Levi-Strauss, Seremetakis.
Area: Humanities, Social and Behavioral Sciences.

This seminar will closely engage key works in science and technology studies and the anthropology of science and medicine, focusing specifically on complexity, experiment, error, and translation. We will pay particular attention to how anthropological questions can be brought to bear on science and medicine by fostering close discussion between graduate student research and course readings.
Instructor(s): C. Han.

AS.070.801. Dissertation Research.
Instructor(s): Staff.

Instructor(s): Staff.

AS.070.808. Directed Readings on Space and Territory.
Through close readings of theoretical and ethnographic texts, this class explores the concepts of space and territory that animate anthropological understandings of context, potentiality, environment, and emergence.
Instructor(s): D. Poole
Area: Humanities, Social and Behavioral Sciences.

AS.070.810. Reading Course: Anthropology & Translation.
Questions of translation come up at every turn in anthropological research and writing and yet the volume of work on the subject is rather thin. In literature, translation studies comprise a vast body of work but the more sociological and anthropological questions remain unposed: What is the relationship between translation and the production of knowledge both inside and outside the Euro-American zone? Who do university students in the social sciences read and why those authors? What would be an anthropology of translation? We will explore these and similar questions in the readings.
Instructor(s): N. Haeri
Area: Humanities, Social and Behavioral Sciences.

AS.070.815. Reading Course: Experimental Ethnography.
Instructor(s): A. Pandian
Area: Humanities, Social and Behavioral Sciences.

Instructor(s): N. Khan
Area: Humanities, Social and Behavioral Sciences.

AS.070.851. Readings in Medical Anthropology.
Instructor(s): C. Han.

AS.070.866. Directed Readings and Research.
Instructor(s): A. Pandian.

AS.070.867. Directed Reading and Research.
Instructor(s): C. Han; N. Khan.

AS.070.869. Directed Reading and Research.
Instructor(s): A. Pandian.

AS.070.870. Directed Readings and Research.
Instructor(s): M. Degani
Area: Humanities, Social and Behavioral Sciences.

AS.070.871. Directed Reading and Research.
Instructor(s): V. Das.

AS.070.872. Directed Readings and Research.
Instructor(s): V. Das.

AS.070.874. Directed Readings and Research.
Instructor(s): N. Haeri.

AS.070.879. Directed Reading and Research.

AS.070.880. Directed Readings and Research.

AS.070.883. Directed Reading and Research.
Instructor(s): N. Haeri.

AS.070.884. Directed Readings and Research.
Instructor(s): J. Obarrio.

AS.070.885. Directed Reading and Research.
Instructor(s): D. Poole.

AS.070.886. Directed Readings and Research.
Instructor(s): D. Poole.
AS.070.892. Directed Readings and Research.
Instructor(s): N. Khan.

AS.070.893. Directed Reading and Research.
Instructor(s): J. Obarrio.

AS.070.897. Dir Reading & Research.
Instructor(s): S. Berry.

Cross Listed Courses

History of Art
Survey of Early Christian and medieval art and architecture in North Africa, with an emphasis on indigenous developments and cultural exchange in the Mediterranean world, 4th to 13th century. Dean’s Teaching Fellowship course.
Instructor(s): N. Dennis
Area: Humanities.

AS.010.309. Gifts and Thefts in the Middle Ages.
Why were some medieval objects valued as gifts, others appropriated as spolia, and still others taken by force? How does transferring objects from one cultural context into another change their meaning? Western, Byzantine, and Islamic art, 6th-13th centuries.
Instructor(s): R. Danford
Area: Humanities.

AS.010.327. The Harem and the Veil: Space and Gender in the Islamic World.
This course explores the constructed imagery of the harem and the veil in relation to politics and visual culture in the Middle East, North Africa, India, and Euro-America. Topics will include: Ottoman palace architecture, Orientalist painting, mandating/banning the veil, Islamic feminisms. We will address visual culture broadly, including advertising, architecture, contemporary art, film, news media.
Instructor(s): R. Brown
Area: Humanities.

AS.010.603. The Active Body: On Display and in Performance.
An examination of two recent developments in art history and museum studies: the recognition of the object as active and agentic and a growing critical engagement with the body of the artist and performance art. The seminar will unsettle these two themes with the history of living humans on display, from nineteenth-century exhibitions to present-day craftspeople, thinking through bodies, objects, and performance through disciplinary engagements from anthropology, political theory, art history, and museum studies. Open to motivated undergraduates.
Instructor(s): R. Brown
Area: Humanities.

AS.010.607. The Epistemology of Photography.
This seminar will ask how photography produces ways of knowing: how does photography’s reality-effect shape its dissemination and absorption? Is photography’s emergence during the colonial era coincidental or catalytic? How is memory (re)constituted in a photography-saturated world? What kinds of histories does photography encourage and discourage? Is a photograph an object? We will read across disciplines (literature, anthropology, history, history of art, political science, theory) to investigate the epistemology of photography and the photograph.
Instructor(s): R. Brown.

History
AS.100.355. Islam between History and Anthropology.
Co-taught by an anthropologist and a historian, this course will explore recent scholarly debates about—and critiques of—the representations of Islam and Muslim societies.
Instructor(s): N. Khan; T. Shepard
Area: Humanities, Social and Behavioral Sciences.

Near Eastern Studies
AS.130.376. Ancient Ritual.
This course will introduce students to the vast body of rituals that were practiced and performed in antiquity, with a particular emphasis on rituals from ancient Mesopotamia, Egypt, and the Hebrew Bible. In addition to examining rituals from a comparative perspective, anthropological and sociological studies of ritual will be read and discussed to shed light on the social, cultural, and political significance of ritual in the ancient world and beyond.
Instructor(s): P. Delnero
Area: Humanities.

AS.131.635. Seminar: Near East Archaeology.
Topic varies but can include the archaeology of Mesopotamia, Syria, or Palestine, or thematic discussions (e.g., on ideology, state collapse, etc.).
Instructor(s): G. Schwartz
Area: Humanities.

History of Science Technology
Students will study the most recent anthropological, philosophical, and historical scholarship on medicine in traditional and modern Chinese society. They will approach the topic from several angles including medical pluralism, the range of healers, domestic and literate medicine, gender, emergence of new disciplines, public health and the history of disease. The course relies on secondary sources and primary sources in English translation. Cross-listed with East Asian Studies.
Instructor(s): M. Hanson
Area: Humanities, Social and Behavioral Sciences.

AS.140.425. Individualized Medicine from Antiquity to the Genome Age.
A seminar for graduate students and advanced undergraduates. We will explore the notion of the individual in medicine over 25 centuries, from the Hippocratics to the invention of the case study during the Renaissance to the genetic, biochemical, and immunological individual in recent biomedicine. Recommended Course Background: AS.140.105, AS.140.106
Instructor(s): G. Pomata; N. Comfort
Area: Humanities, Social and Behavioral Sciences.

Political Science
Grad Students only
Area: Social and Behavioral Sciences.
German Romance Languages Literatures

AS.211.174. Media of Propaganda.

Today, promoting a particular political or personal point of view is not viewed as "propaganda," but rather as building a community of equally minded people. But where do we draw the line, and when does the use of a medium in service of a certain message become intrusive and misleading? What role do democracy and cultural values play in this use or abuse of media? In this class the term "propaganda" will be evaluated carefully and applied to such historical media case studies as the informational use of the radio in World War One, Leni Riefenstahl’s Nazi propaganda films, the legendary success of advertisement campaigns in the 1950s and 1960s, the AIDS movement and other mobilization strategies from the 1980s to the 1990s, and the new values of friendship and propaganda in our current facebook nation.

Area: Humanities.

AS.211.237. Literature and Medicine.

Taught in English. The course will analyze literary representations of illness as well as explore interfaces between literary and medical knowledge in more general ways. Both literature and medicine can be considered semiotics as they deal with the study of signs; further, both are invested in interpretation. We will analyze the relation between literature and madness, explore "illness as metaphor" (Susan Sontag) and discuss case studies in relation to literary genres (for example, Freud is surprised to notice that his studies on hysteria read like novellas). As prominently depicted in Thomas Bernhard’s "In the Cold" and theoretically analyzed by Michel Foucault, the course will further address the nexus between medical institutions and power. Readings will include: Antonin Artaud, Thomas Bernhard, Georg Büchner, Michel Foucault, Sigmund Freud, Henry James, Franz Kafka, Thomas Mann, Daniel Paul Schreber, Susan Sontag, etc. Films: "Philadelphia" (Jonathan Demme, 1993), "Melancholia" (Lars von Trier, 2011).

Instructor(s): E. Strowick
Area: Humanities.

AS.211.385. Documentary Production Practicum: Raqs Media Artists in Residence.

This course accompanies the New Delhi based media art collective raqs, consisting of 3 artists, during their first residency in Baltimore during Spring 2013. Students will be helping prepare the media artists’ solo exhibition opening at the BMA on February 20, and be involved in a production workshop offered through the JHU Digital Media Center.

Instructor(s): B. Wegenstein
Area: Humanities.

AS.212.237. Literature and Medicine.

Taught in English. The course will analyze literary representations of illness as well as explore interfaces between literary and medical knowledge in more general ways. Both literature and medicine can be considered semiotics as they deal with the study of signs; further, both are invested in interpretation. We will analyze the relation between literature and madness, explore "illness as metaphor" (Susan Sontag) and discuss case studies in relation to literary genres (for example, Freud is surprised to notice that his studies on hysteria read like novellas). As prominently depicted in Thomas Bernhard’s "In the Cold" and theoretically analyzed by Michel Foucault, the course will further address the nexus between medical institutions and power. Readings will include: Antonin Artaud, Thomas Bernhard, Georg Büchner, Michel Foucault, Sigmund Freud, Henry James, Franz Kafka, Thomas Mann, Daniel Paul Schreber, Susan Sontag, etc. Films: "Philadelphia" (Jonathan Demme, 1993), "Melancholia" (Lars von Trier, 2011).

Instructor(s): E. Strowick
Area: Humanities.

AS.213.635. Anthropology and Modernism.

This course will examine the reciprocal relationship between modernism and anthropology in Western and Central Europe, including examples from French, German, and Yiddish contexts. We will focus on the presence of anthropological and ethnographic discourses within various registers of modernist thought, literature, and visual culture, with special attention to visual and literary primitivism. We will also consider attempts by ethnographers to shape their practice in a modernist mold. Our central concerns will include the attempt to create a modernist poetics grounded in ethnography and the relationship between anthropological theory and ethnographic praxis in the modernist understanding of "culture."

Instructor(s): S. Spinner
Area: Humanities.

AS.215.311. Radicalism, Film & Literature in Modern Latin America-Community Based Learning.

This course will explore the cultural symbiosis of radical politics, film, and literature in modern Latin America. Beginning with Cuban revolutionary Jose Marti and the definitive end of the Spanish Empire and concluding with current socialist movements in South America, we will analyze key radical texts by the likes of Friedrich Engels and Ernesto "Che" Guevara, classic films like The Battle of Chile by Patricio Guzman, and important works of literature by authors such as Pablo Neruda and Rigoberta Menchu. Note: Class will be conducted in English and all assigned texts will also be in English in order to encourage interdisciplinary enrollment and participation.

Instructor(s): M. Strayer
Area: Humanities.

AS.215.777. The Invention of Fiction.

Rather than understand fiction as a constant in human history, this course will consider it a historically specific form of cultural expression. We will examine and compare theories of the fictional from an array of historical moments in order to better understand what fiction is, how it differs from premodern notions of history and poetry, and how it both informs and depends on modern notions of knowledge and subjective agency.

Instructor(s): W. Egginton
Area: Humanities.

Sociology

AS.230.367. Islamic Finance.

Today, Islamic finance is a global industry comprising nearly $2 trillion in assets, with hubs from Kuala Lumpur to Dubai to London. But half a century ago, nothing called “Islamic finance” existed. So where did Islamic finance come from? Why is it growing so fast? And what does it mean for finance to be Islamic? We discuss the ban on riba in the Quran and hadith, finance in early and medieval Islamic societies, petrodollars and the birth of Islamic banking in the 1970s, the rise of Islamic capital markets since 2000, contemporary shariah-compliant financial structures, and the constitution of piety through financial practice.

Instructor(s): R. Calder
Area: Social and Behavioral Sciences.
Humanities Center

**AS.300.330. Trauma in Theory, Film, and Fiction.**  
An examination of the representation of trauma in literary theory, psychiatry, survivor literature, films, novels, and comics. Works by Sebald ("The Emigrants"), Lanzmann ("Shoah"), Spiegelman ("In the Shadow of No Towers"), McCarthy ("Remainder"), and others.  
Instructor(s): R. Leys  
Area: Humanities, Social and Behavioral Sciences.

**AS.300.399. Cinema and Philosophy.**  
Do movies have anything to say about philosophical problems? Why is contemporary philosophy so interested in cinema? What are the most productive ways of bringing films and philosophy into conversation? Why is contemporary philosophy so interested in cinema?  
Instructor(s): P. Marrati  
Area: Humanities.

East Asian Studies

**AS.310.108. Introduction to Chinese Fiction and Drama.**  
This course will introduce Chinese fiction and drama from the Tang dynasty (618-906) to the early Republican period (1911-1949), such as the romantic dramas of Tang Xianzu and the uncanny tales of Pu Songling. Students will draw connection between these vibrant literary genres and the cultural and socio-historical events that shaped imperial China. Key topics include story-telling, romance, urban culture, gender, reincarnation, and many more. Students will acquire skills in how to read, analyze and discuss the rich legacy of Chinese fiction and drama in translation and to think critically about these writings. Reading materials are all in English.  
Instructor(s): F. Joo  
Area: Humanities.

**AS.310.207. Mapping Migrations in East Asia.**  
This seminar introduces students to the phenomenon of migration in Japan, South Korea, and Taiwan from theoretical, empirical, and comparative perspectives. The objectives of the course are to understand the 1) historical context behind present-day migrations in East Asia; 2) different patterns of migration flows and their consequences on receiving countries; 3) various methodological frameworks for migration. The course is divided into three parts. In the first part, the course will examine theoretical approaches to migration, structured around the question of whether East Asia as a region represents a distinct model of migration. In the second, students will explore the empirical cases in greater detail by comparing and contrasting the different types of migrations. The third part addresses the responses to migration by host governments and societies and the implications of migration on citizenship and identity. Recommended Course Background: any class related to the history or politics of Japan, Korea, Taiwan, and/or China.  
Instructor(s): D. Kim  
Area: Humanities.

**AS.310.304. The Architectonics of Tokyo: The Anthropology of City Life in Japan and Abroad.**  
In this advanced undergraduate seminar on urban life and the anthropology of aesthetics, we will develop tools with which to think and write about city life in Japan and abroad. ‘Architectonic’ is a philosophical term referring to the ability to pull otherwise autonomous ideas together into a single coherent whole. In this course we will employ methodologies culled from class readings, lectures, web-based resources, and class discussions to collectively construct a digital patchwork of writings and images that will serve as the classes’ own quasi-coherent whole, or ‘architectonic’ of city life in Tokyo.  
Instructor(s): R. Sayre  
Area: Humanities, Social and Behavioral Sciences.

AS.310.334. Southeast Asia: Contestations, Continuities, Changes.  
‘Southeast Asia’ designates a geographical region comprised of countries such as Thailand, Indonesia, Malaysia, Vietnam, the Philippines, and Singapore. These countries are often more different than alike, and their cultural, ethnic, religious and political diversity resists easy reduction. As such, this is not a survey course of the area. Rather, we will examine elements of the Southeast Asian experience that speak to contemporary debates on cultural, political, and religious diversity in globalization’s second wave, and what it can teach us about assimilation, acculturation, and acceptance. We will try to get a feel of the variegated texture of Southeast Asian societies through historically and theoretically oriented texts drawn from different disciplines. Specifically, we will concentrate on responses to European colonialism, nationalist identity formations, and the impact of these histories upon contemporary contentions over the role of religion in public life, migratory practices, and second-wave globalization.  
Instructor(s): D. Kwek.

Interdepartmental

**AS.360.206. State and Family: Revisiting the Classical Perspective.**  
Area: Humanities, Social and Behavioral Sciences.
This course will encourage encounters with a number of concepts from a critical gendered perspective, including: sameness/difference, identity politics, race/gender, loyalty, security, queer ethics, and queerness in media.  
Instructor(s): C. Phillips  
Area: Humanities.

AS.360.246. Islamic Literature, Beloved of Western Thinkers.  
This course examines political, erotic, aesthetic, and religious aspects of attraction between Western thinkers in a Christian milieu (e.g. Gide, Emerson, Thoreau) and classical works of Islamic literature (Rumi, Hafiz, Abu Nuwas, Arabian Nights).  
Instructor(s): J. Bush  
Area: Humanities, Social and Behavioral Sciences.

Program in Latin American Studies  
AS.361.130. Introduction to Latin American Studies.  
This course provides an introduction to the study of Latin American cultures and societies from the vantage point of city life and urban representation. We will engage literatures from a variety of disciplines to discuss how issues such as modernization and urbanization processes; tradition, identity and ethnicity; class, marginality and urban social movements; gender and the changing status of women; arts and literature are experienced and represented in the Latin American urban environments.  
Instructor(s): E. Gonzalez; G. Paquette; V. Procupez  
Area: Humanities, Social and Behavioral Sciences.

This course is designed to introduce students to the literary and artistic production originated by Peronismo and particularly by Evita. It explores the historical period that consolidated Peronismo and devotes great amount of time to the controversial figure of Evita. She has fed the popular imagination; her representations have reached far beyond the limits of Argentina. The materials will include different genres: biographical, historical, fictional, and documentary.  
Instructor(s): A. Reyes Kipp  
Area: Humanities, Social and Behavioral Sciences.

The course problematizes how race and mestizaje became socio-political realities and forms of lived experience in Latin America, shaping such things as governmental practices, spatial configurations, interpersonal relations, and political mobilizations. PLAS Teaching Fellowship.  
Instructor(s): J. Bush  
Instructor(s): A. Reyes Kipp  
Area: Humanities, Social and Behavioral Sciences.

Center for Africana Studies  
This course will examine the literature surrounding cross-cultural exchange, through an interrogation of key concepts in African and transnational studies namely “diaspora” “globalization,” and “transnationalism.”  
Instructor(s): J. Ahlman  
Area: Humanities, Social and Behavioral Sciences.

Study of Women, Gender, Sexuality  
AS.363.300. Thirty Years of AIDS: Fatigue, Failure and Fantasies.  
This course is designed to study the emergence of the concept of “AIDS Fatigue” that is being used to describe the current moment of this epidemic. Cross-listed with Anthropology  
Instructor(s): V. Saria.

“Muslim (In)Visibilities” focuses on gender and sexuality through Orientalism. It considers representations of Muslim bodies within popular Western discourses and what such (in)visibilities are productive of.  
Instructor(s): M. Banahin  
Area: Humanities, Social and Behavioral Sciences.

This course combines a weekly seminar with 4 hours per week in a Baltimore social justice organization, coordinated by the JHU Center for Social Concern. Class discussions draw on readings in ethnography and feminist, queer and critical race studies to address topics such as; race, class and gender inequality, neoliberal development, health, institutional violence and politically engaged research.  
Instructor(s): A. Krauss  
Area: Humanities, Social and Behavioral Sciences.

Program in Museums and Society  
AS.389.302. The Virtual Museum.  
Course draws on both classic readings in material culture and emerging theories of the digital to consider how the internet has changed objects and the institutions that collect, preserve, display and interpret them. Students will contribute to an established virtual museum and create their own.  
Instructor(s): J. Kingsley  
Area: Humanities.

AS.389.335. Recreating Ancient Greek Ceramics. 4 Credits.  
This hands-on course in experimental archaeology brings together undergraduate and graduate students across disciplines to study the making of Athenian vases. Students work closely with expert ceramic artists, and in consultation with art historians, archaeologists, art conservators, and materials scientists to recreate Greek manufacturing processes.  
Instructor(s): S. Balachandran  
Area: Humanities.

The course examines recent controversies in the conservation of major global art works and sites, raising questions concerning the basic theoretical assumptions, practical methods and ethical implications of art conservation. Cross-Listed with History of Art and Anthropology  
Instructor(s): S. Balachandran  
Area: Humanities.

Course examines practices of collecting, display and preservation beyond the western museum tradition, focusing on how these practices reflect and construct political, historical, ethnic and nationalist narratives. Counts towards the international studies major. Cross-listed with Anthropology.  
Instructor(s): E. Rodini; S. Balachandran  
Area: Humanities, Social and Behavioral Sciences.

AS.389.440. Who Owns Culture?.  
This seminar explores the complicated, often explosive concept of cultural property, including questions surrounding the ownership, preservation, and interpretation of artifacts, monuments, heritage sites, and living traditions. Cross-listed with Anthropology and History of Art.  
Instructor(s): E. Rodini  
Area: Humanities, Social and Behavioral Sciences.
Archaeology

The major in archaeology is an interdepartmental program that introduces students to archaeological theory, the analysis of archaeological materials, and the results of archaeological research in prehistoric and early historic periods in the Old and New Worlds. Archaeology studies human societies through examination of their material culture (physical remains), considering such issues as human subsistence, interaction with climate and physical environment, patterns of settlement, political and economic organization, and religious activity and thought. The field allows for the study of the entirety of human experience from its beginnings to the present day, in every region of the world and across all social strata.

Students in the major will have the opportunity to study and conduct research on materials stored in The Johns Hopkins Archaeological Museum, which consists of a diverse and extensive assemblage of artifacts from ancient Greece, Rome, Egypt, Mesopotamia, Palestine, and Mesoamerica. Opportunities may also be available to study materials in the Classical, Egyptian, and Near Eastern collections in the Walters Art Museum.

Requirements for the B.A. Degree

Requirements for the major include 13 courses (39 credits). These can be selected from a diversity of offerings available from different departments. In addition, students must take a core of three courses consisting of Introduction to Archaeology, World Prehistory, and Archaeological Method and Theory. Except for some field experiences, majors must complete all courses required for the major for a letter grade and receive a grade of C- or higher.

Core Courses

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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>AS.130.110</td>
<td>Introduction To Archaeology</td>
</tr>
<tr>
<td>AS.130.177</td>
<td>World Prehistory: An Anthropological Perspective</td>
</tr>
<tr>
<td>AS.130.354/131.654</td>
<td>Archaeological Method and Theory</td>
</tr>
<tr>
<td>AS.070.132</td>
<td>Invitation to Anthropology</td>
</tr>
</tbody>
</table>

Six archaeology courses, both regionally specific and/or methodologically/theoretically advanced

Three courses, to be decided in conjunction with the student’s advisor, pertinent to the archaeological issues the student has focused on.

Significant archaeological field experience (consult faculty advisor)

Total Credits 27

Honors Program

Archaeology majors have the option of writing an honors thesis under the supervision of a faculty member. The thesis is based on an original research problem developed in conjunction with that faculty member. Successful completion of the thesis (B+ or higher) will result in the conferring of a BA with honors.

Students entering Fall 2014 and later must pass 6 credits (2 semesters: 130.510 and 130.511) of honors thesis to earn honors in the Archaeology Major. These credits are in addition to and exceed the number of credits needed for the major.

Students who are interested in pursuing an honors thesis should begin to discuss possibilities with a faculty advisor as early as possible and no later than during the second semester of Junior year. A proposal for the thesis must be approved by the faculty advisor before the student registers for the courses and no later than the end of the second semester of the Junior year.

The student will work closely with the faculty advisor, setting a timeline for completing research and submitting drafts of the thesis. A full draft of the thesis is due by the end of March of the Senior year, if the student wants to be listed as receiving honors on the commencement program. The final version of the thesis must be handed in by the last day of classes.

Program Learning Goals for the Archaeology Major

1. Acquire the basic skills for understanding theory, interpretation, and methods in archaeology.
2. Develop an ability to analyze archaeological data through the reading and interpretation of archaeological publications and study of primary data.
3. Conduct analyses and interpretations of material culture in precise, well-organized, and persuasive language, both orally and in writing.
4. Acquire interdisciplinary knowledge of different past human cultures.
5. Gain significant knowledge of the material culture of at least one region or thematic issue.
6. Acquire on-site experience and expertise in archaeological method through fieldwork.

For current course information and registration go to https://isis.jhu.edu/classes/

Anthropology

**AS.070.132. Invitation to Anthropology.**
The screen that brings you last night’s Instagrams and celebrity gossip also flashes glimpses of melting icecaps and burning rubble. These are complex times for human beings, both exhilarating and deeply unsettling. This course introduces anthropology as a way of reflecting on the challenges of contemporary life around the globe, focusing on themes such as faith, war, technology, money and ecology.
Area: Humanities, Social and Behavioral Sciences.

Classics

**AS.040.111. Ancient Greek Civilization: Society, Archaeology, Literature, Philosophy.**
The course will introduce students to major aspects of the ancient Greek civilization, with special emphasis placed upon culture, society, archaeology, literature, and philosophy.
Instructor(s): J. Smith
Area: Humanities.

**AS.040.119. The World of Pompeii.**
This course will focus on the history and archaeology of Pompeii. Close attention will also be paid to the reception of Pompeian materials in European and American culture. Cross-listed with History of Art and the Program in Museums and Society.
Instructor(s): H. Valladares
Area: Humanities.

**AS.040.218. Celebration and Performance in Early Greece.**
Surviving imagery suggests that persons in Minoan and Mycenaean societies engaged in various celebratory performances, including processions, feasts, and ecstatic dance. This course explores archaeological evidence of such celebrations, focusing on sociocultural roles, bodily experience, and interpretive challenges.
Instructor(s): E. Anderson
Area: Humanities.

**AS.040.221. Art and Archaeology of Early Greece.**
This course explores the origins and rise of Greek civilization from the Early Bronze Age to the Persian Wars (ca. 3100-480 B.C.), focusing on major archaeological sites, sanctuaries, material culture, and artistic production.
Instructor(s): E. Anderson
Area: Humanities.

**AS.040.320. Myth In Classical Art.**
This course traces the representation of the principal gods and heroes of Greek myth in the visual arts (sculpture and vase-painting), as well as later reflections in Roman painting.
Instructor(s): A. Shapiro
Area: Humanities.

Geography and Environmental Engineering

**EN.570.406. Environmental History.**
Environmental history explores the interactions between social change and environmental transformation, or the ways in which societies modify landscapes and are themselves affected by geological, climatological and changing ecological conditions. Topics include the relationship between climate change and human evolution, the environmental impacts of market-based commodity production and regional economic specialization; the relationship between urbanization and environmental change; how warfare affects and is affected by environmental conditions.
Instructor(s): E. Schoenberger
Area: Humanities, Social and Behavioral Sciences.

**EN.570.423. Principles of Geomorphology.**
Analysis of the factors responsible for the form of the landscape. The concept of the cycle of erosion is discussed primarily in terms of the principles that govern the processes of erosion. Climate, conditions of soil formation, and the distribution of vegetation are considered as they relate to the development of landforms. Recommended Course Background: AS.270.220 or permission required.
Instructor(s): P. Wilcock
Area: Natural Sciences.

History

**AS.100.470. Monuments and Memory In Asian History.**
Instructor(s): T. Meyer-Fong
Area: Humanities, Social and Behavioral Sciences.

History of Art

**AS.010.105. Art of the Ancient Americas.**
Surveys the art of Olmec, West Mexico, Teotihuacan, Maya, and Aztec.
Instructor(s): L. Deleonardis
Area: Humanities.

**AS.010.334. Problems in Ancient American Art.**
Selected topics which may include collecting the pre-Columbian past and connoisseurship, the formation of national museums, post-Columbian appropriations. Collections study in museums. May also be used toward credit for the Archaeology major. Cross-listed with PLAS and Program in Museum and Society
Instructor(s): L. Deleonardis
Area: Humanities.

**AS.010.365. Art of the Ancient Andes.**
The visual arts of Andean South America and their respective cultural contexts form the basis of this seminar. Collections study in museums.
Instructor(s): L. Deleonardis
Area: Humanities.

**AS.010.398. Tombs for the Living.**
Centering on the tomb as the unit of analysis, this course examines the cultural and material aspects of death and funerary ritual. Draws on case studies from North America, Mesoamerica, and the Andes. Collections study in museums.
Instructor(s): L. Deleonardis
Area: Humanities.
Centering on a series of case studies, this course addresses the technology, aesthetics, and social significance of metals. We trace the development of metals from 1500 BCE in Chile and Peru, to the 16th century in Colombia and central Mexico, pausing to examine its forms and meanings in various cultural contexts, and the ideas that inform its value. In conjunction with the Baltimore Museum of Art (BMA), the Walters Art Museum (WAM), and the Johns Hopkins Archaeology Museum (JHUAM), students will have access to ancient metal works for study.
Instructor(s): L. Deleonardis
Area: Humanities.

Near Eastern Studies

Review of important issues in ancient Near Eastern history and culture from the Neolithic era to the Persian period. Included will be an examination of the Neolithic agricultural revolution, the emergence of cities, states and writing, and formation of empires. Cultures such as Sumer and Akkad, Egypt, the Hittites, Israelites, Assyrians, Babylonians, and Persians will be discussed.
Instructor(s): G. Schwartz
Area: Humanities.

AS.130.102. From the Neanderthals to the Neolithic.
Emphasizing theories about human biological and cultural development, this course consists of an in-depth survey of Neanderthal morphology and culture, a brief discussion of evolutionary theory and our fossil ancestors, and concludes with an exploration of the mechanisms and results of the shift from hunting and gathering to farming. (Course formerly known as Introduction: Human Prehistory.) Cross-listed with Anthropology.
Instructor(s): S. McCarter
Area: Humanities.

AS.130.110. Introduction To Archaeology.
An introduction to archaeology and to archaeological method and theory, exploring how archaeologists excavate, analyze, and interpret ancient remains in order to reconstruct how ancient societies functioned. Specific examples from a variety of archaeological projects in different parts of the world will be used to illustrate techniques and principles discussed.
Instructor(s): G. Schwartz
Area: Humanities, Social and Behavioral Sciences.

AS.130.135. Pyramids, Temples and Tombs.
Introduction to the monuments and culture of Egypt from 3500 B.C. to 100 A.D. From the pyramids at Giza to Hellenistic Alexandria, this course surveys in slide illustrated lectures the remains of one of the world’s greatest early cultures.
Instructor(s): B. Bryan
Area: Humanities.

AS.130.177. World Prehistory: An Anthropological Perspective.
How and why did our nomadic hunting and gathering ancestors become farmers? What led agricultural societies to build cities, develop writing, religious institutions, wage war, and trade for exotic goods? This course surveys prehistory and ancient history from the origins of human culture to the emergence civilization. Although prehistory and ancient history yield evidence of tremendous cultural diversity this course emphasizes common elements of past human experience, culture, and culture change. These include the origins of modern humans and their adjustment to a variety of post-ice age environments, shifts from hunting and gathering to agricultural lifeways, and the initial development of the world’s earliest cities and civilizations.
Instructor(s): M. Harrower
Area: Humanities, Social and Behavioral Sciences.

This course investigates Egyptian votive objects made as gifts to the Gods. Students will learn about Egyptian religious practices and study groups of objects in the Archaeological Museum to learn to identify how they were produced, when, and for what functions. Physical analyses of the objects will be part of the class and facilitated by museum staff.
Instructor(s): B. Bryan
Area: Humanities.

AS.130.328. Ancient Egypt /Africa.
Recent excavation and research have shed light on several ancient cultures of the Nile and its tributaries. We will look at the available archaeological and textual (all Egyptian) evidence for these societies and their interactions with Egypt between 3500 and 300 B.C. We will also discuss research aims and methods employed now and in the past in Egypt and the Sudan.
Instructor(s): B. Bryan
Area: Humanities.

AS.130.329. Ancient Egyptian Art and Archaeology.
A survey of Egyptian art as seen in the temples, tombs, funerary, and minor arts of Egypt between 3000 and 100 B.C. Slide lectures will provide a survey of art from the Pyramids to Augustus Caesar and will focus on such topics as the principles of Egyptian art; can the term art apply to early Egypt? How were artisans trained and what techniques and materials were utilized in their work? Co-listed (meets with) AS.133.750.
Instructor(s): B. Bryan
Area: Humanities.

AS.130.334. Egyptian Funerary Arts in the Archaeological Museum.
This class will aim to cover the production and choice of funerary objects for Egyptian elite tombs in several eras of antiquity: the Middle and New Kingdoms, the Third Intermediate Period, and the Late Periods. Students will work with specific objects after learning generally about them, and they will carry out analyses of materials, pigments, construction methods, and erosion and degradation effects. They will create a virtual exhibition for the Museum’s website and present their results for inclusion in the museum cataloguing project.
Instructor(s): B. Bryan; S. Balachandran
Area: Humanities.
AS.130.353. Space Archaeology: An Introduction to Satellite Remote Sensing, GIS and GPS.
This course introduces technologies archaeologists use to map ancient landscapes. These include Geographic Information Systems (GIS) mapping software, advanced Global Positioning System (GPS) receivers, and various types of satellite imagery. Taught together with AS.131.653.
Instructor(s): M. Harrower
Area: Humanities, Natural Sciences, Social and Behavioral Sciences.

AS.130.354. Archaeological Method and Theory.
What questions do archaeologists ask about the ancient past, how do they collect relevant evidence, and how do they arrive at satisfying answers to their questions? This course will review approaches to method and theory including evolutionary archaeology, culture-historical archaeology, processualist and post-processualist archaeologies, and explores the future of archaeology as a scientific and humanistic discipline. Previous coursework in archaeology or Permission of instructor required. Meets with AS.131.654.
Instructor(s): M. Harrower
Area: Humanities, Social and Behavioral Sciences.

AS.130.357. Geographic Information Systems in Archaeology.
Applications of GIS in archaeology have recently expanded dramatically and GIS has now become an indispensable tool for archaeological research worldwide. This course will introduce the major applications of Geographic Information Systems (GIS) in archaeology. These include the history of GIS in archaeology, air photography and satellite imagery, predictive modeling, hydrological modeling, viewsheds, and least-cost routes. It will grapple with theoretical issues manifest in archaeological GIS including conflicts between environment and social understandings of the ancient past, and will foster discussion of issues that affect outcomes of analyses including spatial scale and boundary delineation choices that can dramatically influence results. Students will learn the basics of ESRI’s ArcGIS software. Taught with AS.130.357.
Instructor(s): M. Harrower
Area: Humanities, Natural Sciences.

AS.131.800. Readings & Research.
Instructor(s): Staff.

AS.389.205. Examining Archaeological Objects.
This course considers the role of materials in the production, study and interpretation of objects by examining artifacts from the Johns Hopkins Archaeological Museum. Students will consider materials such as ceramics, stone, metal, glass, wood and textiles, and visit artists’ studios to gain an understanding of historical manufacturing processes. M&S practicum course. Cross-listed with Archaeology, Near Eastern Studies, Classics, and History of Art.
Instructor(s): S. Balachandran
Area: Humanities.

The course examines recent controversies in the conservation of major global art works and sites, raising questions concerning the basic theoretical assumptions, practical methods and ethical implications of art conservation. Cross-Listed with History of Art and Anthropology
Instructor(s): S. Balachandran
Area: Humanities.

The theme for this course will be the archaeology of the Mut precinct in Luxor where Johns Hopkins is excavating. Study of the comparative materials from other sites will be central with the publication of the work approaching.
Instructor(s): B. Bryan.

AS.133.750. Seminar in Egyptian Art and Archaeology.
The theme for this course will be archaeology of the Mut precinct in Luxor where Johns Hopkins is excavating. Study of the comparative materials from other sites will be central with the publication of the work approaching.
Instructor(s): B. Bryan.

For current faculty and contact information go to http://krieger.jhu.edu/archaeology/faculty-directory/
Faculty
Co-Director
Glenn Schwartz
Whiting Professor of Archaeology (Near Eastern Studies): Near Eastern archaeology, archaeological method and theory.
H. Alan Shapiro
W. H. Collins Vickers Professor of Archaeology (Classics): Greek and Roman art and archaeology.

Professors
Betsy Bryan
Alexander Badawy Chair in Egyptian Art and Archaeology (Near Eastern Studies): Egyptian archaeology and art.
Lisa de Leonardis
Austen-Stokes Professor (History of Art): art and archaeology of the ancient Americas.
Matthew Roller
(Classics): Roman material culture and history.

Assistant Professors
Michael Harrower
Pier-Luigi Tucci
(History of Art): Roman art and archaeology.

Visual Arts
http://krieger.jhu.edu/visualarts/

Center for Visual Arts
The Center for Visual Arts provides a studio environment in which undergraduates can pursue their creative interests and earn academic credit in a visual arts program. Courses in drawing, painting, printmaking and sculpture develop observational skills and techniques in the beginning student. Courses in photography, cartooning, and digital media balance studio work with research and critical analysis. Although there is currently no major, students can earn a minor in visual arts.

Visual Arts-Minor
Students may focus on one of two tracks: (1) traditional studio courses or (2) a digital curriculum. They have the option to combine the two tracks for a more diverse, if more general, experience.

A minimum range of 15 to 18 credits, including:

<table>
<thead>
<tr>
<th>Core Course</th>
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<tbody>
<tr>
<td>AS.371.131 Studio Drawing I</td>
<td>2</td>
</tr>
<tr>
<td>or AS.371.152 Introduction to Digital Photography</td>
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Art History Course
One course at any level in history of art 3-4

Visual Arts Electives

Four additional visual arts courses 10-12
Total Credits 15-18

Additional details:
• Students may count as many as two visual arts courses taken at MICA, but not offered at Hopkins, toward the minor. These courses must be approved in advance by the advisor.
• All courses must be taken for a letter grade and students must receive a grade of C- or better to apply the course towards the minor.
• One independent study course in the visual arts may be counted toward the minor.
• One visual arts course, not offered at Hopkins, taken in a JHU-affiliated study abroad program may be counted toward the minor.
• Each student’s complete program of study must be approved by the advisor.
• Advising will be done by the Director (Studio) and the Photography Coordinator (Digital).

For current faculty and contact information go to http://www.jhu.edu/artwork/faculty.htm

Faculty
Director
Craig Hankin
Instructor: painting, portraiture, life drawing.

Instructor
D. S. Bakker
Aesthetics, visual philosophy, Surrealism.

Phyllis Berger
Photography Supervisor: photography, artists’ books, documentary photography.

Thomas Chalkley
Sequential imagery, political and social satire, popular culture.

Howard Ehrenfeld
Digital photography and imaging, location photography.

Barbara Gruber
Figure painting, plein air landscape.

Cara Ober
Watercolor, mixed media, color theory.

Larcia Premo
Sculpture, printmaking.

For current course information and registration go to https://isis.jhu.edu/classes/
Courses

AS.371.131. Studio Drawing I.
This course focuses on developing fundamental drawing skills for the student with little or no previous studio experience. Basic concepts of form and composition will be taught through exercises based on the book, Drawing On The Right Side Of The Brain, and with the aid of still-life setups and live models. Attendance at 1st class is mandatory. Instructor(s): C. Hankin.

AS.371.133. Painting Workshop I.
This course offers the fundamentals of oil painting techniques for the serious student with minimal prior studio experience. Observational skills are taught through the extensive use of still-life setups, with particular attention paid to issues of light, color, and composition. Slide lectures and a museum trip give students an art historical context in which to place their own discoveries as beginning painters. Prerequisites: Prerequisite AS.371.131 or permission of instructor.
Instructor(s): B. Gruber; C. Hankin.

AS.371.134. Painting Workshop II.
Students who have mastered basic painting skills undertake sustained projects, including portrait and plein air landscape work. Slide lectures and handouts deepen students’ appreciation of representational traditions. Advanced techniques, materials, and compositional issues are also investigated. Recommended Course Background: AS.371.133 or equivalent.
Instructor(s): B. Gruber.

AS.371.135. Studio Drawing II.
Building on basic drawing skills, this course explores various media, techniques, and compositional elements with special emphasis on still life, portrait, and life drawing. A visit to the Baltimore Museum of Art’s Print & Drawing Library supplements lectures and enriches the student’s understanding of the history of artists’ drawings. Recommended Course Background: AS.371.131 or instructor’s permission.
Instructor(s): C. Hankin.

An intensive look at the traditions and techniques of portrait drawing. Students work from live models in a variety of media and study master portraits by Holbein, Rembrandt, Ingres, Degas, etc. Trips to the Baltimore Museum of Art Print & Drawing Library supplements lectures and enriches the student’s understanding of the history of artists’ drawings. Recommended Course Background: AS.371.131 or permission required. Prerequisites: AS.371.131 permission req’d
Instructor(s): C. Hankin.

AS.371.139. Still Life/Interior/Landscape.
This intermediate drawing class will examine three grand traditions in representational art. We will explore problems in still life that have occupied artists from Chardin to Morandi; in interiors from Vermeer to Giacometti; in landscape from Corot to Diebenkorn. We will also look at where the boundaries between these genres blur and how they overlap. Prerequisites: AS.371.131 or permission required.
Instructor(s): C. Hankin.

AS.371.140. Cartooning.
Not open to Freshmen. A history-and-practice overview for students of the liberal arts. The conceptual basis and historical development of cartooning is examined in both artistic and social contexts. Class sessions consist of lecture (slides/handouts), exercises, and ongoing assignments. Topics include visual/narrative analysis, symbol & satire, editorial/political cartoons, character development, animation. Basic drawing skills are preferred but not required. Instructor(s): T. Chalkley
Area: Humanities.

AS.371.146. Basic Black/White Photo.
Students must have a 35mm camera with manual aperture and shutter speed ATTENDANCE AT 1ST CLASS IS MANDATORY An introduction to the technical and creative process of producing black & white photographs. Working in the darkroom, students learn the fundamentals of film processing and print development. In-class critiques, discussion, and analysis of historic images develop critical vision. With the instructor’s guidance, students work on a project of their choice and produce a portfolio of ten mounted prints. Area: Humanities.

In this course, students will learn to design, draw, and see like an architect. A series of progressive design exercises will teach the practical capacities and habits of mind that lead not merely to competence but success and advancement in the field. We will look at what architecture has been, discuss what it is becoming, and explore both formal and narrative methodologies for design. The class will use the built environment of the city - and the Homewood campus - as a classroom and a site for interpretive drawing and creative design work. Essential in the architect’s education is the sketchbook, which functions not merely as a place to ‘store’ what has been witnessed, but a place to interpret and explore implications of design in the world, whether close to home or traveling in exotic locales. Instructor(s): C. Phinney
Area: Humanities.

AS.371.149. Visual Reality.
In art, “Realism” is a simulation of visual reality. But art can also simulate alternative realities, those realities or truths which exist only in daydreams or nightmares. In this class, we will learn to explore and create representations of these additional moments of existence. This will require thinking creatively or “outside the box,” a useful skill in any field. Using a variety of media, students are asked to solve problems to which there is no one correct answer. Instructor(s): D. Bakker
Area: Humanities.

AS.371.150. Life Drawing.
An intermediate drawing course focusing on all aspects of the human form. Beginning with infrastructure (skeletal and muscular systems), we will work directly from the model using a variety of media and techniques to address problems in figurative art from the Renaissance to the present. Prerequisites: Prereg: AS.371.131 or instructors permission.
Instructor(s): C. Hankin.
Photoshop is not only the digital darkroom for processing images created with digital cameras; it is also a creative application for making original artwork. In this course, students use Photoshop software as a tool to produce images from a fine art perspective, working on projects that demand creative thinking while gaining technical expertise. Students will make archival prints, have regular critiques, and attend lectures on the history of the manipulated image and its place in culture. We will look at art movements which inspire digital artists, including 19th-century collage, dada, surrealism, and the zeitgeist of Hollywood films. Students must have a digital camera. Prior knowledge of Photoshop is not required. Attendance at first class is mandatory. Approval for this course will be considered after enrollment on ISIS.
Instructor(s): H. Ehrenfeld
Area: Humanities.

AS.371.152. Introduction to Digital Photography.
Introduction to Digital Photography students learn to use their digital cameras through a variety of projects, which will help them develop technical and creative skills. Students explore documentary, landscape and portrait photography. Critiques and slide lectures of historic photographs, which range from postmortem daguerreotypes to postmodern digital imagery, help students develop a personal vision. Students gain camera proficiency with one-on-one instruction in the field. Basics for print adjustment and output will be covered. Attendance at first class is mandatory. Approval for this course will be considered after enrollment on ISIS.
Instructor(s): H. Ehrenfeld
Area: Humanities.

AS.371.154. Introduction to Watercolor.
Watercolor is simultaneously the most accessible of all painting media and the most misunderstood. This course provides experience and instruction in observational and expressive watercolor techniques, materials, concepts, and vocabulary. Topics to be reviewed include line, perspective, value, texture, composition, color, and pictorial space. There will be an introduction to contemporary practices in watercolor, as well as experimental and abstract exercises, collage, and conceptual work.
Instructor(s): C. Ober.

AS.371.155. Introduction to Sculpture.
A studio course introducing students to sculptural concepts and methods. Emphasis is on the process of creating. Even the simplest materials can effectively activate space, convey meaning, and elicit emotion when used thoughtfully and imaginatively. Students will learn different methods including additive and reductive techniques, construction, modeling, and mold-making. No prerequisites except a willingness to experiment, make mistakes... and clean up when you are done. Seniors only or permission required.
Instructor(s): L. Premo.

In this digital course, students explore the black-and-white aesthetic. They develop camera skills on numerous field trips including Ladew Topiary Gardens, the Maryland Zoo & Botanical Gardens, and an optional weekend trip to Cape Henlopen State Park in Delaware. Students meet frequently for critiques and discussions based on historic and contemporary imagery. They will learn to use Photoshop for image adjustment. Techniques such as high dynamic range, duotone, panorama and infrared will be covered. Students work on a project of their choice and produce a portfolio of ten prints. Digital SLRs are provided. Attendance at first class is mandatory. No need to email for approval.
Instructor(s): P. Berger
Area: Humanities.

AS.371.164. Introduction to Printmaking.
Working with non-toxic/water based inks and both an engraving press and hand tools, students will explore several types of printmaking. Methods will include intaglio, collograph and both simple and multi-plate relief. As they develop their prints, students can then observe and exploit the strengths that each method has to offer. Drawing and Photoshop skills are helpful but not required.
Instructor(s): L. Premo.

AS.371.165. Location Photography.
Working in the studio and in various locations, students will learn the fundamentals of lighting interiors and strategies for working in almost any environment. Field trips will include the National Aquarium, Evergreen Museum & Library, a Howard County horse farm, a Tiffany-designed church and a Hampden photo studio. Students will also concentrate on the fine art of printing in our digital lab. They will develop a final portfolio of 10 photographs which express a personal vision about a location of their choice. A basic knowledge of digital photography is helpful, but not required. Approval for this course will be considered after enrollment on ISIS.
Instructor(s): H. Ehrenfeld
Area: Humanities.

In this digital course, students explore the black-and-white aesthetic. They develop camera skills on numerous field trips including Ladew Topiary Gardens, the Maryland Zoo & Botanical Gardens, and an optional weekend trip to Cape Henlopen State Park in Delaware. Students meet frequently for critiques and discussions based on historic and contemporary imagery. They will learn to use Photoshop for image adjustment. Techniques such as high dynamic range, duotone, panorama and infrared will be covered. Students work on a project of their choice and produce a portfolio of ten prints. Digital SLRs are provided. Attendance at first class is mandatory. No need to email for approval.
Instructor(s): P. Berger
Area: Humanities.

AS.371.166. Landscape Photography.
Class begins: Monday, July 6th. In this course students will experience the drama and beauty of the urban and rural landscape. On numerous field trips they will hone their camera technique as well as learn elements of composition and develop a personal style. Students will learn the fundamentals of Photoshop and they will also be introduced to the beauty of black and white in Silver Efex software.
Instructor(s): P. Berger
Area: Humanities.

In this unique course, a photographer, a museum curator, and a book artist mentor students as they create photography books on subjects of their choosing. The class will concentrate on elements of composition, narration, design, and aesthetics. Field trips to view both public and private book collections and libraries will provide historical context for the evolution of book production, while actual shared volumes may serve as inspiration or models for emulation. As final project, each student will create a hardbound book using Blurb software. Fundamentals of Photoshop will be covered. A culminating exhibition affords students the opportunity to showcase their respective volumes at JHU's elegant Evergreen Museum & Library. Attendance at first class is mandatory.
Instructor(s): P. Berger
Area: Humanities.
**AS.371.168. The Art of Architecture.**
In this course, students will learn to design, draw, and see like an architect. A series of progressive design exercises will teach the practical capacities and habits of mind that lead not merely to competence but success and advancement in the field. We will look at what architecture has been, discuss what it is becoming, and explore both formal and narrative methodologies for design. The class will use the built environment of the city and the Homewood campus as a classroom and a site for interpretive drawing and creative design work. Essential in the architect’s education is the sketchbook, which functions not merely as a place to ‘store’ what has been witnessed, but a place to interpret and explore implications of design in the world, whether close to home or traveling in exotic locales.
Instructor(s): C. Hankin; C. Phinney
Area: Humanities.

**AS.371.169. Exploring Art in a Virtual World (Online Course).**
In most virtual worlds all of the content of that world has been created by the game’s developers. But there are some exceptions. In Second Life all the content, the world you navigate, has been entirely produced by the players or users of that world. Interestingly, in this way it mirrors or Real Life, all the content of our society- our books, homes, shoes, art- has been *user* created as well. You’ve already seen the art of Real Life. Now explore, as well as learn how to begin building, art in Second Life.
Instructor(s): D. Bakker.

**AS.371.170. Works on Paper, 2 Credits.**
As the title suggests, experienced students in this course will focus on the creation of artwork on paper. We’ll use a wide variety of paper supports and mediums will include pastel, ink, watercolor, charcoal, acrylic and oil paint. Subject matter will range from figure to landscape, from color theory to differentiation. Working visits to the Baltimore Museum of Art and Johns Hopkins Archaeological Museum are planned.
Instructor(s): B. Gruber
Area: Humanities.

**AS.371.171. Color Explorations & Theory.**
Course begins on June 30th. We will explore the physical characteristics, psychological effects and basic physics of color through exercises in various applications. Primary mediums include: Paint, Color-Aid Paper & Photoshop. Emphasis is placed on the investigation of color effects used in applied and fine arts.
Instructor(s): C. Gregory
Area: Humanities.

**AS.371.172. DIY Art: You Are the Medium.**
Art is not confined to the maker’s labors with traditional art materials. Art is transactional and can be made of anything. It brings forth personal narrative – one’s internal experience in a concrete form – and seeks resonance with the viewer. Art-making is a shared place of possibility and self-revelation, available to anyone with a desire to make visible their thoughts and feelings. Students will engage with novel creative processes and materials and will be challenged to broaden their perspectives on the essential nature of art. Personal narratives will be deepened through a class visit to the American Visionary Art Museum, as well as a short-term group residency with the artists of Make Studio.
Instructor(s): C. Goucher
Area: Humanities.

**AS.371.173. The Art of the Press.**
In this class, the history and practice of letterpress printing come alive through the study of primary sources (rare materials from special collections) and hands-on experience in the printing studio (Maryland Institute College of Art). Students gain a historical perspective on the information revolution that printing inaugurated 500 years ago, as well as a meaningful appreciation for the craftsmanship, design expertise, and skill involved in letterpress printing. Printing’s relationship to digital culture also plays a role in the class as students translate their experiences with physical materials into a blog.
Area: Humanities.

**AS.371.174. Introduction to Digital Art Production.**
An introduction to digital media tools with a focus on creating art and communicating ideas. Develop your skills in audio/visual communication including graphics, web design, sound and video production. Class meets at the Digital Media Center and includes an introduction to DMC’s facilities and broad range of digital production gear, plus studio visits with digital artists working in a variety of media.
Instructor(s): K. Anchor.

**AS.371.175. The Art of Infrastructure.**
Networks of infrastructure surround us: invisible, pervasive, and essential modern life. Our project in this course will be to begin to see the arcane complexities that underlie our simplest acts (as well as the highest ambitions of architects and civil engineers). We will eat, to learn about the infrastructures of food; we will travel, to learn about routes; we will explore water and power and the myriad of dependencies that make things tick. Then we will make (beautiful) maps.
Instructor(s): C. Phinney
Area: Humanities, Engineering.

**AS.371.176. B’More: The Photographic Portfolio - City Visions, Street & People.**
In this course, we will review, discuss, and deconstruct the portrait, concept, and street images of master photographers as we wrestle with the question: what makes a great photograph? We’ll also learn to pre-visualize our photographs by looking at such camera basics as ISO, aperture, and shutter speed. Lectures will be complemented by a studio portrait session, and visits to such cultural centers of Baltimore as Fells Point (where we’ll photograph inside a boxing gym and tattoo parlor), the Baltimore Museum of Art, and the Visionary Art Museum. Students will be asked to conceive of a theme and create a cohesive body of images—a portfolio—from the opportunities presented during our trips into the city.
Instructor(s): H. Ehrenfeld; L. Lubow
Area: Humanities.
AS.371.188. B'More: Seeing Baltimore with a Camera - Beyond Tourism.
Please note, class will meet Saturday, Jan. 23 in the event of inclement weather. This course is for freshmen ONLY. This course will be an introduction to various neighborhoods of Baltimore through the eye of a camera. Students will be introduced to the concept of photography as an artistic medium for documenting a city's cultural life (e.g. architectural, musical, social, historical) through a mixture of classroom lectures and field trips to Baltimore neighborhoods: Federal Hill, Hampden, Mt. Vernon and Fells Point and visits to the Peabody Library, the Walters Art Museum, SPCA and a photo studio. Each student will create a small body of work that reflects their interests, point of view and photographic skills.Open to freshmen students participating in the B'More Program only.
Prerequisites: Students may enroll in one B'More course only.
AS.371.189 OR AS.271.119 OR AS.100.285 OR AS.140.318 OR AS.300.100 OR AS.360.108 OR AS.360.122 OR AS.389.171
Instructor(s): H. Ehrenfeld
Area: Humanities.

AS.371.189. B'More: Charm City through the Lens.
Please note, class will meet Saturday, Jan. 23 in the event of inclement weather. This course is for freshmen ONLY. In this course we’ll analyze and discuss the work of master photographers from Baltimore and beyond. Students will be introduced to the concept of photography as an aesthetic medium for documenting a city’s cultural life. We will also discuss the intersection between camera basics (e.g. ISO, aperture, shutter speed) and visual perception and cognition. Classroom lectures will be complemented by visits to Federal Hill, Fells Point, Bolton Hill, and Mt. Vernon. Using their own digital and cell phone cameras, students will have the opportunity to create their own photographic portfolios to present to the class. Open to freshmen students participating in the B'More Program only.
Prerequisites: Students may enroll in one B'More course only.
AS.371.188 OR AS.271.119 OR AS.100.285 OR AS.140.318 OR AS.300.100 OR AS.360.108 OR AS.360.122 OR AS.389.171
Instructor(s): M. Lopez-Gonzalez
Area: Humanities.

AS.371.190. Painting & Drawing the Local Landscape.
Clear fall weather in Baltimore and the wide variety of landscape and architecture in and around the Homewood campus provide an ideal opportunity to paint and draw outside. Working from life, masterworks and slides, we will investigate the history and practice of landscape painting, beginning with tonal wash drawings and progressing to full-color paintings. Media will include charcoal, ink, watercolor and oil paint. Slide lectures, demonstrations and museum and library visits will be featured. Portable easels provided.
Prerequisites: AS.371.131 OR AS.371.133 OR Instructor's Permission Required
Instructor(s): B. Gruber.

AS.371.191. Introduction to Video Art.
Throughout the semester, students will screen video art and respond by shooting and editing their own video works. They will think critically about the personal and societal function that video artwork serves. We’ll look at the work of artists ranging from Martha Rosler and Hennessy Youngman, to Spike Jonze and music videos. We will discuss and explore the intersections between video, poetry, painting, and music. Students will be required to learn video editing software, write short video responses, and read and discuss relevant essays. Students can expect to shoot and edit four video production assignments.
Instructor(s): J. Roche.

AS.371.200. Visualizing Music. 3 Credits.
In this course, JHU photography students will pair up with Peabody Conservatory of Music student composers to develop an interdisciplinary work that grows out of their conversations and passions. Working under the guidance of Phyllis Berger, CVA Photography Supervisor, and David Smooke, Peabody Conservatory Music Theory Chair, students will design a program of music and photography that brings together the experience of looking and listening. Their work will be exhibited and performed at Evergreen Museum and Library. Attendance at first class is mandatory.
Instructor(s): D. Smooke; P. Berger
Area: Humanities.

AS.371.201. Drawing Outside the Box.
We will explore essential principles, tools, terminology & media, while pushing the boundaries of “traditional drawing” by adopting alternatives such as drawing with wire, inking with grass, and animating gesture in Photoshop. Not only will we draw from observation, which builds the perceptual platform and skills for spatial understanding and rendering, we will draw from intuition, movement, and outdoor stimuli. Subject matter may include: still life, interiors, landscape, architecture, the human figure and personal narrative.
Instructor(s): C. Gregory
Area: Humanities.

AS.371.202. Street Photography: Ten Photos, Ten Stories. 3 Credits.
Street photography is about seeing and reacting, in order to capture small, revelatory moments in a single image. We'll cover camera operation basics, study inspiring examples by historical and contemporary photographers such as Robert Frank and Helen Levitt, and develop a more acute sense of sight on field trips to public parks and neighborhoods and through assignments and critiques. In the second half of the semester, students work on their own projects to develop 10 images that each tell a story, however slight, about the human condition.
Instructor(s): J. Bishop
Area: Humanities.

AS.371.203. Drawing in Motion.
Drawing in Motion explores the seductive and messy medium of charcoal on paper, and adds a twist: the element of time. We will begin by drawing from direct observation using additive and subtractive methods. We will continue by viewing work by stop-motion animator William Kentridge, whose art delves into our human narrative: the passion, the trauma, and the passing. The culmination of the class will result in a partnered 40second stop-motion animation project.
Area: Humanities.

AS.371.301. Landscapes: Photographing the Burren.
The Burren College of Art, located in a medieval castle on Ireland's Atlantic coast, serves as the base for this digital photography course. Fundamentals of the Digital SLR are reviewed as well as image correction and manipulation in Photoshop. Focusing on the varied landscapes of Ireland, students will assemble a portfolio of digital photographs and exhibit their work in a group show at the end of the Program. Students of all majors and levels are welcome. Course must be taken for a grade.
Instructor(s): P. Berger
Area: Humanities.
AS.371.302. Photographic Portfolio.
In this upper level course, experienced students will work on a semester-long project that reflects their artistic sensibility, interests and passion for photography. They will develop their ideas within a seminar style format that allows for conversation and debate and provides a forum for the evolution of content within their work. Through a combination of critique, lecture and lab, students will complete a portfolio of ten printed images that work together in a series. Recommended Course Background: Previous CVA photography course or instructor's permission. Instructor(s): P. Berger
Area: Humanities.

In this course, we will explore different genres of documentary photography, including the fine art document, photojournalism, social documentary photography, the photo essay and photography of propaganda. Students will work on a semester-long photo-documentary project on a subject of their choice. Digital SLRs will be provided. Attendance at first class is mandatory. No need to email for approval. Instructor(s): P. Berger
Area: Humanities.

AS.371.304. Photo Seminar: Wet Darkroom.
In this film based course, students develop a project of their choice over the semester working independently in the darkroom and meeting for weekly critiques and discussions. Using the zone system (a method of pre-visualization developed by Ansel Adams) students will experiment with different film, paper and developer combinations specific to their projects. Writing in the form of a journal as well as critical analysis of images are integral parts of the seminar experience. Prerequisites: AS.371.146 or Permission Required Area: Humanities.

The Burren College of Art, located in a medieval castle on Ireland’s Atlantic coast, serves as the base for this digital photography course. Fundamentals of the Digital SLR are covered as well as image correction and manipulation in Photoshop. Students will work one-on-one with their instructor and will exhibit their work in a group show at the end of the program. Students of all majors and levels are welcome. Course must be taken for a grade. Instructor(s): P. Berger
Area: Humanities.

Instructor(s): C. Hankin; P. Berger.

Instructor(s): B. Gruber; C. Hankin; P. Berger.

AS.371.590. Independent Study.
Instructor(s): C. Hankin.

Cross Listed Courses

Film and Media Studies

AS.061.376. Arts and Culture Journalism: Interactive Media, Online Publishing.
Students will participate in the ongoing creation of BmoreArt.com, an online arts and culture publication that serves the Baltimore community. In conjunction with visiting professionals, students will investigate the Baltimore cultural community and create different types of editorial content using interactive media including film, video, sound, and writing. Students will produce creative content utilizing their individual areas of expertise - such as visual art, art history, music, literary arts, film, and theater - while working together as a professional organization. A strong emphasis will be placed on the student’s collaborative participation and creative experimentation. Students with differing backgrounds in media will approach this project from unique perspectives, which will be valued and cultivated. Students with previous experience in journalism are welcome. An introductory writing or film course is suggested as a prerequisite. Instructor(s): C. Ober
Area: Humanities.

German Romance Languages Literatures

AS.213.348. Picturing Jews: Representing Jewish Identity in Modern Art, Film & Literature.
This course will consider the different ways Jewish identity has been represented in the 19th and 20th centuries, focusing primarily on Central and Eastern Europe. Race, nationalism, religion, language, geography, politics—all helped shape different ways of understanding just what it meant to be a Jew, and all found expression in art and literature by both Jews and non-Jews. Looking at texts originally written in German, Yiddish, and Hebrew, including prose, poetry, journalism and drama, as well as painting, photography, graphic design, architecture, and film we will gain an understanding of the range of ways that Jewish identity could be understood and expressed as well as of the ideological stakes and historical contexts of such representations. Writers and artists examined will include Chagall, Kafka, Sholem Aleichem, and Bilalik. All readings will be in translation. Instructor(s): S. Spinner
Area: Humanities.

Program in Museums and Society

AS.389.335. Recreating Ancient Greek Ceramics. 4 Credits.
This hands-on course in experimental archaeology brings together undergraduate and graduate students across disciplines to study the making of Athenian vases. Students work closely with expert ceramic artists, and in consultation with art historians, archaeologists, art conservators, and materials scientists to recreate Greek manufacturing processes. Instructor(s): S. Balachandran
Area: Humanities.

Hopkins curatorial staff and photography instructor introduce the concept of books as art. Students create artist’s books inspired by campus collections for inclusion in an Evergreen exhibition. FIRST CLASS IS MANDATORY. M&S practicum course. Cross-listed with Homewood Art Workshops. Instructor(s): J. Abbott; P. Berger
Area: Humanities.
Behavioral Biology Program

The David S. Olton Behavioral Biology Program seeks to establish a greater understanding of the relations of brain and behavior through an interdisciplinary program of study. Students in the Behavioral Biology Program examine the complex interplay between environment and behavior, and the processes and mechanisms that underlie behavior. One goal of the program is for students to learn how to integrate scientific discoveries from the wide array of scientific fields of inquiry that contribute to the study of behavioral biology, from molecular biology to sociology.

The interdisciplinary characteristics of the Behavioral Biology Program provide an excellent preparation for postgraduate work. For those interested in the health professions, behavioral biology can be integrated into a premedical curriculum that will provide a broad, humanistic perspective. For those who wish to pursue scientific careers in psychopharmacology, behavioral neuroscience, and physiological psychology, the program provides excellent preparation. Students interested in the fields of organismal or integrative biology should also consider this major.

Many students ask about the similarities and differences between the behavioral biology major and the neuroscience major. Both of these programs are interdepartmental, and a majority of professors teach courses that are listed for both majors. Behavioral Biology majors can explore many aspects of the biology of behavior, including the neural mechanisms of behavior (which obviously overlaps with the neuroscience major), but also biomechanical, evolutionary, ecological, and social aspects of behavior. The behavioral biology major also has fairly liberal course requirements which provide students with an opportunity to explore more choices in their liberal arts education. Students majoring in neuroscience focus directly on the brain and on neural function/mechanisms. Generally speaking, the systems Neuroscience focus area in the neuroscience major has the most overlap with behavioral biology.

The core program of the behavioral biology major provides breadth and background in five fundamental areas:

1. physics, chemistry, mathematics
2. biology
3. psychology, anthropology, sociology
4. neuroscience
5. history of science

The exact courses to be taken are determined by the student in conjunction with the faculty advisor. A grade of C- or better is required for courses fulfilling major requirements and courses may not be taken satisfactory/unsatisfactory. Hopkins undergraduates may enter the Behavioral Biology Program at any time, provided all requirements can be completed before graduation. Additional information regarding the Behavioral Biology Program is available through Hope Stein at hope.stein@jhu.edu or 410-516-6196.

Please consult our website for the most recent updates: http://krieger.jhu.edu/behavioralbiology/courses/

Requirements for the B.A. Degree

Also see Requirements for a Bachelor’s Degree. (p. 20) Requirements for the behavioral biology major are as follows:

**Math and Science Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>AS.030.101</td>
<td>Introductory Chemistry I</td>
<td>3</td>
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<tr>
<td>AS.030.105</td>
<td>Introductory Chemistry Lab</td>
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<tr>
<td>AS.030.102</td>
<td>Introductory Chemistry II</td>
<td>4</td>
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<tr>
<td>&amp; AS.030.106</td>
<td>and Introductory Chemistry Laboratory II</td>
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<tr>
<td>or AS.030.103</td>
<td>Applied Chemical Equilibrium and Reactivity w/lab</td>
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<tr>
<td>AS.171.101</td>
<td>General Physics:Physical Science Major I</td>
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<tr>
<td>or AS.171.103</td>
<td>General Physics I for Biological Science Majors</td>
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<tr>
<td>or AS.171.107</td>
<td>General Physics for Physical Sciences Majors (AL)</td>
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<td>AS.173.111</td>
<td>General Physics Laboratory I</td>
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<tr>
<td>or AS.171.102</td>
<td>General Physics: Physical Science Majors II</td>
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<td>or AS.173.112</td>
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<td>Calculus I</td>
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<td>or AS.110.108</td>
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<tr>
<td>AS.110.107</td>
<td>Calculus II (For Biological and Social Science)</td>
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<td>or AS.110.109</td>
<td>Calculus II (For Physical Sciences and Engineering)</td>
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<td>or AS.110.113</td>
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<td>Statistical Analysis I</td>
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<tr>
<td>or EN.550.112</td>
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**Behavioral Biology Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>AS.290.101</td>
<td>Human Origins</td>
</tr>
<tr>
<td>AS.200.141</td>
<td>Foundations of Brain, Behavior and Cognition</td>
</tr>
<tr>
<td>AS.200.208</td>
<td>Animal Behavior</td>
</tr>
<tr>
<td>AS.080.250</td>
<td>Neuroscience Laboratory</td>
</tr>
<tr>
<td>AS.290.490</td>
<td>Senior Seminar: Behavioral Biology</td>
</tr>
</tbody>
</table>

**Behavioral Biology Elective Courses**

Nine credits of advanced bio-behavioral science courses 9
Six credits of intermediate/advanced social/developmental/cognitive sciences courses 6

| Total Credits | 35 |


** Students should refer to the program website (http://krieger.jhu.edu/behavioralbiology/courses/) or the schedule of classes to identify elective choices.
Research for Undergraduates

While research is not required for behavioral biology majors, it is strongly recommended students consider participating in a research experience as an undergraduate.

Honors in the Major

To receive honors in behavioral biology, students must have met the following criteria:

1. Earn a GPA of 3.5 or better in major requirements
2. Conduct research and give a research presentation
3. Receive a recommendation from research mentor

For current faculty and contact information go to http://krieger.jhu.edu/behavioralbiology/faculty_directory/

Faculty

Director
Peter Holland
Professor Psychological and Brain Sciences.

Teaching Professor
Linda Gorman
Psychological and Brain Sciences.

Lecturers
Chris Kraft
Johns Hopkins Center for Marital and Sexual Health, Sexual Behaviors Consultation Unit, Johns Hopkins Medical Institutions.

Kisi Bohn
Behavioral Biology Program.

Professor
Cindy Moss
Psychological and Brain Sciences

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

AS.080.260. Bridging the gap between Biology and Statistics.
This course is designed to support the lectures and assignments in Probability and Statistics in Life Sciences, EN.550.211. This one-hour a week course is led by a behavioral biology professor with extensive expertise in statistics and mathematics. The primary goal of this course is to increase success and understanding of EN.550.211 by bridging the gap between theoretical statistics and biological thinking. In addition, when possible, examples and direct applications in neuroscience and behavioral biology will be presented to provide a context for EN.550.211 materials.
Instructor(s): K. Bohn.

This course examines the origins of human structure, function and behavior from an evolutionary perspective. It includes study of the evolution, behavior and behavioral ecology of nonhuman primates, hominin evolution (including the paleontological and archaeological records), and the origins of human cognition, social behavior and culture. Cross-listed with Psychological and Brain Sciences.
Instructor(s): P. Holland
Area: Natural Sciences, Social and Behavioral Sciences.

AS.290.200. Sensory Exotica.
A hidden world of sensory signals and behavior lies beyond human perceptual capabilities. Flying bats capture insects in complete darkness using self-generated sounds. Hundreds of species of fish use electricity for sensing and communicating. These animals, having evolved unique sensory and motor adaptations, often outperform both man and machine in the control of behavior. This class will explore ‘exotic’ sensory systems from the organismal to the neuronal level and discuss applications for bio-inspired technologies.
Area: Natural Sciences.

The course examines Tropical Biology and Evolution in situ in the Rain Forest and Galapagos Islands.
Instructor(s): G. Ball
Area: Natural Sciences.

AS.290.301. Stress and the Brain.
The purpose of this course is to explore the phenomenon of stress by investigating the neural, endocrine and molecular mechanisms involved. By reviewing both animal and human research, this course will consider disorders of the stress control system and the adverse impact of stress on human physical and mental health. Topics in this class will include, but are not limited to I) disorders such as PTSD, anxiety, major depression; II) interactions between stress and neurodegenerative disorders; III) stress-immune-inflammatory interactions; IV) the role of stress in obesity, hypertension, and other metabolic syndromes; V) stress effects on reproduction. Students will finish this course with a greater understanding for the fundamental neuroendocrine responses to stress and its consequent and/or associated adverse effects on human health.
Prerequisites: AS.020.306 OR (AS.050.203 OR 080.203) OR AS.200.141 OR (AS.080.305 AND AS.080.306)
Instructor(s): F. Madison
Area: Natural Sciences.
The study of animal communication involves the study of neural and hormonal mechanisms mediating the production of communication signals and the evolutionary function of the different signals animals produce to communicate with one another. In this course, information from both of these approaches to the study of behavior will be integrated to provide a comprehensive examination of the causes and functions of different animal communication systems. Topics will include both a consideration of the mechanisms of signal production and of signal perception. The course will review the basic features of communication and features of signaling systems. We will also discuss neural and endocrine functioning and the fundamentals of evolutionary theory relevant to the study of animal communication. Finally, this course will include a field component where students will quantify different aspects of communicative behaviors including song, mating, and parental behavior in several species. 
Prerequisites: AS.200.141 OR AS.200.208 OR AS.080.305
Instructor(s): F. Madison.

This course will examine the historical and current theories of sexual orientation and sexual variation development by examining the biological, psychological and social contributing factors that influence the development of sexual orientations and variations along with treatment and modification of problematic sexual behaviors. Limited to Juniors and Seniors with PBS, Neuroscience, Public Health, Behavioral Biology, and Biology majors, or Juniors and Seniors with PBS or Women’s Studies minors.
Prerequisites: Students may enroll in both AS.200.204 and AS.290.420, but cannot do so in the same semester.
Instructor(s): A. Jarema; C. Kraft
Area: Social and Behavioral Sciences.

Great ideas in Behavioral Biology. Discussion of classic and cutting edge articles in the original literature. Student presentations and reaction papers. Capstone course for senior Behavioral Biology majors.
Instructor(s): P. Holland
Area: Social and Behavioral Sciences.

AS.290.501. Research-Freshmen.
Instructor(s): Staff.

AS.290.502. Research-Freshmen.
Instructor(s): Staff.

AS.290.503. Research-Sophomores.
Instructor(s): Staff.

AS.290.504. Research-Sophomores.
Instructor(s): Staff.

AS.290.505. Research-Juniors.
Instructor(s): Staff.

AS.290.506. Research-Juniors.
Instructor(s): Staff.

AS.290.507. Research-Seniors.
Instructor(s): Staff.

AS.290.508. Research-Seniors.
Instructor(s): Staff.

AS.290.519. Independent Study.
Instructor(s): P. Holland.

AS.290.520. Independent Study.
Instructor(s): C. Moss; K. Bohn; P. Holland.

Cross Listed Courses

Biology
AS.020.151. General Biology I.
This course begins with an overview of the biosphere followed by an analysis of ecosystems and animal behavior in the context of evolution. Cellular and Molecular bases of life, modes of inheritance, and bioenergetics are presented as unifying themes. The biochemistry of organic molecules, control of gene expression, cellular metabolism, and advances in biotechnology are areas of concentration.
Instructor(s): C. Roberson; R. Pearlman; R. Shingles
Area: Natural Sciences.

AS.020.152. General Biology II.
This course builds on the concepts presented and discussed in General Biology I. The primary foci of this course will be on the diversity of life and on the anatomy, physiology, and evolution of plants and animals. There will be a special emphasis on human biology. The workshops that were introduced in AS.020.151 General Biology I will include the use of simulation software, a critique of the primary literature, and an exploration of current trends in medicine. Recommended Course Background: AS.020.151. Section 01: Not open to Freshmen. Section 02: Open to Freshmen only.
Prerequisites: Prereq: AS.020.151
Instructor(s): C. Roberson; R. Pearlman; R. Shingles
Area: Natural Sciences.

AS.020.153. General Biology Laboratory I.
Student must have enrolled in AS.020.151 either this term or in past terms. Students who have credit for AP Biology but take General Biology Lab I will lose all eight credits of AP Biology credit. This course reinforces the topics covered in AS.020.151. Laboratory exercises explore subjects ranging from forest ecology to molecular biology to animal behavior. Students participate in a semester-long project, identifying bacteria using DNA sequencing. Cross-listed with Behavioral Biology.
Prerequisites: AS.020.151
Instructor(s): R. Pearlman
Area: Natural Sciences.
Anthropology

The concept of evolution is central to social theory. Originating in the question of the species, it has moved into questions of human ecology, cultural forms and modes of thought. While it remains a deeply contested, often criticized concept, particularly in its neo-Darwinian manifestation, it orients anthropological thinking in ways that are as yet to be examined. Reaching into the archives of anthropology and other cognate disciplines, this course will examine the writings of Lyell, Darwin, Marx, Morgan, Boas, Steward, Bateson, Ingold among others. Co-listed with AS.070.610
Area: Humanities, Social and Behavioral Sciences.

The concept of evolution is central to social theory. Originating in the question of the species, it has moved into questions of human ecology, cultural forms and modes of thought. While it remains a deeply contested, often criticized concept, particularly in its neo-Darwinian manifestation, it orients anthropological thinking in ways that are as yet to be examined. Reaching into the archives of anthropology and other cognate disciplines, this course will examine the writings of Lyell, Darwin, Marx, Morgan, Boas, Steward, Bateson, Ingold among others. Co-listed with AS.070.352
Instructor(s): A. Goodfellow; N. Khan
Area: Humanities, Social and Behavioral Sciences.

Neuroscience

This course investigates numerous types of brain injuries and explores the responses of the nervous system to these injuries. The course’s primary focus is the cellular and molecular mechanisms of brain injury and the recovery of function. Discussions of traumatic brain injury, stroke, spinal cord, and tumors, using historical and recent journal articles, will facilitate students’ understanding of the current state of the brain injury field. Cross-listed with Psychological and Brain Sciences and Behavioral Biology.
Prerequisites: (AS.080.305 AND AS.080.306) OR (AS.080.312 OR AS.020.306) OR (AS.200.141 and 020.306) OR Permission of Instructor
Instructor(s): L. Gorman
Area: Natural Sciences.

Psychological Brain Sciences

Formerly listed as Introduction to Physiopsychology. A survey of neuropsychology relating the organization of behavior to the integrative action of the nervous system. Cross-listed with Behavioral Biology and Neuroscience.
Instructor(s): L. Gorman
Area: Natural Sciences, Social and Behavioral Sciences.

Examines basic principles of animal behavior (orientation, migration, communication, reproduction, parent-offspring relations, ontogeny of behavior and social organization). Evolution and adaptive significance of behavior will be emphasized.
Prerequisites: Prereqs: AS.020.151 AND (AS.110.106 OR AS.110.108)
Instructor(s): K. Bohn
Area: Natural Sciences, Social and Behavioral Sciences.

A critical examination of the methods of observation, description, reasoning, inference, measurement and intervention that underlie the clinical practice of psychology and psychiatry. Crosslisted with Behavioral Biology. Open to Senior & Junior Behavioral Biology, Cognitive Science, Neuroscience, Psychology, and Public Health majors only OR with Instructor Approval.
Prerequisites: AS.200.212
Instructor(s): D. Edwin
Area: Social and Behavioral Sciences.

AS.200.343. Motivation.
Current biological, behavioral, and cognitive research and theory concerning the motivation of behavior are examined. Both human and non-human animal research is reviewed. Topics include the role of genetics, arousal, biological regulatory systems, incentives, expectancies, attributions, social processes and self-actualization in the general of behavior. Recommended Course Background: AS.200.101 and AS.200.146 or instructor permission.
Instructor(s): H. Petri
Area: Social and Behavioral Sciences.

An examination of the effects of hormones on behavior in non-human and human animals. Topics will include the effects of hormones on sexual differentiation, reproductive behavior, parental behavior, homeostasis and biological rhythms, regulation of body weight, learning and memory. Cross-listed with Behavioral Biology and Neuroscience.
Prerequisites: Prereqs: (AS.200.141 OR AS.080.305 ) OR (AS.020.151 AND AS.020.152) OR (AS.020.305 AND AS.020.306 ) or instructor’s permission
Instructor(s): K. Bohn
Area: Natural Sciences, Social and Behavioral Sciences.

This course will apply insights from cognitive psychology decision-making research to the stock market. The course investigates whether investors can beat the market benchmarks by exploiting marketplace investor sentiment. Juniors and seniors only. Recommended Course Background: six credits of Psychology course work.
Area: Social and Behavioral Sciences.

This course is designed to address the growing literature on the neurobiology of motivational behaviors, integrating studies from invertebrates to birds, rodents, primates and humans. The course will begin with a century old, yet ongoing, discussion on how researchers define ‘motivation’. Following this primary introduction, we will discuss the brain circuitry that underlies emotion, reward, and motivation, so that students attain the necessary foundations for understanding the neurobiology of motivated behavior. In particular, we will proceed with an in-depth exploration of an inherently motivated and naturally rewarding social interaction, sexual behavior, which will be discussed at multiple levels. Subsequent lectures will address literature on how humans activate the same brain reward systems artificially by using drugs of abuse. Drawing on these theoretical and empirical foundations, we will then explore the possible involvement of these motivational systems on distinctly human pleasures such as religious experience, visual arts, and music.
Prerequisites: AS.200.141 OR AS.080.105 OR (AS.080.305 AND AS.080.306) OR Permission required.
Instructor(s): O. Iyilikci
Area: Natural Sciences, Social and Behavioral Sciences.
Episodic memory, or autobiographical memory, has been said to be a capacity that is uniquely human. Consisting of the what, when, and where components of our experiences, episodic memory is what makes each of us who we are. This course will explore each of these components individually—the psychology and neural underpinnings of each component—before discussing them in combination as episodic memory. Finally, we will visit one of the greatest ongoing debates in the memory literature: whether or not this ability is truly “uniquely human” or if our nonhuman animal counterparts also have this capacity. Throughout the course, we will draw on evidence from empirical articles based on studies in a variety of species including rodents, primates, and birds.
Prerequisites: AS.200.101 OR AS.200.141 OR AS.080.105 OR (AS.080.305 AND AS.080.306) OR Permission required.
Instructor(s): J. Asem
Area: Natural Sciences, Social and Behavioral Sciences.

This course examines the general organizing principles of the anatomy of the human central nervous system and how this anatomical organization relates to function, from the level of neural circuits, to systems, to behavior. Students will learn to identify neuroanatomical structures and pathways in dissections and MRI images through computerized exercises. Readings and lectures will emphasize general structure-function relationships and an understanding of the functional roles of particular structures in sensory, motor, and cognitive systems.
Prerequisites: AS.080.250 OR AS.080.305
Instructor(s): S. Courtney-Faruque
Area: Natural Sciences, Social and Behavioral Sciences.

AS.200.376. Psychopharmacology.
Designed to provide information about how drugs affect the brain and behavior. The course focuses on biological concepts underlying structures and functions of the brain that relate to mental disorders. An introduction to neurobiology and brain function is presented as it applies to the interaction of various classes of drugs with the individual neurotransmitter systems in the brain. A brief historic review is followed by a discussion of clinical relevance. Cross-listed with Behavioral Biology and Neuroscience.
Prerequisites: AS.200.141 OR (AS.020.312 AND AS.020.306) OR (AS.080.305 AND AS.080.306) OR permission required.
Instructor(s): H. Adwanikar; L. Gorman
Area: Natural Sciences, Social and Behavioral Sciences.

Examine relations between brain, mind, and behavior in nonhuman animals, focusing on topics such as learning, memory, attention, decision-making, navigation, communication, and awareness. We will take a variety of approaches, including behavioral, computational, evolutionary, neurobiological, and psychological perspectives.
Prerequisites: AS.200.141 OR AS.200.208 OR AS.290.101) OR permission of instructor.
Instructor(s): P. Holland
Area: Social and Behavioral Sciences.

Bioethics Program
The practice of medicine, the development of public health policies, and advances in the biomedical sciences raise fundamental moral and philosophical issues. The bioethics program is designed to provide students with an understanding of these issues, and the background and the conceptual tools to think about them clearly. The program is a collaboration between the Johns Hopkins Berman Institute of Bioethics and the Department of Philosophy, and draws on the resources of both.

Requirements for the Minor
Eight Courses
AS.150.219 Introduction to Bioethics
AS.150.220 Introduction to Moral Philosophy
Select one of the following: 8
AS.020.151 General Biology I
& AS.020.152 and General Biology II
AS.020.305 Biochemistry
& AS.020.306 and Cell Biology
EN.580.421 Systems Bioengineering I
& EN.580.422 and Systems Bioengineering II
At least two upper-level (300- or 400-level) seminars offered by the bioethics program 6
Two additional bioethics seminars not counted in fulfillment of the previous requirement approved by the program’s advisory committee. 6
Total Credits 20

All courses must be taken for letter grades and receive a grade of C- or higher.
For more information, please contact Professor Hilary Bok.
For current faculty and contact information go to http://www.bioethicsinstitute.org/people/faculty

Faculty
Director
Hilary Bok
Associate Professor (Director), Philosophy.

Associate Professor
Maria Merritt
(Bloomberg School of Public Health): bioethics.

Research Scientist
Andrew Siegel
(Berman Institute of Bioethics).

Biology
http://www.bio.jhu.edu

The Department of Biology offers a broad program of undergraduate, graduate, and postgraduate study in the biological sciences. Included among the areas in which instruction and research opportunities are available are biochemistry and biophysics, cell biology, molecular biology, microbiology, developmental biology, genetics, neuroscience, and immunology.

The Biology Department offers two degree options for undergraduate students, a Bachelor of Arts degree for biology majors and a Bachelor of Science degree for molecular and cellular biology majors.
Requirements for the B.A. Degree

(Also see Requirements for a Bachelor’s Degree. (p. 20))

The B.A. degree in biology is designed to provide students with a thorough grounding in modern biology, with special emphasis on the molecular aspects of the discipline.

All courses required for the biology major must be taken for a letter grade (not S/U) and be passed with a grade of C- or better with one exception. The department will accept one passing grade below C- in senior year provided that the average for all formal lecture and laboratory courses is at least 2.0.

Mathematics

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
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<tr>
<td>or AS.110.108</td>
<td>Calculus I</td>
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<tr>
<td>AS.110.107</td>
<td>Calculus II (For Biological and Social Science)</td>
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<tr>
<td>or AS.110.109</td>
<td>Calculus II (For Physical Sciences and Engineering)</td>
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<td>or AS.110.113</td>
<td>Honors Single Variable Calculus</td>
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Physics

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<td>or AS.171.103</td>
<td>General Physics I for Biological Science Majors</td>
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<td>or AS.171.107</td>
<td>General Physics for Physical Sciences Majors (AL)</td>
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Chemistry

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<td>Introductory Chemistry Lab I</td>
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<td>AS.030.102</td>
<td>Introductory Chemistry II</td>
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<td>&amp; AS.030.106</td>
<td>Applied Chemical Equilibrium and Reactivity w/lab</td>
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<td>or AS.030.103</td>
<td>Applied Chemical Equilibrium and Reactivity w/lab</td>
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<td>AS.030.205</td>
<td>Organic Chemistry I</td>
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<td>AS.030.206</td>
<td>Organic Chemistry II</td>
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<tr>
<td>or AS.030.212</td>
<td>Honors Organic Chemistry II with Applications in Biological and Materials Chemistry</td>
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<tr>
<td>AS.030.225</td>
<td>Introductory Organic Chemistry Lab</td>
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<tr>
<td>or AS.030.227</td>
<td>Chemical Chirality: An Introduction in Organic Chem. Lab, Techniques</td>
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Biology

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<td>AS.020.305</td>
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<td>or AS.250.253</td>
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<td>AS.020.306</td>
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Electives

At least three courses totaling at least eight credits (see list below) from the courses approved by the Director of Undergraduate Studies. At least one must be a 3 credit course taught in the Biology Department (AS.020.xxx)

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<th>Course Title</th>
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<td>Enzymes, Metabolism and Metabolic Disorders</td>
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<td>AS.020.312/316</td>
<td>Introduction to the Human Brain</td>
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<td>AS.020.317/314</td>
<td>Signaling in Development and Disease</td>
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<td>AS.020.329</td>
<td>Microbiology</td>
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<td>AS.020.331/330</td>
<td>Human Genetics</td>
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<tr>
<td>AS.020.332</td>
<td>Photosynthesis by Land and Aquatic Organisms</td>
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<tr>
<td>AS.020.334</td>
<td>Planets, Life and the Universe</td>
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<tr>
<td>AS.020.337</td>
<td>Stem Cells &amp; the Biology of Aging &amp; Disease</td>
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<tr>
<td>AS.020.344</td>
<td>Virology</td>
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<td>AS.020.346</td>
<td>Immunology</td>
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<td>AS.020.347</td>
<td>AIDS</td>
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<tr>
<td>AS.020.370/370</td>
<td>Emerging Strategies and Applications in Biomedical Research</td>
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<td>AS.020.375</td>
<td>Anatomy</td>
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<td>AS.020.376/660</td>
<td>Molecular Evolution</td>
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<td>Epigenetics and Chromosome Dynamics</td>
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</tr>
<tr>
<td>AS.020.668</td>
<td>Advanced Molecular Biology</td>
<td></td>
</tr>
<tr>
<td>AS.020.674</td>
<td>Graduate Biophysical Chemistry</td>
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<tr>
<td>AS.020.686</td>
<td>Advanced Cell Biology</td>
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Applied Mathematics and Statistics

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EN.550.310</td>
<td>Probability &amp; Statistics for the Physical and Information Sciences &amp; Engineering</td>
<td></td>
</tr>
<tr>
<td>EN.550.311</td>
<td>Probability and Statistics for the Biological Sciences and Engineering</td>
<td></td>
</tr>
<tr>
<td>EN.550.413</td>
<td>Applied Statistics and Data Analysis</td>
<td></td>
</tr>
<tr>
<td>EN.550.420</td>
<td>Introduction to Probability</td>
<td></td>
</tr>
<tr>
<td>EN.550.430</td>
<td>Introduction to Statistics</td>
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Behavioral Biology

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>AS.290.301</td>
<td>Stress and the Brain</td>
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Biomedical Engineering

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EN.580.321</td>
<td>Statistical Mechanics and Thermodynamics</td>
<td></td>
</tr>
<tr>
<td>EN.580.421</td>
<td>Systems Bioengineering I</td>
<td></td>
</tr>
<tr>
<td>EN.580.422</td>
<td>Systems Bioengineering II</td>
<td></td>
</tr>
<tr>
<td>EN.580.425</td>
<td>Ion Channels in Excitable Membranes</td>
<td></td>
</tr>
<tr>
<td>EN.580.441</td>
<td>Cellular Engineering</td>
<td></td>
</tr>
<tr>
<td>EN.580.442</td>
<td>Tissue Engineering</td>
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Biophysics

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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>AS.250.329</td>
<td>Statistics and Data Analysis for BioScience</td>
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</tr>
<tr>
<td>AS.250.345</td>
<td>Cellular and Molecular Physiology</td>
<td></td>
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<tr>
<td>AS.250.351</td>
<td>Reproductive Physiology</td>
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<tr>
<td>AS.250.353</td>
<td>Computational Biology</td>
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<tr>
<td>AS.250.372</td>
<td>Biophysical Chemistry</td>
<td></td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>AS.250.391</td>
<td>Proteins and Nucleic Acids</td>
<td>3</td>
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<tr>
<td>AS.250.401</td>
<td>Advanced Seminar in Structural and Physical Virology</td>
<td>3</td>
</tr>
<tr>
<td>AS.250.411</td>
<td>Advanced Seminar in Structural Biology of Chromatin</td>
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**Chemistry**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AS.030.301</td>
<td>Physical Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>AS.030.302</td>
<td>Physical Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>AS.030.441</td>
<td>Spectroscopic Methods of Organic Structure</td>
<td>3</td>
</tr>
<tr>
<td>AS.030.451</td>
<td>Spectroscopy</td>
<td>3</td>
</tr>
<tr>
<td>AS.030.601</td>
<td>Statistical Mechanics</td>
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<tr>
<td>AS.030.610</td>
<td>Chemical Kinetics</td>
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<tr>
<td>AS.030.620</td>
<td>Chemical Biology II</td>
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<tr>
<td>AS.030.634</td>
<td>Topics in Bioorganic Chemistry II</td>
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**Chemical and Biomolecular Engineering**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EN.540.402</td>
<td>Metabolic Systems Biotechnology</td>
<td>3</td>
</tr>
<tr>
<td>EN.540.409</td>
<td>Dynamic Modeling and Control</td>
<td>4</td>
</tr>
<tr>
<td>EN.540.437</td>
<td>Application of Molecular Evolution to Biotechnology</td>
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</tr>
<tr>
<td>EN.540.459</td>
<td>Bioengineering in Regenerative Medicine</td>
<td>3</td>
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<tr>
<td>EN.540.460</td>
<td>Computational and Experimental Design of Biomolecules</td>
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**Computer Science**

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<tr>
<th>Course Code</th>
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<tr>
<td>EN.600.439</td>
<td>Computational Genomics</td>
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**Earth and Planetary Sciences**

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<tbody>
<tr>
<td>AS.270.308</td>
<td>Population/Community Ecology</td>
<td>3</td>
</tr>
<tr>
<td>AS.270.311</td>
<td>Geobiology</td>
<td>3</td>
</tr>
<tr>
<td>AS.270.323</td>
<td>Ocean Biogeochemical Cycles</td>
<td>3</td>
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<tr>
<td>AS.270.325</td>
<td>Introductory Oceanography</td>
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**Geography and Environmental Engineering**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EN.570.328</td>
<td>Geography &amp; Ecology of Plants</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.395</td>
<td>Principles of Estuarine Environment: Chesapeake Bay</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.403</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.411</td>
<td>Engineering Microbiology</td>
<td>4</td>
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<tr>
<td>EN.570.443</td>
<td>Aquatic Chemistry</td>
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**Materials Science and Engineering**

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<tr>
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<tbody>
<tr>
<td>EN.510.316</td>
<td>Biomaterials I</td>
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**Neurosciences**

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<tbody>
<tr>
<td>AS.080.305</td>
<td>The Nervous System I</td>
<td>3</td>
</tr>
<tr>
<td>AS.080.306</td>
<td>The Nervous System II</td>
<td>3</td>
</tr>
<tr>
<td>AS.080.310</td>
<td>Synaptic Function and Plasticity</td>
<td>3</td>
</tr>
<tr>
<td>AS.080.313</td>
<td>The Biology of Neural Development</td>
<td>3</td>
</tr>
<tr>
<td>AS.080.322</td>
<td>Cellular and Molecular Biology of Sensation</td>
<td>3</td>
</tr>
<tr>
<td>AS.080.330</td>
<td>Brain Injury &amp; Recovery</td>
<td>3</td>
</tr>
<tr>
<td>AS.080.352</td>
<td>Higher Brain Function</td>
<td>3</td>
</tr>
<tr>
<td>AS.080.355</td>
<td>Visual System</td>
<td>3</td>
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<tr>
<td>AS.080.360</td>
<td>Diseases &amp; Disorders of the Nervous System</td>
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**Physics**

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<tr>
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<tr>
<td>AS.171.309</td>
<td>Wave Phenomena with Biophysical Application</td>
<td>4</td>
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<tr>
<td>AS.171.310</td>
<td>Biological Physics</td>
<td>4</td>
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**Psychological and Brain Sciences**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>AS.200.312</td>
<td>Imaging the Human Mind</td>
<td>3</td>
</tr>
<tr>
<td>AS.200.314</td>
<td>Advanced Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>AS.200.370</td>
<td>Functional Human Neuroanatomy</td>
<td>3</td>
</tr>
<tr>
<td>AS.200.376</td>
<td>Psychopharmacology</td>
<td>3</td>
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<tr>
<td>AS.200.391</td>
<td>Sex Differences in the Brain, Behavior and Cognition</td>
<td>3</td>
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**Public Health**

<table>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>AS.280.335</td>
<td>The Environment and Your Health</td>
<td>3</td>
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</table>

### B.S. Degree in Molecular and Cellular Biology

The Biology Department offers a B.S. degree in molecular and cellular biology. The B.S. program is designed to provide a rigorous preparation for advanced study in the biomedical sciences. The program is tailored not only to students planning to enter Ph.D. programs or obtain employment in the biotechnology industry but also for premedical students.

All courses required for the molecular and cellular biology major must be taken for a letter grade (not S/U) and be passed with a grade of C- or better with one exception. The department will accept one passing grade below C- in senior year provided that the average for all formal lecture and laboratory courses is at least 2.0.

### Requirements

The B.S. degree in molecular and cellular biology requires, in addition to the requirements for the B.A. degree in biology, at least two additional upper level elective courses totaling five additional credits or more (for a total of at least 13 credits) from the elective list, and two of those electives must be at least 3 credit hours and have an 020 number. The B.S. degree also requires six credits of research supervised or sponsored by a faculty member in Biology. The supervised research will include participation in group meetings and writing a summary of accomplished work at the end of the year. General Biology I and II are not required for the B.S. degree.

### Honors in Biology

Students completing either a biology major or molecular and cellular biology major are eligible to receive their degree with honors.

The B.A. in biology with honors requires, in addition to the regular requirements for the B.A. in biology, a 3.5 GPA for natural sciences and quantitative studies courses, two semesters of research, a presentation of a poster describing the independent research, and a recommendation from the research sponsor.

The B.S. in molecular and cellular with honors requires, in addition to the regular requirements for the B.S. in molecular and cellular biology, a 3.5 GPA for natural sciences and quantitative studies courses, a presentation of a poster describing the independent research, and a recommendation from the research sponsor.

The research requirement must be completed under the direction of a faculty member in a department associated with the Johns Hopkins University or the Johns Hopkins Medical Institutions. If the student’s research director is not a member of the Department of Biology, a Biology faculty member must serve as a sponsor and approve the recommendation from the research director.
B.A./M.S. Degree in Molecular and Cellular Biology

The Biology Department offers a B.A./M.S. (or B.S./M.S.) if the student has completed the requirements for the B.S. degree in molecular and cellular biology. The B.A./M.S. (or B.S./M.S.) degree provides Hopkins biology majors with advanced training in preparation for careers in science and medicine. Please see the Graduate Tab for details.

Requirements for the M.S. Degree in Molecular and Cellular Biology

The Biology Department offers a B.A./M.S. (or B.S./M.S.) if the student has completed the requirements for the B.S. degree in molecular and cellular biology open only to Johns Hopkins University undergraduate majors.

Students in the program must complete all requirements for the B.A. (or B.S.) degree. In addition, students enrolled in the combined bachelor's/master's program must complete the following requirements.

Four additional advanced or specialized courses, at least two of which are at the 600-level or above. *

AS.020.401 Advanced Seminar: Molecular and Cellular Biology 3
AS.020.402 Seminar: Molecular & Cellular Biology 3
AS.020.551 Mentored Research 9
AS.020.553 Mentored Research 9
or AS.020.554 Mentored Research Program in Cellular and Molecular Biology

Final report and presentation **

Teaching ***

* Eligible courses are listed on the Biology Department website.
** The Mentored Research Program culminates in the preparation of a written report of the research project in the form of a thesis. The written report and an oral presentation of the work are evaluated by a Thesis Committee. Passing performance, as judged by the committee, is required for the M.S. degree.
*** Teaching is an integral component of the master’s degree. The teaching requirement is fulfilled as a teaching assistant for the General Biology and General Biology Laboratory courses (or other Biology lecture and lab courses) for two semesters.

Students admitted to the B.A./M.S. program will be awarded the M.S. degree if they complete the above-described requirements, receive a grade of B or better in all courses during the one year duration of the program, and achieve passing performance on the final written report and oral presentation of the research project completed during the research year as judged by the Thesis Committee.

Admission

Admission to the B.A./M.S. Molecular and Cellular Biology program is selective. Hopkins biology majors and MCB majors who have achieved a minimum overall grade point average of 3.2, as well as a minimum natural science grade-point average of 3.0, and have had at least two semesters of previous research experience may apply for admission during the junior or senior years. Students with a GPA below the minimum requirement will be considered under special circumstances if a strong commitment to research is demonstrated. Students interested in applying to the master’s program should attend an information session prior to application. Admission decisions are made by the MCB Program Committee, on the basis of:

1. the student’s academic record,
2. a written proposal for a project to be completed in the Mentored Research Program,
3. letters of support and recommendation, and
4. an interview with the student if required. The committee reserves the right to require interviews for individual students for further clarification of application materials.

Requirements for the Ph.D. Degree in Cellular, Molecular, Developmental Biology and Biophysics (CMDB Program)

A program of study leading to the Ph.D. degree is open to students who are candidates for, or who already have, the bachelor’s or master’s degree in the biological or physical sciences. To be admitted, the applicant should have had either a thorough training in the fundamentals of biology and both organic chemistry and general physics, or a broad training in the physical sciences and mathematics. Special attention is given to the applicant’s quality of scholarship and his or her promise as an investigator.

In addition to the general university requirements for an advanced degree (see Academic Information for Graduate Students (p. 61)), doctoral candidates must meet the following departmental requirements:

- Four core courses and four 600- and 700-level electives.
- At least one year of laboratory teaching during the period of graduate residence.
- A high level of achievement in a comprehensive written proposal and oral examination covering proficiency in the field of the student’s research interest and various areas of biology and related fields.
- A dissertation based on a program of independent research, a public seminar followed by an oral examination by the thesis committee.

All graduate students are required to complete the four core courses during the first year. In addition, students are required to complete four elective courses before graduation chosen from the list below of 600-level electives and 700-level seminars offered each semester. At least two out of the four courses must be 600-level.

Core Courses, Fall Semester

AS.020.601 Current Research in Bioscience
AS.020.607 Quantitative Biology Bootcamp
AS.020.686 Advanced Cell Biology
AS.020.674 Graduate Biophysical Chemistry
AS.020.699 CMDB Responsible Conduct in Research

Core Courses, Spring Semester

AS.020.668 Advanced Molecular Biology
AS.020.637 Genomes & Development

Teaching Opportunities

Since most biology Ph.D.’s will teach at some time during their careers, experience in teaching is considered an essential part of the Ph.D.
program. The minimum teaching requirement is three contact hours a week for one year in the laboratory sections of undergraduate courses. Further teaching experience is gained through the preparation and presentation of reports in seminars and journal clubs. The department stresses organization of material and clarity of presentation.

Facilities

The lecture rooms, teaching laboratories, and research facilities of the Biology Research Complex (consisting of Seeley G. Mudd Hall and Undergraduate Teaching Laboratories) offer a thoroughly modern research facility for molecular biology.

Financial Aid

The department has fellowship funds for the support of graduate students. Awards are granted for tuition and living expenses. Laboratory fees and research expenses are paid by the department.

Carnegie Institution for Science, Department of Embryology

The Carnegie Institution’s Department of Embryology is located on the Homewood campus, close to the Biology research complex. Members of this group hold part-time appointments in the Department of Biology and participate in the training of graduate students. With the approval of both the department and the Carnegie staff, a number of graduate students in biology conduct thesis research in the Carnegie laboratory. The interests of the Carnegie staff include developmental and molecular biology.

For current faculty and contact information go to http://www.bio.jhu.edu/Directory/TenuredPlusTenureTrack.aspx

Faculty

Chair

Vincent J. Hilser
Professor: thermodynamics, protein structure and dynamics, molecular recognition, protein folding.

Professors

Karen Beemon
retroviral RNA processing and transport; avian leukemia virus tumorigenesis.

Kyle W. Cunningham
calcium transport and signaling mechanisms in yeast.

Michael Edidin
membrane organization and dynamics, immunology.

Ernesto Freire

Edward M. Hedgecock
developmental genetics of the nervous system of Caenorhabditis elegans.

M. Andrew Hoyt
genetics of chromosome segregation and signal transduction in yeast.

Evangelos N. Moudrianakis
assembly and dynamics of nucleoproteins and chromosomes, bacterial, and chloroplast bioenergetics.

Joel F. Schildbach
Vice Dean for Undergraduate Studies: structural biology of bacterial conjugation.

Robert Schleif
protein-DNA interactions and regulation of gene activity.

Trina Schroer
microtubule-based motors, organelle transport.

Mark Van Doren
Director of Graduate Studies: gonad development and the formation of sexual dimorphism in the soma and germline.

Beverly R. Wendland
Dean, Arts and Sciences: molecular mechanisms of endocytosis in yeast

Haiqing Zhao
cellular and molecular mechanisms underlying the development and function of olfactory sensory neurons.

Associate Professors

Xin Chen
understanding how genes are expressed in an ordered way to regulate germ cell differentiation; epigenetic mechanisms that participate in regulation.

Samer Hattar
light reception for non-image detection: role of rods, cones, and the new photoreceptors (melanopsin-containing retinal ganglion cells).

John Kim
deciphering the epigenetic mechanisms of small RNA-mediated gene regulation and their collaboration with RNA binding proteins.

Rejji Kuruvilla
Deputy Director of Graduate Studies: local retrograde signaling by target-derived neurotrophins in neuronal development.

James Taylor
genomics of gene regulation, chromatin structure and organization, computational genomics and bioinformatics

Assistant Professors

Robert Johnston
stochastic and long-range gene regulatory mechanisms that diversify neuronal subtypes.

Christian Kaiser
single-molecule biochemistry studies of the machines and processes in protein translation, translocation, and folding.

Young-Sam Lee
regulation by small metabolites: phosphate signaling pathways.

David Zappulla
telomerase RNA-protein enzyme complex and its involvement in chromosome stability, cancer and aging.

Professors Emeriti

Maurice J. Bessman
biochemistry and enzymology, synthesis of nucleic acid derivatives, biochemical basis of spontaneous mutations.

Ludwig Brand
fluorescence studies of protein and membrane dynamics.

Douglas Fambrough
membrane proteins, targeting, structure, function, and regulation, Na, K-ATPase, Ca-ATPase.

Richard E. McCarty

Allen Shearn
developmental genetics, imaginal disk development in Drosophila studied in lethal and temperature-sensitive mutants.

Research Professor
Ru Chih Huang
William D. McElroy Research Professor: gene regulation and chromosomal structure and function, principles of cancer biology and control of cancer and viral growth.

Yuan Chuan Lee
glycoproteins, glycolipids, carbohydrate receptors, and cell-surface substances.

J. Michael McCaffery
Integrated Imaging Center Director

Peter Privalov
physics of protein structure.

Academy Professor
Ludwig Brand
fluorescence studies of protein and membrane dynamics.

Yuan Chuan Lee
glycoproteins, glycolipids, carbohydrate receptors, and cell-surface substances.

Associate Research Professor
Jocelyn DiRuggiero
genomic diversity, DNA repair mechanisms and environmental stress responses in extremophiles.

Senior Lecturer
Emily Fisher
Director of Undergraduate Studies

Robert Horner
Carolyn Norris
Rebecca Pearlman

Joint Appointments
Douglas Barrick
Professor (Biophysics).

Gregory Bowman

Associate Professor (Biophysics).

Richard Cone
Professor (Biophysics).

Patrick Cummings
Program Director (Biotechnology).

Karen Fleming
Professor (Biophysics).

Bertrand Garcia-Moreno E.
Professor (Biophysics).

Marc Greenberg
Professor (Chemistry).

Carol Greider
Bloomberg Professor (Cell Biology).

Margaret Johnson
Assistant Professor (Biophysics).

Alfredo Kirkwood
Professor (Neuroscience).

Lynn Johnson-Langer
Program Director (Biotechnology).

Juliette Lecomte
Professor (Biophysics).

Hey-Kyoung Lee
Associate Professor (Neuroscience).

Kristina Obom
Associate Program Chair (Biotechnology).

Elijah Roberts
Assistant Professor (Biophysics).

Steven Rokita
Professor (Chemistry).

Robert Siliciano
Professor (Medicine).

Craig A. Townsend
Professor (Chemistry).

Sarah Woodson
Professor (Biophysics).

Lecturers
Anna Coppola
Kathryn Tifft Oshinaiye
Christov Roberson
Richard Shingles

Adjunct
Alex Bortvin
Assistant Professor: genetic and epigenetic controls of germ cell development and function in vertebrates.
Donald D. Brown  
Professor Emeritus: gene expression in development.

Orna Cohen-Fix  
Adjunct Professor (NIH): nuclear structure and its effect on nuclear function.

Victor G. Corces  
Professor (Emory): control of gene expression, molecular mechanisms of mutagenesis by transposable elements.

Chen-Ming Fan  
Professor: molecular and cellular interactions that contribute to vertebrate embryogenesis.

Steven Farber  
Associate Professor: real-time imaging of lipid metabolism in live zebrafish; identification of genes which regulate cholesterol absorption using biochemical and genetic strategies.

Joseph G. Gall  
Professor: chromosome structure and functions, nucleic acids in development.

Marnie Halpern  
Professor: zebra fish development.

Audrey Huang  
Lecturer.

Nicholas Ingolia  
Assistant Professor: genome-wide analysis of translation in vivo.

Michael Lichten  
Adjunct Professor (NIH): genetic recombination and chromosome structural changes that occur during meiosis and DNA damage repair, using budding yeast as a model system.

George Scangos  
Professor.

Allan Spradling  
Professor, and Director of Carnegie Institution for Science: molecular genetics of Drosophila.

Yixian Zheng  
Professor: cell division, cell morphogenesis, and cell fate specification.

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

**AS.020.103. Freshman Seminar: The Human Microbiome.**
We live in a world full of bacteria. Within a healthy adult, the number of microbial cells is estimated to outnumber human cells by a factor of ten to one. While this number may seem daunting, almost all of our bacterial residents do no harm, and some are beneficial and necessary to our health and development. “The Human Microbiome” will take an in depth look at how these bacterial residents interact with the human body and how those interactions play a role in human health and disease. The course will provide a complete overview of the human microbiome in all its niches. By exploring recent primary literature, students will gain knowledge of current research on the human microbiome, and an understanding of the molecular relationship between a human host and their bacterial residents. Freshmen Only. 
Instructor(s): T. Feehery
Area: Natural Sciences.

**AS.020.104. Freshman Seminar: From Genes to DNA and Back.**
A course consisting of introductory lectures followed by student presentations in the form of seminars. The issues we usually analyze are: How did we arrive at the concept of the “gene”? What are the early observations that gave substance to this concept? How did we arrive at the “one gene, one enzyme” dogma? What is the chemical nature of the gene? Is DNA enough for regulated gene expression? Is it “all in our genes”? What is genetic plasticity and epigenetics? What about genomics and proteomics? In the course of our analyses we bring together observations, and experimental results and ideas not only from biological sciences (Genetics, Cell and Developmental Biology and Genetics) but also from Physics, Sociology, Politics and Philosophy. We do all this in order to clarify how observations turn to ideas, then dogmas and even biases that distort the true meaning of objective Sciences. Freshmen Only.
Instructor(s): E. Moudrianakis
Area: Natural Sciences.

**AS.020.105. Freshman Seminar: The RNA World: from the origins of life to modern genomes.**
RNA was once considered by some to be a relatively boring messenger molecule that simply functioned to convey genetic information in DNA to protein. However, research over the last 30 years has shown that RNA is a special molecule that not only transmits genetic information (like DNA), but can also catalyze chemical reactions (like proteins). This course will cover the unique biochemical properties of RNA and delve into the many important roles that non-coding RNAs play within the central dogma of gene expression. Specific topics will include: the “RNA World” hypothesis, which proposes that self-replicating RNA molecules arose as the precursors to modern life; evolution of RNA; and roles of non-coding RNAs in genome maintenance, mRNA processing, and protein translation. We will also highlight how RNA is involved in human diseases and how RNA is being used in emerging therapeutic treatments.
Instructor(s): M. Mefford
Area: Natural Sciences.

**AS.020.106. Freshman Seminar: Tuberculosis.**
Mycobacterium tuberculosis is an extremely successful intracellular bacterial pathogen able to manipulate phagocytic cells and its own metabolism to survive within a host. The molecular mechanisms of this survival and resistance to antibiotics will be studied. Freshmen only.
Instructor(s): R. Horner
Area: Natural Sciences.
AS.020.111. Freshman Seminar: The ‘Nobels’ in Medicine and Chemistry.
Key events in our understanding of the life sciences will be traced with the aid of Nobel awards.
Instructor(s): L. Brand
Area: Natural Sciences.

AS.020.113. Freshmen Seminar: Microbes in the Media.
This seminar discusses scientific issues that are in the news today. Possible topics might include: genomics; adaptation and evolution of bacterial pathogens; emergence of antibiotic resistance; pandemic flu; microbial communities and impact on public health; food safety; bioterrorism; synthetic biology; bioremediation; microbial fuel cells; or other biotechnology topics that could emerge during the semester. Freshmen Only. Instructor's permission required for upperclassmen.
Instructor(s): T. Cebula
Area: Natural Sciences.

AS.020.115. Bioenergetics.
This course is a combination of lectures, student presentations and group discussions that address fundamental principles and also contemporary issues examining the way all forms of Life on Earth are ultimately dependent on sunlight to satisfy their food and energy requirements. We examine the steps from the capture of Physical energy (photons), to the development of electrochemical potentials and finally, to their utilization by cellular organelles towards the synthesis of the chemical "currency" that fuels all biological processes (biosynthesis, cell communication, movements, etc). Special emphasis will be on current developments in biotechnologies that utilize microbial populations to supply us with fuels and also to clean up environmental hazards. The course will also consider ways to extract lessons from Nature's successful designs and harmonious adaptations so that we, in the long run, can utilize them towards a minimization of our negative impact on the environment. Note: Freshmen and Sophomores only, with good foundations in two of the following: Physics, Chemistry, Biology, Biophysics.
Instructor(s): E. Moudrianakis
Area: Natural Sciences.

AS.020.117. Molecular Biology of Aging.
In this course we will discuss molecular mechanisms and pathways involved in aging and lifespan regulation, as well as exploring the biology of aging-related diseases such as Alzheimer’s and Parkinson’s. Students will have the opportunity to share and consider current primary literature in the field. Textbook required. Freshmen Only
Instructor(s): S. Soper
Area: Natural Sciences.

The course will cover topics in the way our resident bacteria, the microbiome, affect nutrition and health. We will begin with an overview of the bacterial flora in and on our bodies, spend some time on the ways to define the bacterial population of a particular organ, and go on to considering the microbiomes of particular organs. A major emphasis will be on bacteria of the gut and the way in which they influence the immune system. Freshmen only.
Area: Natural Sciences.

AS.020.120. Introduction to Laboratory Research.
This course will take place in Rockville, MD. This is an exciting time to work in biotechnology research. The Human Genome Project is generating fundamental genetic information at a breathtaking rate. Basic research findings are being applied to medicine, agriculture, and the environment; and a variety of new biotechnology products are moving into production. Behind each of these accomplishments lies extensive laboratory research. In this class, students will explore a variety of experimental techniques and evaluate their roles in modern biotechnology research.
Instructor(s): E. Jimenez; J. Sorenson; L. Diaz; S. Primus
Area: Natural Sciences.

AS.020.121. Microbial Genomics.
This course will cover next generation (NextGen) sequencing methods, genome and metagenome analyses, and the issues associated with them. We will review studies in microbial evolution, environmental microbiology, and host-associated microbial communities using recent papers from the primary literature. Topics such as the first ancient bacterial genome from the Black Death plague, ocean and soil viromes, the human gut microbiome, and microbial communities inside Antarctica rocks will be explored. This course will also provide students with a solid basis for critically analyzing the primary literature through discussions in class and a final written project (see below). Articles from the primary literature will be provided to the students.
Instructor(s): J. Diruggiero
Area: Natural Sciences.

AS.020.122. Freshman Seminar: Cancer and Aging.
Cancer and aging are intimately intertwined with one another. For instance, older age is the number one risk factor for developing cancer, and cancer is predicted to be the number one killer in the U.S. in the next 15 years, surpassing heart disease. Interestingly, both cancer and aging result from an accumulation of genetic mutations over time with very different outcomes. In cancer, genetic mutations cause unrestricted and aberrant division of cells, while in aging mutations cause cells to cease cell division. This discussion based course will provide an overview of the hallmarks of cancer and aging, including recent research, emerging therapeutics, and bioethical considerations. Freshmen only.
Instructor(s): M. Mefford
Area: Natural Sciences.

AS.020.123. Genetics, Genomics and Evolution.
An introduction to key principles of genetics, genomics, and evolution. Lectures will alternate lab exercises and discussion of primary literature. Freshmen only. Recommended Course Background: Score of 4 or 5 on AP Biology Exam.
Instructor(s): F. Spencer
Area: Natural Sciences.

This one semester introductory class is open to freshmen who successfully completed a high school biology course. No other experience is required. Students will explore concepts and methods required to understand an environmental biome, the sum of organisms that coexist and interact in a given environmental space. The laboratory component will compare environmental samples using ribosomal DNA typing, as well as metagenomic sequence analysis. This year’s research focus will explore biological profiles surrounding penguins at the Maryland Zoo using novel metagenomic DNA sequence data.
Instructor(s): F. Spencer; J. Taylor
Area: Natural Sciences.
AS.020.126. Techniques in Molecular Biology.
This course is designed to supplement the scientific classroom experience of students by providing hands on experience with the essential core molecular biology techniques of bacterial DNA cloning, DNA analysis, and protein analysis. Students will be able to understand and explain how these methodologies work scientifically and will develop the basic laboratory skills necessary for the successful completion of the assays.
Instructor(s): J. Gordy.

This course will introduce current topics in cancer research with a focus on the state of knowledge regarding pre-diagnosis concepts in cancer research. We will provide students with the context in which to interpret the latest findings in cancer research by giving a brief overview of cancer biology and descriptive epidemiology of the most common cancers in the United States. We will then discuss the current state of knowledge regarding cancer etiology and primary prevention strategies, providing specific examples from research currently being conducted at the National Cancer Institute along with other emerging research in the field of cancer prevention. Finally, we will introduce students to concepts and research in cancer screening. We will employ multiple formats to promote student learning and to introduce different tools for research. These may include lectures, case studies, in-class discussions, online discussions, and select film and internet resources.
Instructor(s): M. Patel; S. Nash.

AS.020.128. Concepts Cancer Research II: Diagnosis through Recovery.
This course will introduce current topics in cancer research with a focus on ”life after cancer,” including research questions about medical and psychosocial issues at diagnosis, during treatment and throughout recovery for patients that have been diagnosed with cancer. Health recommendations for cancer survivors will be discussed. Throughout the course, we will hear from researchers at the National Cancer Institute (and other research entities) who represent a variety of disciplines, applied in many settings (e.g., laboratory, clinics and communities). We will also use multi-media to promote active learning and to introduce tools for research. These may include lectures, case studies, in-class discussion, online discussion, and select film (including clips from the recent PBS documentary ”Cancer: The Emperor of All Maladies”) and internet resources. Active participation and peer learning will enhance the value of this course for students.
Instructor(s): S. Bluethmann.

AS.020.135. Phage Hunting.
This is an introductory course open to all freshman regardless of intended major. No science background is required. This is the first semester of a year-long research-based project lab course in which students will participate in a nation-wide program in collaboration with undergraduates at other colleges. In the spring semester, students will participate in a nation-wide program in collaboration with undergraduates at other colleges. In the spring semester, students will be introduced to basic microbiological techniques as they isolate and characterize novel bacteriophages (viruses that infect bacteria) from the environment using modern molecular biological techniques. The course includes two lab meetings per week. Continues in the spring. Each semester provides 2 credit hours of Natural Sciences (N) distribution credits and/or counts 2 hours toward the research requirement for the Molecular and Cellular Biology degree. No textbook is required. Freshmen only.
Instructor(s): E. Fisher; M. Mefford
Area: Natural Sciences.

AS.020.136. Phage Hunting II.
This is an introductory course open to all freshman regardless of intended major. No science background is required. This is the second semester of a year-long research-based project lab course in which students will participate in a nation-wide program in collaboration with undergraduates at other colleges. In the spring semester, students will annotate the genome of a bacteriophage isolated and characterized by a student in AS.020.135, in preparation for submission to a database and eventual publication. The course includes two lab meetings per week. Provides 2 credit hours of Natural Sciences (N) distribution credits and/or counts 2 hours toward the research requirement for the Molecular and Cellular Biology degree. No textbook is required. Freshmen only. Enrollment by permission of the instructor only.
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): E. Fisher; J. Schildbach
Area: Natural Sciences.

AS.020.137. Phage Research.
In this small-section introductory research lab course, students are introduced to basic microbiological techniques as they isolate and characterize a bacteriophage, a virus that infects bacteria, from an environmental sample. One meeting per week. No textbook required. Modeled after the Phage Hunting project lab course, but with a focus on benchwork. Students cannot receive credit for both AS.020.135 and AS.020.137.
Prerequisites: Students who have taken AS.020.135 may not register for AS.020.137.
Instructor(s): J. Schildbach
Area: Natural Sciences.

AS.020.141. Special Opportunities in Undergraduate Learning: Genetic Basis of Disease.
In the 19th century, Gregor Mendel became interested in how traits are passed from generation to generation of pea plants. These simple observations were the starting point for a new field of biology known as genetics, which focuses on heredity in biology. Modern researchers use genetics to help identify and characterize diseases as well as discover treatments. This seminar will cover the fundamentals of genetics, genetic basis of several diseases, and the modern techniques used to investigate these diseases. We will focus on learning general genetic principles and their use in model organisms to discover the mechanisms of disease and identification of treatment targets. In addition, students will learn how to critically read scientific literature from mainstream news articles to primary scientific research articles, and learn the impact of genetic research on society.
Instructor(s): K. Wrasman.

AS.020.151. General Biology I.
This course begins with an overview of the biosphere followed by an analysis of ecosystems and animal behavior in the context of evolution. Cellular and Molecular bases of life, modes of inheritance, and bioenergetics are presented as unifying themes. The biochemistry of organic molecules, control of gene expression, cellular metabolism, and advances in biotechnology are areas of concentration.
Instructor(s): C. Roberson; R. Pearlman; R. Shingle
Area: Natural Sciences.
**AS.020.152. General Biology II.**
This course builds on the concepts presented and discussed in General Biology I. The primary foci of this course will be on the diversity of life and on the anatomy, physiology, and evolution of plants and animals. There will be a special emphasis on human biology. The workshops that were introduced in AS.020.151 General Biology I will include the use of simulation software, a critique of the primary literature, and an exploration of current trends in medicine. Recommended Course Background: AS.020.151. Section 01: Not open to Freshmen. Section 02: Open to Freshmen only.
**Prerequisites:**  
**Prereq:** AS.020.151  
Instructor(s): C. Roberson; R. Pearlman; R. Shingles  
Area: Natural Sciences.

**AS.020.153. General Biology Laboratory I.**
Student must have enrolled in AS.020.151 either this term or in past terms. Students who have credit for AP Biology but take General Biology Lab I will lose all eight credits of AP Biology credit. This course reinforces the topics covered in AS.020.151. Laboratory exercises explore subjects ranging from forest ecology to molecular biology to animal behavior. Students participate in a semester-long project, identifying bacteria using DNA sequencing. Cross-listed with Behavioral Biology.
**Prerequisites:** AS.020.151  
Instructor(s): R. Pearlman  
Area: Natural Sciences.

**AS.020.154. General Biology Lab II.**
This course reinforces the topics covered in AS.020.152. Laboratory exercises explore subjects ranging from evolution to anatomy and physiology. Students participate in a project using molecular biology techniques to determine whether specific foods are made from genetically engineered plants. Cross-listed with Behavioral Biology  
**Prerequisites:** Students must have completed Lab Safety training prior to registering for this class.  
Instructor(s): R. Pearlman  
Area: Natural Sciences.

**AS.020.161. Biology Workshop I.**
Students will discuss current events and controversies in biology ranging from bioterrorism to influenza. Students do not need AP credit to take course. Recommended Course Background: Score of 4 or 5 on AP Biology exam.
**Instructor(s):** R. Pearlman  
**Area:** Natural Sciences.

**AS.020.162. Biology Workshop II.**
Students will discuss current events and controversies in biology, ranging from genetic engineering to nanotechnology in medicine.  
**Instructor(s):** C. Bodkin-Clarke; R. Pearlman  
**Area:** Natural Sciences.

**AS.020.170. Vaccines: Past, Present and Future.**
An overview of the history of vaccines, their current use, and future directions in vaccine development. Issues regarding vaccine discovery and testing, regulation, and impact on public health will be discussed. The course is intended to be accessible to non-biological science majors; humanities and engineering students are welcome and encouraged to enroll.
**Instructor(s):** L. Schrager  
**Area:** Natural Sciences.

**AS.020.172. Ethical Issues in Human Genetics.**
Is it ethical to intentionally have children who are deaf? Is it fair that genetics might play a role in the person's ability to get a job? Who owns your genes? We will discuss and debate issues surrounding hot-button topics in human genetics, such as preimplantation genetic diagnosis, newborn screening, presymptomatic testing, genetic discrimination, gene therapy, direct-to-consumer genetic testing, and gene patent. We will learn about the history and explore the ethical questions raised by each of the topics.
**Instructor(s):** J. Park  
**Area:** Natural Sciences.

**AS.020.173. Biology and Medicine in Four Dimensions.**
Biology and life occur in three-dimensions (3D), not in a two-dimensional culture dish. This course explores how the world of biology and medicine changes in 3D over time (4D). We will explore recent scientific advancements in the field of whole-organ culture, both through in vitro and in vivo imaging. It highlights groundbreaking experiments that ignited the field, recent work, and future applications. Course is highly interactive, emphasizing student involvement in understanding fundamental questions and the techniques used by scientists and physicians. Connections to human health and disease are emphasized. Course includes lectures, readings, student presentations, plus guest lectures by professors involved in the scientific advancements. Grades determined by class participation, attendance, quizzes, and oral presentation.
**Prerequisites:** AS.020.151 AND AS.030.101 AND ( AS.171.101 OR AS.171.103)  
**Instructor(s):** D. Georgess; N. Neumann  
**Area:** Natural Sciences.

**AS.020.174. High-throughput Sequencing in Biology.**
This course will introduce students to high-throughput sequencing and its impact on biological research. At the end of the course students should be familiar with the various HTS techniques and how to use them for a project of their interest. They will also gain a clear understanding of the workflow involved and be familiar with commonly used bioinformatic tools. The course will include both class room instruction and lab work (both wet lab and computer lab). The topics that will be covered include: High-throughput sequencing (HTS) technology - An introduction to the various technologies available, how they work, and the pros and cons for each of the current HTS technologies; A look at some of the most interesting/informative assays developed using HTS technology; Basics of command-line (unix) and the use of bioinformatic tools to analyze HTS data sets; An introduction to some well-established bioinformatic pipelines and; Critical evaluation and validation of results from HTS.  
**Instructor(s):** V. Balagopal  
**Area:** Natural Sciences.
Why is cancer a major cause of death worldwide? Why cancer cells spread to a distant organ ("metastasis") remains unknown. Applying established principles from other fields of biology might provide a deeper understanding of the metastatic process to solve the "cancer problem." In this course, we will explore ecological paradigms (invasive species, migration patterns, ecosystem collapse, pollution) to understand the steps of lethal metastasis and to identify possible strategies to improve patient survival. Students should have had at least one course in biology (general, cell biology, evolution, or ecology) already.
Prerequisites: Prereq: AS.020.151 OR AS.020.306 OR EN.540.307 OR AS.020.379 OR EN.570.205
Instructor(s): S. Amend
Area: Natural Sciences.

AS.020.205. Introduction to Biological Molecules.
This course presents an overview to biochemistry and molecular biology, especially focusing on biotechnology and medicine. Students will have classroom and laboratory experience and group presentations. Recommended Course Background: High school level Chemistry and Biology (both with a grade of A).
Instructor(s): A. Ketchum; C. Roberson; K. Tifft Oshinnaiye; R. Shingles
Area: Natural Sciences.

AS.020.208. Introduction to Human Anatomy & Physiology.
This class aims to provide background in anatomy and physiology to help students in their initial training in medical school. Lectures will cover the correlation between human anatomy and physiology using relevant clinical cases that exemplify the interconnections between anatomy and physiology in the physio-pathological context. The course is intended to provide students with a foundation for knowledge in the structures and processes relevant to medical science.
Prerequisites: AS.020.151 or AP Biology; Students who have taken AS.020.375 cannot take AS.020.208.
Instructor(s): D. Johng; G. Fernandez Torga
Area: Natural Sciences.

AS.020.214. Self Organizing Patterns in Nature.
The manifestations of all biological structures and related functions are the end effect of the formation and maintenance of complex molecular and cellular patterns. These patterns (macromolecules, cellular organelles, cells, and tissues) are assembled from their constituent parts under fundamental rules not too dissimilar to those that govern the formation of snowflakes or the dewdrops on a spider web. This course (lectures and student presentations) attempts to describe these common rules and to explain the formation and function of significant biological assemblies.
Instructor(s): E. Moudrianakis
Area: Natural Sciences.

AS.020.215. Immunology and Cancer.
This course explores the interaction of the immune system and cancer. It will highlight how the immune system prevents and controls cancer, how dysregulation of immune cells can lead to cancer, and novel ways researchers are utilizing the immune system to treat various cancers. The course will be highly interactive, emphasizing student involvement in understanding the subject as well as learning how research in the field is performed.
Area: Natural Sciences.

AS.020.216. Introduction to Population Genetics.
Population genetics deals with the process of evolution by changes of gene frequencies in a population over several generations. This course will focus on exploring mathematical models for evolutionary forces (e.g. Wright-Fischer relative fitness model) and hypotheses based upon these models (e.g., mutation-selection balance). Students will also be introduced to nucleotide sequencing and bioinformatics, which has allowed scientists to evaluate models for evolution and has also opened new frontiers in population genetics.
Instructor(s): S. Liao
Area: Natural Sciences.

AS.020.220. Epigenetics in Development and Disease.
Your DNA is not necessarily your destiny- life experiences alter modifications to DNA, which then change gene expression (defined as "epigenetics"). For example, how does a famine experienced by one generation affect the health of future generations? One mechanism is changes in DNA methylation, an epigenetic mark. In this course, we will explore epigenetic regulation in normal development as well as diseases including diabetes and cancer, and introduce new epigenetic drugs currently in clinical trials. Recommended Course Background: 2 semesters of Biology, 1 semester Organic chemistry
Instructor(s): C. Destefano Shields; K. Chiappinelli
Area: Natural Sciences.

AS.020.227. Human Physiology.
This is an introduction to Human Physiology. It will cover an overview of the subject that is appropriate for undergraduates and will be of interest to those planning to pursue medical or health related careers. While there is no formal prerequisite, a basic understanding of chemistry and biology at the undergraduate level will be helpful.
Instructor(s): T. Woolf
Area: Natural Sciences.

AS.020.229. Introduction to Immunology.
This course is designed to introduce students to the cells, major receptors and signals critical for understanding more advanced concepts in immunology. They should leave with a basic understanding of the players and events leading to an effective immune defense against pathogens. They should also begin to recognize disease consequences of certain immune malfunctions. Recommended Course Background: Biology
Instructor(s): A. Geis
Area: Natural Sciences.

AS.020.231. Protein Misfolding Diseases - A Molecular Perspective.
This course explores the basic structural principles of protein folding, competing pathways controlling protein homeostasis and the diseases arising from improper folding of proteins. The molecular basis of prion diseases such as mad cow and Creutzfeldt-Jakob diseases, and amyloid diseases such as Alzheimer’s and Huntington’s diseases will be discussed along with advances in detection and therapeutics based on this understanding. It will also introduce emerging ideas like the role of intrinsically disordered proteins in diseases.Although helpful, no previous computational or research experience is required. All students are welcome to enroll.
Area: Natural Sciences.
AS.020.242. **Bioinformatics, Microbes, & You.**
Bioinformatics brings together biology, computer science and information technology. Current biological research involves the use of bioinformatics tools important in identifying new pathogens and genes within organisms. Learn how to use bioinformatics databases and tools for genome analysis to identify unknowns, whether they are pathogens or other organisms. Each student will do a project using database searching and genomic analysis tools to uncover genes and/or identify an unknown pathogen from its DNA sequence.

**Prerequisites:** AS.020.151 General Biology I or equivalent

Instructor(s): K. Obom; R. Lessick
Area: Natural Sciences.

AS.020.243. **Proteins, Genetics and Human Diseases. 3 Credits.**
This course will provide a theoretical and practical overview of the use of the genetic screening approaches as discovery tools relevant to human health and disease. Lecture topics will include cell biology and genetics of human diseases, gene mutation and inheritance, use of model organisms and discussion of different types of screening approaches. In addition, this course will give students hands-on exposure to scientific research in a laboratory setting. Students will undertake a research project that applies the concepts learned in lectures to aim new insights into the function of a gene involved in amyotrophic lateral sclerosis (aka Lou Gehrig’s Disease).

Instructor(s): D. Prosser
Area: Natural Sciences.

AS.020.244. **The Biology of Cancer.**
This course runs from June 30 - July 11. This course provides an overview of cancer and its diagnosis and treatment. Lectures, demonstrations, and discussions will explore the roles that genetic errors, growth factors, oncogenes, tumor suppressors, genetic caretakers, cell survival and death, angiogenesis, and metastasis play in cancer development. Covered topics also include cancer diagnosis, cancer prevention, genetic testing, treatment and patient self-advocacy. Course will include several guest experts to discuss topics of interest.

AS.020.296. **Foreign Gene Expression Laboratory.**
This laboratory will introduce molecular cloning techniques that allow bacteria to be used to produce a particular gene product. Recombinant plasmids, carrying a fusion protein gene, will be constructed and used to transform competent E. coli, and the gene products isolated. Prerequisite: permission of instructor. The lab will meet 9 am to noon and 1-2 pm, Monday-Friday for the three weeks of intersession. Freshmen preferred. Biology majors given priority.

Instructor(s): R. Horner
Area: Natural Sciences.

AS.020.299. **Retroviruses.**
Retroviruses are RNA-based viruses which must reverse transcribe their RNA into DNA in order to integrate into the host’s genome, whereby the viral genome replicates as a unit of the host’s DNA. Topics covered in the course will include the biological processes unique to retroviruses, how these viruses infect organisms and cause disease (i.e., cancer and AIDS), and how new techniques are being explored in attempts to use retroviruses to cure disease (i.e., gene therapy).

Instructor(s): S. Johnson
Area: Natural Sciences.

AS.020.303. **Genetics.**
Presentation of the principles of heredity and variation, and their application to evolution and development; physico-chemical nature of the gene; problems of recombination; gene action.

**Prerequisites:** AS.020.330: Students may receive credit for AS.020.330 or AS.020.303, but not both.
Instructor(s): E. Fisher; K. Cunningham; M. Hoyt
Area: Natural Sciences.

AS.020.305. **Biochemistry.**
The molecules responsible for the life processes of animals, plants, and microbes will be examined. The structures, biosynthesis, degradation, and interconversion of the major cellular constituents including carbohydrates, lipids, proteins, and nucleic acids will illustrate the similarity of the biomolecules and metabolic processes involved in diverse forms of life. Sophomores, Juniors, and Seniors Only.

**Prerequisites:** Prereq or Co-req: AS.030.206 OR AS.030.212 OR EN.540.202.
Instructor(s): Staff
Area: Natural Sciences.

AS.020.306. **Cell Biology.**
How the molecules of living systems are organized into organelles, cells, tissues, and organisms will be explored, as well as how the activities of all of these are orchestrated and regulated to produce “life”—a phenomenon greater than the sum of its parts. Considerable emphasis is placed on experimental approaches to answering these questions. Topics covered include biological membranes, cytoskeletal elements, cell locomotion, membrane and protein traffic, the nucleus, second messengers, signal transduction, cell growth, the cell cycle, the extracellular matrix, cell contacts and adhesion, intercellular communication, epithelial structure and function, and the cell biology of early development and organ function. Sophomores, juniors, and seniors only. Recommended Course Background: AS.020.151 or AS.020.305 or equivalent knowledge of biomolecules.

**Prerequisites:** Cell Biology restriction: students who have completed EN.540.307 may not enroll.
Instructor(s): E. Fisher; K. Tifft Oshinnaiye; M. Hoyt; R. Kuruvilla; T. Schroer
Area: Natural Sciences.

AS.020.307. **Enzymes, Metabolism and Metabolic Disorders.**
This course will cover basic and advanced concepts in enzymology and metabolic processes while focusing on how these processes contribute to human health and diseases. This course is composed of lectures, discussion sessions, and student presentations.

Instructor(s): Y. Lee
Area: Natural Sciences.

AS.020.312. **Introduction to the Human Brain.**
This course explores the outstanding problem of biology: how knowledge is represented in the brain. Relating insights from cognitive psychology and systems neuroscience with formal theories of learning and memory, topics include (1) anatomical and functional relations of cerebral cortex, basal ganglia, limbic system, thalamus, cerebellum, and spinal cord; (2) cortical anatomy and physiology including laminar/columnar organization, intrinsic cortical circuit, hierarchies of cortical areas; (3) activity-dependent synaptic mechanisms; (4) functional brain imaging; (5) logicist and connectivist theories of cognition; and (6) relation of mental representations and natural language.

Instructor(s): E. Hedgecock
Area: Natural Sciences.
AS.020.315. Biochemistry Laboratory.
The lab course reinforces topics presented in Biochemistry through experiments which quantitatively measure cellular components and processes. Topics include pH, proteins, carbohydrates, lipids, nucleic acids and enzymes.
**Prerequisites:** Pre-Co-requisite AS.020.305 OR AS.250.307 OR AS.250.315
Instructor(s): J. Schildbach; R. Horner
Area: Natural Sciences.

AS.020.316. Cell Biology Lab.
This course will reinforce the topics presented in AS.020.306 Cell Biology through laboratory exercises which use visible and fluorescence microscopy to study chromosomes, cell organelles, cell surface receptors, contractile proteins, and microfilaments.
**Prerequisites:** Students must have completed Lab Safety training prior to registering for this class; Prerequisite or Corequisite: AS.020.306. OR (EN.540.307 AND EN.540.202). Corequisites: EN.540.202 cannot be taken concurrently with AS.020.316.
Instructor(s): R. Horner
Area: Natural Sciences.

AS.020.317. Signaling in Development and Disease.
An advanced undergraduate level seminar on current topics on signal transduction mechanisms underlying neuronal morphology, development and function. The proper functioning of the nervous system relies on the establishment of precise neuronal circuits through a developmental program including proliferation, neuronal migration, axonal growth, and neuronal survival. This course pertains to the extracellular cues and downstream neuronal signaling pathways that coordinate these key events during neuronal development. The course will also cover the role of aberrant signaling mechanisms in neuronal degeneration and disease. Recommended Course Background: AS.020.305, AS.020.306, and AS.080.306
Instructor(s): R. Kuruvilla
Area: Natural Sciences.

AS.020.329. Microbiology.
This course explores the physiology and genetics of microorganisms within an evolutionary and ecological framework. Concepts in microbiology will be supported by molecular studies of microbial evolution and microbial communities including that of the human microbiome. Recommended Course Background: AS.020.305
Instructor(s): E. Fisher; J. Diruggiero
Area: Natural Sciences.

Will examine the growing impact of human genetics on the biological sciences, on law and medicine, and on our understanding of human origins. Topics include structure and evolution of human genome, genetic and physical mapping of human chromosomes, molecular genetics of inherited diseases and forensic genetics.
Instructor(s): E. Hedgecock
Area: Natural Sciences.

AS.020.332. Photosynthesis by Land and Aquatic Organisms.
This course analyzes the fundamental process of photosynthesis, the process on which all life on Earth depends for its existence. We begin from the level of the structural organization of the photosynthetic machinery and progress to the essentials of the photophysics of light capture by the primary pigments. Next we follow the conversion of photon flow to electron flow through the electron transport chain, and finally we study the formation of chemical gradients that serve as temporary "energy stores" utilized in the synthesis of the essential chemicals that are consumed to drive carbon dioxide and nitrogen fixation and yield biomass. Finally, we compare the specializations of land and aquatic photosynthetic systems that serve the two different ecosystems. Recommended Course Background: AS.020.305 or AS.020.306 or special permission by the instructor.
Instructor(s): E. Moudrianakis; R. Horner
Area: Natural Sciences.

AS.020.333. Adaptations Of Plants to their Environments.
This course is an introduction to the ecological physiology of higher plants. Plants grow in the tropics and the tundra, in extremely dry or wet situations, and even in salt water. The adaptations of plants to their environments will be discussed.
Instructor(s): E. Johnson
Area: Natural Sciences.

AS.020.334. Planets, Life and the Universe.
This multidisciplinary course explores the origins of life, planet formation, Earth's evolution, extrasolar planets, habitable zones, life in extreme environments, the search for life in the Universe, space missions, and planetary protection. Recommended Course Background: Three upper level (300+) courses in sciences (Biophysics, Biology, Chemistry, Physics, Astronomy, Math, or Computer Science)
**Prerequisites:** Students may not register for this class if they have already received credit for AS.171.333 or AS.270.335.
Instructor(s): C. Norman; J. Diruggiero; N. Levin
Area: Natural Sciences.

AS.020.337. Stem Cells & the Biology of Aging & Disease.
This will be a team-taught lecture course that focuses on the properties of stem cells, their possible role in cancer (breast and prostate), stem cell aging, and the potential utilization of stem cells for therapy. Topics will include: mechanisms of stem cell renewal, stem cell potency, the impact of the stem cell niche, stem cells and the hematopoietic system, stem cells and the neural system, stem cells in the male and female gonads, induced pluripotent stem cells and cellular reprogramming, stem cell changes with aging, and ethical and policy issues in stem cell research and use. Most lectures will be research-oriented. Students will be expected to read and critically analyze current literature, with an emphasis on the experimental bases from which our current understandings derive.
**Prerequisites:** AS.020.305 (Biochemistry) or AS.020.306 (Cell Biology) or permission of instructor
Instructor(s): B. Zirkin
Area: Natural Sciences.

AS.020.340. Genetics Laboratory.
This laboratory explores the genetics of living organisms, and students in each section will therefore be required to return to lab on succeeding days to observe and record the results of their experiments. Recommended Course Background: AS.020.316
Instructor(s): C. Norris
Area: Natural Sciences.
AS.020.344. Virology.
This course will cover basic principles of viral replication and pathogenesis, as well as the host response to viral infection. It will then focus on several viruses of interest, including HIV-1, Influenza, Human Papilloma Virus, Hepatitis C, and Ebola Virus.
Prerequisites: AS.020.305 Biochemistry
Instructor(s): K. Beemon
Area: Natural Sciences.

AS.020.346. Immunology.
A course for upper level undergraduates that introduces the molecules, cells, systems and biology of the immune system. A special emphasis will be placed on reading and analyzing primary literature.
Prerequisites: AS.020.305 OR AS.030.316 OR AS.250.316
Instructor(s): J. Schildbach
Area: Natural Sciences.

AS.020.347. AIDS.
AIDS is the world’s deadliest infectious disease. This course will cover the biology of human immunodeficiency virus (HIV, the infectious agent that causes AIDS), the effects of HIV on the immune system, the pharmacology of the anti-viral agents that are used to suppress HIV infection, and the ongoing quest for an HIV vaccine. Because HIV drugs cannot cure HIV-infected individuals and no HIV vaccine yet exists, we will also study the long-term consequences of HIV infection including opportunistic infections, comorbid conditions, and the HIV-related cancers Kaposi’s Sarcoma and AIDS-Related lymphoma. Recommended Course Background: AS.020.306
Area: Natural Sciences.

AS.020.350. Introduction to Clinical Medicine.
Perm. Req’d. Post-Bac Students Only
Instructor(s): B. Winters; E. Ruiz; W. Merritt; W. Ziai
Area: Natural Sciences.

AS.020.351. Cancer Biology. 3 Credits.
While the “war on cancer” has produced modest victories with respect to clinical outcomes, our knowledge of the cellular mechanisms of cancer is now vast and represents one of the most significant scientific achievements of the past 40 years. Key aspects of cancer biology will be covered with a combination of textbook and original literature readings. Topics will include cancer cell characteristics, oncogenes, tumor suppressor genes, apoptosis, metastasis and immuno-surveillance of cancer cells. Application of our knowledge to the rational treatment of cancer will also be discussed.
Prerequisites: Cell Biology 020.306 or permission of instructor
Instructor(s): M. Hoyt
Area: Natural Sciences.

This course will cover fundamental methods used in the analysis of genomic sequencing data, with a particular focus on recent developments in comparative and functional genomic assays. In particular, we will cover approaches for 1) genomic sequencing and assembly, including resequencing and “personal” genomes, 2) comparing genomes and modeling genome evolution, 3) identifying functional elements using both “functional genomics” and computational models. While the course will focus on particular problems in genomics, we will emphasize core algorithmic concepts that generalize to the analysis of other types of biological data.
Prerequisites: General Biology 020.151-152 and (Calculus I 110.106 or Calculus I 110.108)
Instructor(s): J. Taylor
Area: Natural Sciences.

AS.020.360. Gene Regulation During Development and Disease.
This course examines how regulation of gene expression impacts development and disease. The course will focus on the mechanisms controlling transcriptional, post-transcriptional, translational, and post-translational regulation. For each topic, one class will be a lecture/discussion of key concepts and experimental approaches followed by a class with student-led presentations of related publications. Recommended Course Background: AS.020.303 and AS.020.305.
Instructor(s): R. Johnston
Area: Natural Sciences.

This class will explore the development of animals from a single fertilized egg into a fully formed organism. We will emphasize experimental methods to understand the molecular mechanisms controlling development. This class is acceptable as the required core class in Developmental Biology required for Biology majors and Molecular and Cellular Biology majors.
Prerequisites: AS.020.306 AND (AS.020.330 OR AS.020.303)
Instructor(s): C. Norris; C. Roberson; M. Van Doren
Area: Natural Sciences.

AS.020.365. Intro To Human Skeleton.
This course will provide a basic understanding of human skeletal biology, including bone composition and bone growth, recognition of skeletal elements, functional anatomy of different skeletal systems, comparative anatomy, and forensic anthropology (sexing and aging, body size reconstruction, bone pathology). Lectures will be combined with hands-on experience with bone models and real bone specimens.
Instructor(s): C. Ruff
Area: Natural Sciences.

AS.020.367. Primate Adaptation and Evolution.
A close look at our closest relatives, the primates. Topics include: evolutionary theory, primate evolution, primate behavior and ecology, human evolution, and modern human variation.
Instructor(s): J. Perry
Area: Natural Sciences.

AS.020.370. Emerging Strategies and Applications in Biomedical Research.
Up-to-date primary literature manuscripts related to new discoveries and new strategies that are allowing scientists to make amazing progress in biomedical research will be presented. Examples include: labeling neurons with up to 90 different colors to trace their circuitry, evolution studies in glowing bacteria, detecting several viruses on a single chip and using fiber optics and channel rhodopsin to induce sleep. Students should be interested in reading primary literature research papers and discussing them in class. Recommended Course Background: AS.020.305 or AS.020.306 or AS.080.305 or AS.080.306.
Instructor(s): S. Hattar
Area: Natural Sciences.
The hypothalamus is the central regulator of a broad range of homeostatic behaviors essential to survival, and plays a key role in controlling emotional and appetitive behaviors. This course offers an overview of both historical and recent work on this vital brain region. Topics covered will include the evolution and development of the hypothalamus, control of circadian rhythms and sleep, regulation of hunger and body temperature, as well as hypothalamic regulation of sexual, defensive, and affiliative behavior.
Prerequisites: AS.020.305 OR AS.020.306 OR AS.080.301 OR AS.080.302
Instructor(s): S. Blackshaw; S. Hattar
Area: Natural Sciences.

AS.020.372. RNA in Disease.
This course is intended for students with a general interest in the molecular mechanisms underlying diseases. Here we will place a special emphasis on RNA-related disorders. Throughout the semester we will review cellular processes involving RNA and then examine the consequences when any defects arise. Additionally, we will cover several practical bioinformatics approaches to develop hypotheses that can explain disease phenotypes. Recommended Course Background: AS.020.151 or AS.020.305 or AS.030.315.
Area: Natural Sciences.

AS.020.373. Developmental Biology Lab.
This laboratory explores the development of live animals, and students in each section will sometimes be required to return to lab on succeeding days to observe and record the results of their experiments. Corequisite: AS.020.363
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): C. Norris; C. Roberson.

AS.020.375. Anatomy.
This course will cover human anatomical structures, from gross system-wide organization to cellular histological details. Structure-function relationships within and between systems will be emphasized. The systems of focus will be: digestive, muscular, respiratory, circulatory, nervous, immune, and reproductive.
Prerequisites: Prereq: AS.020.306
Instructor(s): M. Mefford
Area: Natural Sciences.

AS.020.376. Molecular Evolution.
A history of life on earth has been recorded in the DNA of organisms that live today. But what language is it and how can we read that history? This course introduces basic principles of molecular evolution plus a wide array of methodologies used to interpret molecular sequence data. Many interesting studies of gene and genome evolution will be covered as examples of this burgeoning area of research. This fun and popular course now includes computer labs that will enable students to obtain first-hand experience in this exciting field of research.
Prerequisites: AS.020.330 (Genetics) or with permission of instructor
Instructor(s): K. Cunningham
Area: Natural Sciences.

AS.020.379. Evolution.
This course takes a broad look at the impact of natural selection and other evolutionary forces on evolution. Emphasis is placed on what we can learn from genome sequences about the history of life, as well as current evolutionary pressures. Recommended Course Background: AS.020.306, AS.020.330, or permission required
Instructor(s): C. Norris
Area: Natural Sciences.

The field of molecular biology is fundamental for those interested in modern biological research and medicine. In this course students examine DNA, RNA and protein synthesis (i.e., the "central dogma" of molecular biology) in molecular detail, as well as how these processes are regulated and interrelated. There is significant examination of molecular structure-function relationships, with particular emphasis on RNA synthesis and processing and chromosomal organization, nucleosome regulation and epigenetics. Modern and fundamental experimental techniques and concepts are explored in detail. Students will learn how to use some genome databases and bioinformatics tools available online to improve their molecular biology research skills and knowledge. Readings are both from scientific journals as well as a textbook that includes interactive online content.
Instructor(s): C. Greider; D. Zappulla; E. Moudrianakis; K. Beemon
Area: Natural Sciences.

This course will provide an in-depth overview of the influence of model systems on human health and their role in answering current research problems.
Prerequisites: AS.020.330
Instructor(s): C. Wall
Area: Natural Sciences.

AS.020.391. The Human Microbiome.
This course will take an in depth look at how bacteria play a role in human health and disease.
Prerequisites: 020.305, Biochemistry; 020.306, Cell Biology.
Area: Natural Sciences.

Introduction to the principles, practice, and application of light/fluorescence microscopy to biomedical research. The course will cover light optical theory; instrumentation design, use, and applications; and will afford students ‘hands-on’ experience in both specimen preparation and microscope operation (including epi-fluorescence, confocal, FCS, and deconvolution microscopes). Prerequisite: Permission of Instructor. The lecture will be held from 11:00AM to 11:50AM, Tuesday through Friday. Labs will be conducted in the Integrated Imaging Center, Room 106-107 Tuesdays and Thursdays; and Wednesdays and Fridays from 1:00PM to 3:00PM.
Instructor(s): J. McCaffery
Area: Natural Sciences.

Introduction to the principles, practice, and application of electron microscopy (EM) to biological/cell biological research. The course will cover electron optical theory; instrumentation design, use, and applications; and will afford students ‘hands-on’ experience in both specimen preparation and electron microscope operation (including both transmission and scanning electron microscopes).
Instructor(s): J. McCaffery
Area: Natural Sciences.
**AS.020.399. Biology of Neurodegenerative Diseases.**
What happens at the cellular level as a disease like Alzheimer’s develops? This course focuses attention on the mechanistic molecular causes of neurodegenerative diseases, from the misfolding of proteins to prion formation. To stimulate critical thinking, the course will be structured around student discussion of historic and current scientific literature. Students will then deepen their understanding of the issues by preparing a presentation on an outstanding question in the field of neurodegenerative disease.

**Prerequisites:** AS.020.305

**Instructor(s):** B. Pierce
**Area:** Natural Sciences.

**AS.020.401. Advanced Seminar: Molecular and Cellular Biology.**
This is a weekly seminar designed for graduate students enrolled in the B.A./M.S. and Ph.D. programs. The seminar involves student presentations of research and discussion of topics of current interest in the field. BA/MS candidates only.

**Instructor(s):** K. Tifft Oshinnaiye
**Area:** Natural Sciences.

**AS.020.402. Seminar: Molecular & Cellular Biology.**
This is a weekly seminar designed for students enrolled in the BA/MS program. The seminar involves student presentations of research and discussion of topics of current interest in the field. BA/MS students only.

**Instructor(s):** K. Tifft Oshinnaiye
**Area:** Natural Sciences.

**AS.020.420. Build-a-Genome.**
In this combination lecture/laboratory “Synthetic Biology” course students will learn how to make DNA building blocks used in an international project to build the world’s first synthetic eukaryotic genome, Saccharomyces cerevisiae v. 2.0. Please study the wiki [www.syntheticyeast.org](http://www.syntheticyeast.org) for more details about the project. Following a biotechnology boot-camp, students will have 24/7 access to computational and wet-lab resources and will be expected to spend 15-20 hours per week on this course. Advanced students will be expected to contribute to the computational and biotech infrastructure.

**Co-listed with:** EN.580.420, AS.020.451 and EN.540.420. Successful completion of this course provides 3 credit hours toward the supervised research requirement for Molecular and Cellular Biology majors, or 2 credit hours toward the upper level elective requirement for Biology or Molecular and Cellular Biology majors. Must understand fundamentals of DNA structure, DNA electrophoresis, and analysis. Polymerase Chain Reaction (PCR), and must be either a) Experienced with molecular biology lab work or b) Adept at programming with a biological twist.

**Instructor(s):** J. Bader; K. Zeller
**Area:** Natural Sciences.

**AS.020.431. JHU Oxford: Advanced Biochemistry & Molecular Biology.**
Open to JHU Oxford participants only.

**Instructor(s):** J. Schildbach; Staff
**Area:** Natural Sciences.

**AS.020.441. Mentoring in Biology.**
To become a mentor, students must have successfully completed AS.020.151/152, must apply using the form on the Biology Dept. Website, and must be accepted by the instructors. The deadline to apply is April 1st. This course provides students who have taken General Biology I & II the opportunity to mentor new students in General Biology I & II. Mentors collaborate with faculty on how to lead effective sessions, help student teams complete team assignments, and generally help students understand difficult concepts and principles in biology. Mentors must have a firm command of the topics covered in biology and must be accepted by the faculty and students through the course of the semester. S/U only. Perm. Req’d

**Instructor(s):** C. Roberson; R. Pearlman; R. Shingles
**Area:** Natural Sciences.

**AS.020.442. Mentoring In Biology.**
This course provides students who have taken General Biology I & II the opportunity to mentor new students in General Biology I & II. Mentors collaborate with faculty on how to lead effective sessions, help student teams complete team assignments, and generally help students understand difficult concepts and principles in biology. Mentors must have a firm command of the topics covered in biology and must be accepted by the faculty and students through the course of the semester. To become a mentor, students must have successfully completed AS.020.151/AS.020.152, must apply using the form on the Biology Department website, and must be accepted by the instructors. The deadline to apply is April 8th. Recommended Course Background: AS.020.151/AS.020.152

**Instructor(s):** R. Pearlman; R. Shingles
**Area:** Natural Sciences.

**AS.020.451. Build-a-Genome Mentor.**
In this combination lecture/laboratory, “Synthetic Biology” course students will learn how to make DNA building blocks used in an international project to build the world’s first synthetic eukaryotic genome, Saccharomyces cerevisiae v. 2.0. Please study the wiki [www.syntheticyeast.org](http://www.syntheticyeast.org) for more details about the project. Following a biotechnology boot-camp, students will have 24/7 access to computational and wet-lab resources and will be expected to spend 15-20 hours per week on this course. Advanced students will be expected to contribute to the computational and biotech infrastructure. Must understand fundamentals of DNA structure, DNA electrophoresis, and analysis. Polymerase Chain Reaction (PCR) and must be either a) Experienced with molecular biology lab work or b) Adept at programming with a biological twist.

**Instructor(s):** J. Bader; K. Zeller
**Area:** Natural Sciences.

**AS.020.501. Introduction Independent Study.**
An independent course of study may be pursued under the direction of an adviser on those topics not specifically listed in the form of regular courses. Freshmen and Sophomores only. Perm. Req’d.

**Instructor(s):** Staff.

**AS.020.502. Introduction Independent Study.**

**Instructor(s):** K. Cunningham.

**AS.020.503. Introduction To Research.**
Perm. Req’d. Freshmen and Sophomores only

**Instructor(s):** Staff.

**AS.020.504. Introduction to Research.**
Perm. Req’d. Freshmen or Sophomores only

**Instructor(s):** Staff.
**AS.020.505. Internship - Biology.**
An independent course of study may be pursued under the direction of an adviser on those topics not specifically listed in the form of regular courses. Consent of adviser required.
Instructor(s): H. Zhao; L. Brand; R. McCarty; Staff.

**AS.020.506. Internship - Biology.**
Instructor(s): Staff.

**AS.020.511. Independent Study.**
An independent course of study may be pursued under the direction of an adviser on those topics not specifically listed in the form of regular courses. Perm. Req’d.
Instructor(s): Staff.

**AS.020.512. Independent Study.**
Instructor(s): Staff.

**AS.020.513. Research Problems.**
Planning and conducting original laboratory investigations on biological problems, collection and analysis of data, reporting of results. Juniors and Seniors Only. Recommended Course Background: Permission of full-time faculty member in Biology dept.
Instructor(s): Staff.

**AS.020.514. Research Problems.**
Perm. Req’d. Juniors and Seniors only
Instructor(s): Staff.

**AS.020.551. Mentored Research.**
This courses provide BA/MS students with intensive research experience for a full academic year. Students in the program work under the direction of a research mentor on an original research project, produce a written report in the form of a thesis, and make a presentation of the work to the Biology Department. BA/MS or BS/MS candidates only.
Instructor(s): R. Horner.

**AS.020.552. Mentored Research.**
Instructor(s): J. Taylor; R. Horner.

**AS.020.553. Mentored Research.**
BA/MS candidates only.
Instructor(s): R. Horner.

**AS.020.554. Mentored Research Program in Cellular and Molecular Biology.**
BA/MS Candidates Only
Instructor(s): R. Horner.

**AS.020.570. Independent Study.**

**AS.020.572. Research - Intersession.**
Instructor(s): Staff.

**AS.020.574. Internship.**
Instructor(s): J. Diruggiero.

**AS.020.591. Summer Research Experience.**
Instructor(s): J. Schildbach.

**AS.020.594. Internship-Summer.**
Instructor(s): Staff.

**AS.020.597. Research.**
Instructor(s): Staff.

**AS.020.599. Independent Study.**
Instructor(s): C. Norris; M. Bessman; R. Horner; T. Schroer.

**AS.020.601. Current Research in Bioscience.**
First year Biology Graduate students only
Instructor(s): Staff.

**AS.020.606. Molecular Evolution.**
A history of life on earth has been recorded in the DNA of modern organisms. But what information is contained in this record and how can we understand it? This course introduces basic principles of molecular evolution and a wide array of methodologies used to infer and interpret molecular sequence data. Many interesting studies of gene and genomic evolution will be covered as examples of this burgeoning area of research. Recommended Course Background: AS.020.330
Instructor(s): K. Cunningham.

**AS.020.607. Quantitative Biology Bootcamp.**
Quantitative and computational methods have become essential to modern biological research. The goal of this course is to provide an introduction to basic skills that will enable students to employ these methods. Students will learn how to work in a command line shell and use software to perform analyses of large biological datasets. Students will learn basic programming using the Python language. Throughout the course students will apply the skills learned to practical analysis problems emphasizing parsing and working with biological data formats, exploratory data analysis and visualization, and numerical and statistical methods. This course is only open to first-year students in the CMDB program and will be held from September 2nd through September 5th, 2014.
Instructor(s): F. Tan; J. Taylor.

**AS.020.612. Introduction to the Human Brain.**
This course explores the outstanding problem of biology: how knowledge is represented in the brain. Relating insights from cognitive psychology and systems neuroscience with formal theories of learning and memory, topics include (1) anatomical and functional relations of cerebral cortex, basal ganglia, limbic system, thalamus, cerebellum, and spinal cord; (2) cortical anatomy and physiology including laminar/columnar organization, intrinsic cortical circuit, hierarchies of cortical areas; (3) activity-dependent synaptic mechanism; (4) functional brain imaging; (5) logicist and connectist theories of cognition; and (6) relation of mental representations and natural language. Co-listed with AS.020.312.
Instructor(s): E. Hedgecock.

**AS.020.613. Biology Science Writing.**
Students will learn how to write abstracts and grant proposals, organize scientific manuscripts and thesis dissertations by writing and rewriting about their own research and editing other students’ work. Focus will be on structure, substance, accessibility, and clarity of writing. Biology Graduate students only. Permission Req’d.
Instructor(s): A. Huang.

**AS.020.614. Signaling in Development and Disease.**
Perm. Req’d. A graduate level class covering current topics on signal transduction mechanisms underlying neuronal morphology, development and function. The proper functioning of the nervous system relies on the establishment of precise neuronal circuits through a developmental program including proliferation, neuronal migration, axonal growth and neuronal survival. This course pertains to the extracellular cues and downstream neuronal signaling pathways that coordinate these key events during neuronal development. The course will also cover the role of aberrant signaling mechanisms in neuronal degeneration and disease.
Instructor(s): R. Kuruvilla
Area: Natural Sciences.
AS.020.616. Planets, Life and the Universe.
This multidisciplinary course explores the origins of life, planets’ formation, Earth’s evolution, extrasolar planets, habitable zones, life in extreme environments, the search for life in the Universe, space missions and planetary protection. Grad Students Only.
Instructor(s): J. Diruggiero; N. Levin
Area: Natural Sciences.

AS.020.620. Stem Cells.
This course consists of introductory lectures given by faculty members, followed by student presentations in the form of seminars. The introductory part will cover the basic knowledge about stem cells, such as: What features make cells qualified as stem cells? What are the unique cellular and molecular properties of stem cells? How do stem cells maintain their identities? What are the mechanisms underlying stem cell differentiation and reprogramming? What are the therapeutic applications of stem cells? The student seminar will be based on selected literatures by the faculty. A summary mini-review paper is required for a chosen topic at the end of the semester.
Instructor(s): X. Chen.

AS.020.629. Microbiology.
This course explores the physiology and genetics of microorganisms within an evolutionary and ecological framework. Concepts will be supported by primary literature exploring microbial evolution and microbial communities including that of the human microbiome.
Instructor(s): J. Diruggiero.

AS.020.630. Human Genetics.
Will examine the growing impact of human genetics on the biological sciences, on law and medicine, and on our understanding of human origins. Topics include structure and evolution of human genome, genetic and physical mapping of human chromosomes, molecular genetics of inherited diseases and forensic genetics.
Instructor(s): E. Hedgecock
Area: Natural Sciences.

AS.020.637. Genomes & Development.
This course covers gametogenesis, embryogenesis, post-embryonic development, genetic analysis, developmental genetics, model developmental systems, and cell determination. Biology graduate students only except with written permission from the instructor.
Instructor(s): Staff.

AS.020.640. Epigenetics and Chromosome Dynamics.
It has become finally recognized that the primary structure of the DNA is not the sole and absolute determinant of the phenotype of an organism. Much depends on the modulations of the primary information by time and tissue specific enzymatic modifications of this information and the result is the epigenetic information potential within the nucleus. This potential is dynamic; it can be “written and re-written” in the life-trajectory of a cell. We will examine the various process and states of genome epigenetics, from simple genes to whole chromosomes, chromosomal subsets and even the whole nucleus. This graduate level course will consist of few special overview lectures given by the instructors and the rest will be student presentations. The topics will be selected by the faculty but we will also consider the inclusion of special and timely topics suggested by the students. The duration of each session will be 90 minutes. Upper level undergraduates may register with signature of the instructors. The evaluation of the students for grade assignment will depend on a) the quality of the student’s oral presentation; b) the students extent and depth of participation in the discussions of each and every seminar; c) the completion of papers given as homework assignments. Attention is mandatory for all sessions. No specific textbook will be assigned but the students will be sent to special Journals and books and are expected to search relevant literature and visit references beyond those provided by the instructors and share their findings with all in the class.
Instructor(s): B. Migeon; E. Moudrianakis
Area: Natural Sciences.

The hypothalamus is the central regulator of a broad range of homeostatic behaviors essential to survival, and plays a key role in controlling emotional and appetitive behaviors. This course offers an overview of both historical and recent work on this vital brain region. Topics covered will include the evolution and development of the hypothalamus, control of circadian rhythms and sleep, regulation of hunger and body temperature, as well as hypothalamic regulation of sexual, defensive, and affiliative behavior.
Instructor(s): S. Blackshaw; S. Hattar.

Instructor permission required for undergraduate students
Instructor(s): K. Beemon
Area: Natural Sciences.

AS.020.644. RNA.
A graduate seminar course that will explore RNA from its beginning in the primordial RNA world to its present-day roles in gene regulation in bacteria, mammals, and viruses. Topics will include: The early RNA world, Riboswitches, Ribozymes, evolution of protein synthesis, splicing, telomerase, RNA interference, microRNAs, long non-coding RNAs, Viral non-coding RNAs, and RNA therapeutics. Biology PHD students only. MCB MS students with instructor’s permission during ADD/DROP Period.
Instructor(s): K. Beemon
Area: Natural Sciences.
AS.020.650. Molecular Biology.
The field of molecular biology is fundamental for those interested in modern biological research and medicine. In this course students examine DNA, RNA and protein synthesis (i.e., the "central dogma" of molecular biology) in molecular detail, as well as how these processes are regulated and interrelated. There is significant examination of molecular structure-function relationships, with particular emphasis on RNA synthesis and processing and chromosomal organization, nucleosome regulation and epigenetics. Modern and fundamental experimental techniques and concepts are explored in detail. Students will learn how to use some genome databases and bioinformatics tools available online to improve their molecular biology research skills and knowledge. Readings are both from scientific journals as well as a textbook that includes interactive online content. Students enrolled in AS.020.650 will have additional assignments compared to those enrolled in AS.020.380. Instructor(s): C. Greider; D. Zappulla; E. Moudrianakis; K. Beemon
Area: Natural Sciences.

AS.020.664. Advanced Graduate Biophysical Chemistry.
This is a computer-assisted course that requires each student to bring a laptop to class and lab each day they meet. The class will be taught in the Mathematica programming language and/or UNIX, but familiarity with the programs are NOT a requirement. The course is divided into two parts. In the Class portion (Tuesdays and Thursdays) students will be given instruction in the concepts of physical and quantitative biology. Students will learn to simulate biological processes, identify the relationship between data and models, and will learn to fit biological data. In the Lab portion (Mondays) students will learn to operate in the UNIX environment using standard UNIX commands and shell scripting. Database searches applicable to research questions of interest will be performed. The data will be processed and analyzed with UNIX and Mathematica. Must be taken in the same semester as 020.607. Biology graduate students only. Instructor(s): K. Fleming; V. Hilser.

AS.020.668. Advanced Molecular Biology.
The course introduces students from a wide variety of backgrounds to the rigorous and elegant methods that have been used in modern molecular biology research, with an emphasis on analysis and reasoning. Recommended Course Background: AS.020.665
Instructor(s): R. Schleif.

AS.020.670. Emerging Strategies and Applications in Biomedical Research.
Up-to-date primary literature manuscripts related to new discoveries and new strategies that are allowing scientists to make amazing progress in biomedical research will be presented. Examples include: labeling neurons with up to 90 different colors to trace their circuitry, evolution studies in glowing bacteria, detecting several viruses on a single chip and using fiber optics and channel rhodopsin to induce sleep. Students should be interested in reading primary literature research papers and discussing them in class. Instructor(s): S. Hattar
Area: Natural Sciences.

AS.020.674. Graduate Biophysical Chemistry.
This course will provide an overview of protein and nucleic acid structure, fundamentals of thermodynamics and kinetics, ligand binding, folding and stability of macromolecules, and the principles of biophysical methods such as fluorescence spectroscopy, NMR, and X-ray crystallography. Monday Discussion Session is optional. Recommended Course Background: AS.020.305, AS.020.306
Instructor(s): E. Freire; E. Roberts.

AS.020.679. Advanced Biological Microscopy.
This course is intended to build upon the basic skills students acquired in the previous course. Students will be required to work on actual ongoing research projects. The course will emphasize the integration and use of various light and electron microscopic techniques and their application to various research related questions. The course will have primarily a practical "hands-on" component; but will also include theoretical considerations as students will read, analyze, and discuss current journal articles. Prerequisites: AS.020.395 and AS.020.397 or permission of instructor
Instructor(s): J. McCaffery.

The creation and implementation of new approaches to the drug discovery and development process is a very active area of research. Currently, only one compound out of 5,000 that enter preclinical studies becomes a drug. Moreover, the development process is time consuming, lasting more than ten years on average. The rate of failure is extremely high. It has become evident that this field is in urgent need of revolutionary changes. This course will cover drug discovery issues ranging from the identification of hits to their optimization as drug candidates. Current as well as novel and proposed approaches aimed at accelerating discovery, potency optimization, selectivity, pharmacokinetics and other drug properties will be discussed. Grad students only. Instructor(s): E. Freire
Area: Natural Sciences.

All aspects of cell biology are reviewed and updated in this intensive course through critical evaluation and discussion of the current scientific literature. Topics include protein trafficking, membrane dynamics, cytoskeleton, signal transduction, cell cycle control, cell physiology, and the integration of these processes in neurons. Recommended Course Background: AS.020.306
Instructor(s): K. Cunningham.

AS.020.699. CMDB Responsible Conduct in Research.
This course involves discussions of ethical conduct and the responsible practice of scientific research. Department signature only; restricted to graduate students in Biology PhD students only. Instructor(s): Staff.

AS.020.731. Critical Thinking in Biology.
In this course, students will critically analyze modern and seminal primary research papers in molecular, cellular and developmental biology. This analysis will emphasize the logic and experimental design of a selected set of outstanding research publications from diverse fields. Graduate students enrolled will develop the skills needed to efficiently understand and critique the rapidly expanding literature and growing diversity of biological research methods. In preparation for each class, all course participants will be expected to read and thoroughly critique the assigned paper(s). All students will submit a short, critical analysis of each paper in advance of the class session in which the paper(s) will be covered. A student will lead each discussion (once per semester, dependent upon enrollment). Recommended Course Background: AS.020.637, AS.020.668, AS.020.674, and AS.020.686
Instructor(s): D. Zappulla; R. Johnston.
AS.020.735. Seminar: Membrane Trafficking.
The Membrane Trafficking seminar course consists of several weeks of lectures and discussions led by the professors discussing key background concepts in the field of membrane trafficking. Class meetings during the final weeks of the course are seminars on current topics in membrane trafficking, led by the students. Over the course of the semester, students will learn about the methods and logic of experiment design, model building and hypothesis testing, gain exposure to and skills in reading and summarizing scientific literature, and get experience with preparing and delivering an effective oral presentation. fall/odd years.
Instructor(s): B. Wendland; J. McCaffery
Area: Natural Sciences.

AS.020.739. Topics in Biochemistry.
The course is open to graduate students and advanced undergraduates - Undergraduates with instructor’s permission - "Topics in Biochemistry" deals with minireviews taken from the Journal of Biological Chemistry. Students select a topic of their choice from the “Compendium of Minireviews” for the current year, and present it before the class for discussion.
Instructor(s): M. Bessman.

AS.020.753. Logic and Methods in Modern Biology.
The purpose of this course is to gain experience in critical thinking about the logic and methods used in modern biological research. The main approach will be the critical reading, presentation, and discussion of primary research papers, and the preparation and presentation of a research proposal. It is held once a week on the NIH Bethesda campus.
Grad students only.
Prerequisites: AS.020.637 AND AS.020.668 AND AS.020.674
Instructor(s): M. Lichten; O. Cohen-Fix
Area: Natural Sciences.

AS.020.801. Research - Biological Problems.
Independent research for the Ph.D. dissertation. Biology Ph.D. students only
Instructor(s): B. Wendland; Staff.

AS.020.802. Research-Biological Problems.
Biology Graduate students only.
Instructor(s): R. Kuruvilla; Staff.

AS.020.823. Introduction to Biology Research.
First year Biology Graduate Students only
Instructor(s): Staff.

AS.020.824. Introduction to Biology Research.
First year Biology Graduate Students only
Instructor(s): Staff.

AS.020.825. Introduction to Research.
Open to first year Biology graduate students only.
Instructor(s): Staff.

AS.020.826. Introduction to Biology Research.
Open to first year Biology graduate students only.
Instructor(s): Staff.

Cross Listed Courses

Neuroscience
AS.080.305. The Nervous System I.
The Nervous System is a fully integrated, two-semester course that surveys the cellular and molecular biology of neurons as well as the structure and function of the nervous system. Students must register for Nervous System II offered in the second term.
Prerequisites: AS.080.203 OR AS.050.203 OR AS.200.141 or 080.105 or Permission
Instructor(s): H. Zhao; S. Hendry
Area: Natural Sciences.

Biophysics
AS.250.351. Reproductive Physiology.
Focuses on reproductive physiology and biochemical and molecular regulation of the female and male reproductive tracts. Topics include the hypothalamus and pituitary, peptide and steroid hormone action, epididymis and male accessory sex organs, female reproductive tract, menstrual cycle, ovulation and gamete transport, fertilization and fertility enhancement, sexually transmitted diseases, and male and female contraceptive methods. Introductory lectures on each topic followed by research-oriented lectures and readings from current literature.
Instructor(s): B. Zirkin; R. Cone
Area: Natural Sciences.

Computer Science
EN.600.438. Computational Genomics: Data Analysis.
Genomic data has the potential to reveal causes of disease, novel drug targets, and relationships among genes and pathways in our cells. However, identifying meaningful patterns from high-dimensional genomic data has required development of new computational tools. This course will cover current approaches in computational analysis of genomic data with a focus on statistical methods and machine learning. Topics will include disease association, prediction tasks, clustering and dimensionality reduction, data integration, and network reconstruction. There will be some programming and a project component. [Applications] Recommended Course Background: EN.600.226 or other programming experience, probability and statistics, linear algebra or calculus. Students may receive credit for EN.600.438 or EN.600.638, but not both.
Prerequisites: Students may receive credit for EN.600.438 or EN.600.638, but not both.
Instructor(s): A. Battle
Area: Engineering.

EN.600.638. Computational Genomics: Data Analysis.
Graduate level version of EN.600.438. [Applications] Recommended Course Background: EN.600.226 or other programming experience, probability and statistics, linear algebra or calculus. Students may receive credit for EN.600.438 or EN.600.638 but not both.
Prerequisites: Students may receive credit for EN.600.438 or EN.600.638, but not both.
Instructor(s): A. Battle
Area: Engineering.

Biophysics

The Department of Biophysics offers programs leading to the B.A., M.A., and Ph.D. degrees. Biophysics is appropriate for students who wish
Research interests in the Department cover experimental and computational, molecular and cellular structure, function, and biology, membrane biology, and biomolecular energetics. The teaching and research activities of the faculty bring its students in contact with biophysical scientists throughout the university. Regardless of their choice of research area, students are exposed to a wide range of problems of biological interest. For more information, and for the most up-to-date list of course offerings and requirements, consult the department web page at biophysics.jhu.edu.

Research Activities of Primary Faculty

Mucosal Protection and Reproductive Health (Dr. Cone)

The Mucosal Protection Laboratory is developing methods women can use for protection against both pregnancy and sexually transmitted diseases, including AIDS. Basic research projects include investigating the ability of mucosal antibodies and vaginal acidity (lactic acid) to inactivate viral and bacterial pathogens, and how normal vaginal lactobacilli suppress the array of anaerobic bacteria that causes BV (bacterial vaginosis). BV is the most common vaginal infection (one in three women at any given time) and women with this little-recognized infection are at markedly increased risk of sexually transmitted infections, miscarriage, and premature birth. Research and development of microbicides for preventing BV and sexually transmitted diseases is being sponsored by NIH in collaboration with ReProtect, Inc., through a research agreement with Johns Hopkins University. Research on nanoparticles for enhanced delivery of drugs to mucosal surfaces is being done in collaboration with Dr. Justin Hanes, Director of Nanomedicine at the Johns Hopkins School of Medicine.

Protein Engineering and pH Sensing (Dr. Garcia-Moreno)

To understand how biological macromolecules work, or to design and engineer new ones, it is necessary to understand in detail the relationship between structure and energetics. We study in this problem in our lab by analysis of the connection between structure, thermodynamic stability, and dynamics of proteins with a combination of computational and experimental methods. The approach depends heavily on the application of NMR spectroscopy, X-ray crystallography, and equilibrium thermodynamics. The experiments contribute the physical insight needed to guide the development of computational methods for structure-based energy calculations, as well as the data required to benchmark these methods. We are focused on problems of protein electrostatics because electrostatic energy is the most useful metric for correlating structure with function in all the most important energy transduction processes in biological systems. We focus on the engineering of proteins with pH sensing

Protein Folding (Dr. Rose)

A globular protein will spontaneously self-assemble its components into a highly organized three-dimensional structure under appropriate physiological conditions in a process called protein folding. Our principal goal is to understand protein folding, using an approach involving simulation, modeling, and analysis. In the classical model of folding, an unfolded protein visits an astronomical number of possible conformations. In contrast, we recently reevaluated this popular model and found that the unfolded state is far less heterogeneous than previously thought. This realization has prompted us to pursue a novel strategy to predict folding.

Biophysics of RNA (Dr. Woodson)

The control of cell growth and type depends on the ability of RNA to fold into complex three-dimensional structures. RNA catalysts are good models for studying the physical principles of RNA folding, and the assembly of protein-RNA complexes such as the ribosome. Changes in RNA three-dimensional structure are monitored by fluorescence spectroscopy, "X-ray footprinting," and neutron scattering. Bacterial and yeast expression systems are used to study intracellular folding of RNA.

Protein Folding, Notch Signaling (Dr. Barrick)

The folding of proteins into their complex native structures is critical for proper function in biological systems. This spontaneous process of self-assembly is directed by physical chemistry, although the rules are not understood. We are using repeat-proteins, linear proteins with simple architectures, to dissect the energy distribution, sequence-stability relationship, and kinetic routes for folding. In addition, we are studying the molecular mechanisms of Notch signaling, a eukaryotic transmembrane signal transduction pathway. The transmission of information across the membranes of cells is essential for cell differentiation and homeostasis; signaling errors result in disease states including cancer. We are focusing on interactions between proteins involved in Notch signaling using modern biophysical methods. Thermodynamics of association and allosteric effects are determined by spectroscopic, ultracentrifugation, and calorimetric methods. Atomic structure information is being obtained by NMR spectroscopy. The ultimate goal is to determine the thermodynamic partition function for a signal transduction system and interpret it in terms of atomic structure.

NMR Spectroscopy (Dr. Lecomte)

Many proteins require stable association with an organic compound for proper functioning. One example of such “cofactor” is the heme group, a versatile iron-containing molecule capable of catalyzing a broad range of chemical reactions. The reactivity of the heme group is precisely controlled by interactions with contacting amino acids. Structural fluctuations within the protein are also essential to the fine-tuning of the chemistry. We are studying how the primary structure of cytochromes and hemoglobins codes for heme binding and the motions that facilitate function. The method of choice is nuclear magnetic resonance spectroscopy, which we use to obtain detailed structural and dynamic representations of proteins with and without bound heme. The ultimate goal is to understand the evolution of chemical properties in heme proteins and how to alter them.

Structural and Energetic Principles of Membrane Proteins (Dr. K. Fleming)

Membrane proteins must fold to unique native conformations and must interact in specific ways to form complexes essential for life. Currently, the chemical principles underlying these processes are poorly understood. Thermodynamic and kinetic studies on membrane proteins with diverse folds and oligomeric states are carried out with the goal of discovering the physical basis of stability and specificity for membrane proteins. Our research results in a quantitative understanding of sequence-structure-function relationships that can ultimately be used to describe membrane protein populations in both normal and disease
states, to design novel membrane proteins, and to develop therapeutics that modulate membrane protein functions in desirable ways.

**Chromatin Remodeling (Dr. Bowman)**

Chromatin, the physical packaging of eukaryotic chromosomes, plays a major role in determining the patterns of gene silencing and expression across the genome. Chromatin remodelers are multicomponent protein machines that establish and maintain various chromatin environments through the assembly, movement, and eviction of nucleosomes. At present, the molecular mechanisms by which chromatin remodelers alter chromatin structure are not understood. Our long-term goal is to gain a molecular understanding of the remodeling process and in particular how remodeling is coupled to the transcriptional machinery. Our strategy is to couple structure determination with functional studies to determine how different components of a chromatin remodeler cooperate and interact with the nucleosome substrate.

**Physical Systems Biology (Dr. Roberts)**

The laboratory is devoted to understanding and modeling the behavior of cells as complex systems. We are using tools from the general area of biological physics: potential- and probability-based computational modeling along with limited applications of single-cell, single-molecule experimental techniques (split roughly 80% theoretical/computational and 20% experimental). We term this approach “Physical Systems Biology” and it lies at the interface of biology, computer science, and physics. While this approach absolutely requires in-depth characterization of particular components, an equally critical step is then stepping back to consolidate the knowledge gained into a model of the entire cellular system. Incorporating many varied types of biological data into a genuine in silico model for the cell is the long-range goal of the laboratory.

**Theoretical Biophysics (Dr. Johnson)**

Protein interaction networks capture the cooperation required by proteins to carry out complex functions in the cell. The ability of proteins to assemble to form transient or permanent complexes and transmit signals or nutrients depends on their concentrations, their binding partners, and their spatial and temporal dynamics in the cell. Using computation and theory, we are building models to accurately simulate these multi-protein assembly processes, such as those occurring in endocytosis, that are critical to cell survival. We complement these detailed simulations with coarse-grained models to extend to larger protein interaction networks and characterize the role of network topology on protein binding specificity and dynamics.

**Single Molecule Biophysics (Dr. Ha)**

Our research is focused on pushing the limits of single-molecule detection methods to study complex biological systems. We develop state-of-the-art biophysical techniques (e.g., multicolor fluorescence, super-resolution imaging, combined force and fluorescence spectroscopy, vesicular encapsulation, single-molecule pull-down) and apply them to study diverse protein-nucleic acid and protein-protein complexes, and mechanical perturbation and response of these systems both in vitro and in vivo.

**Quantitative analysis of gene expression in single molecule and single cell (Dr. Myong)**

Our research is focused on dissecting biological pathways that control and modulate gene expression profiles that are pertinent to human diseases. We develop single molecule and single cell platforms to examine potential rate-limiting steps that contribute to modulating transcription and translation. In particular, we investigate RNA interference pathway and G-quadruplex DNA mediated promoter activity. In collaboration, we are also studying telomeric DNA processing and chromatin remodeling. Together, we seek to shed light on molecular orchestration and mechanism that govern the Central Dogma of Biology.

**Facilities**

The department shares state-of-the-art equipment for X-ray diffraction analysis, NMR spectroscopy, solution biophysical studies, and numerically intensive computer simulations with other biophysics units and departments within the University. In addition, the Department houses a full complement of equipment for molecular biological and biochemical work, and for various kinds of spectroscopy.

**Bachelor of Arts in Biophysics**

The undergraduate major in biophysics is intended for the student interested in advanced study of biophysics or the related fields of biochemistry, quantitative or computational biology, molecular biology, physiology, pharmacology, and neurobiology. The biophysics major fulfills all typical science premedical requirements with the exception of Organic Chemistry Lab (AS.030.225 Introductory Organic Chemistry Lab or AS.030.227 Chemical Chirality: An Introduction in Organic Chem. Lab. Techniques). The student majoring in biophysics, with the advice of a member of the department, chooses a program of study that will include foundation courses in biology, chemistry, and physics followed by advanced studies in modern biophysics and research. The biophysics major requires that students earn a grade of “C” or greater for all courses required in the major. A student who earns a grade of “C-” or below must repeat the course and earn a better grade.

For additional information on academic requirements and department events for majors, check the undergraduate website (http://biophysics.jhu.edu/undergraduate_program.html).

**Requirements for the B.A. Degree**

(See also Requirements for a Bachelor’s Degree (p. 20).)

**Major requirements are:**

**Chemistry**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<td>AS.030.105</td>
<td>Introductory Chemistry Lab I</td>
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<tr>
<td>AS.030.102</td>
<td>Introductory Chemistry II</td>
<td>4</td>
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<tr>
<td>&amp; AS.030.106</td>
<td>and Introductory Chemistry Laboratory II</td>
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<tr>
<td>or AS.030.103</td>
<td>Applied Chemical Equilibrium and Reactivity w/lab</td>
<td>4</td>
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<tr>
<td>AS.030.205</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>AS.030.206</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>or AS.030.212</td>
<td>Honors Organic Chemistry II with Applications in Biological and Materials Chemistry</td>
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**Physics**

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<th>Course</th>
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<tr>
<td>AS.171.101</td>
<td>General Physics: Physical Science Major I</td>
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<tr>
<td>or AS.171.103</td>
<td>General Physics I for Biological Science Majors</td>
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<tr>
<td>or AS.171.105</td>
<td>Classical Mechanics I</td>
<td></td>
</tr>
<tr>
<td>or AS.171.107</td>
<td>General Physics for Physical Sciences Majors (AL)</td>
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</tr>
<tr>
<td>AS.173.111</td>
<td>General Physics Laboratory I</td>
<td></td>
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</tbody>
</table>

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**Facilities**

The department shares state-of-the-art equipment for X-ray diffraction analysis, NMR spectroscopy, solution biophysical studies, and numerically intensive computer simulations with other biophysics units and departments within the University. In addition, the Department houses a full complement of equipment for molecular biological and biochemical work, and for various kinds of spectroscopy.

**Bachelor of Arts in Biophysics**

The undergraduate major in biophysics is intended for the student interested in advanced study of biophysics or the related fields of biochemistry, quantitative or computational biology, molecular biology, physiology, pharmacology, and neurobiology. The biophysics major fulfills all typical science premedical requirements with the exception of Organic Chemistry Lab (AS.030.225 Introductory Organic Chemistry Lab or AS.030.227 Chemical Chirality: An Introduction in Organic Chem. Lab. Techniques). The student majoring in biophysics, with the advice of a member of the department, chooses a program of study that will include foundation courses in biology, chemistry, and physics followed by advanced studies in modern biophysics and research. The biophysics major requires that students earn a grade of “C” or greater for all courses required in the major. A student who earns a grade of “C-” or below must repeat the course and earn a better grade.

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(See also Requirements for a Bachelor’s Degree (p. 20).)

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<td>AS.030.105</td>
<td>Introductory Chemistry Lab I</td>
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<td>AS.030.102</td>
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<td>&amp; AS.030.106</td>
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<td>Applied Chemical Equilibrium and Reactivity w/lab</td>
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<td>AS.030.205</td>
<td>Organic Chemistry I</td>
<td>4</td>
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<tr>
<td>AS.030.206</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>or AS.030.212</td>
<td>Honors Organic Chemistry II with Applications in Biological and Materials Chemistry</td>
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**Physics**

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<tr>
<th>Course</th>
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<tr>
<td>AS.171.101</td>
<td>General Physics: Physical Science Major I</td>
<td>4</td>
</tr>
<tr>
<td>or AS.171.103</td>
<td>General Physics I for Biological Science Majors</td>
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<tr>
<td>or AS.171.105</td>
<td>Classical Mechanics I</td>
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<tr>
<td>or AS.171.107</td>
<td>General Physics for Physical Sciences Majors (AL)</td>
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<tr>
<td>AS.173.111</td>
<td>General Physics Laboratory I</td>
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or AS.173.115  Classical Mechanics Laboratory
AS.171.102  General Physics: Physical Science Majors II  4
or AS.171.104  General Physics/Biology Majors II
or AS.171.106  Electricity and Magnetism I
or AS.171.108  General Physics for Physical Science Majors (AL)
AS.173.112  General Physics Laboratory II  1
or AS.173.116  Electricity and Magnetism Laboratory
AS.171.310  Biological Physics  4

Mathematics
AS.110.108  Calculus I  4
AS.110.109  Calculus II (For Physical Sciences and Engineering)
or AS.110.113  Honors Single Variable Calculus
AS.110.202  Calculus III  4
or AS.110.211  Honors Multivariable Calculus
AS.110.201  Linear Algebra  4
or AS.110.212  Honors Linear Algebra
or EN.550.291  Linear Algebra and Differential Equations

Biophysics
AS.250.205  Introduction to Computing  3
AS.250.253  Protein Engineering and Biochemistry Lab  3
AS.250.315  Biochemistry I  4
AS.250.316  Biochemistry II  4
AS.250.345  Cellular and Molecular Physiology  3
AS.250.372  Biophysical Chemistry  4
AS.250.381  Spectroscopy and Its Application in Biophysical Reactions  3
AS.250.383  Molecular Biophysics Laboratory  3

Research (Two semesters or 6 credits required)
AS.250.521  Research Problems  3
AS.250.522  Research Problems  0 - 3
or AS.250.574  Research Problems

Major Electives (Four required)
Two courses from List #1 (see below)  5-8
Two courses from List #1 or #2 (see below)  6-8

List #1
AS.250.265  Introduction to Bioinformatics  3
AS.250.301  Laboratory in Molecular Evolution: Using ancestral (Lab in Molecular Evolution)  3
AS.250.313  Molecular and Cellular System Biology (Molecular and Cellular Systems Biology)  4
AS.250.353  Computational Biology  3
AS.250.401  Advanced Seminar in Structural and Physical Virology  3
AS.250.403  Bioenergetics: Origins, Evolution and Logic of Living Systems (Bioenergetics)  3
AS.250.411  Advanced Seminar in Structural Biology of Chromatin  3
AS.250.421  Advanced Seminar in Membrane Protein Structure, Function & Pharmacology  3
AS.171.202  Modern Physics  4
AS.171.309  Wave Phenomena with Biophysical Application  4
or AS.171.201  Special Relativity/Waves

List #2
AS.020.306  Cell Biology  4
AS.020.303  Genetics  3
AS.020.344  Virology  3
AS.020.346  Immunology  3
AS.020.363  Developmental Biology  3
AS.020.380  Molecular Biology  3
EN.550.211  Probability and Statistics for the Life Sciences  4
or EN.550.311  Probability and Statistics for the Biological Sciences and Engineering

Any course 300-level or higher in Biology, Biophysics, Chemistry, Mathematics, and Physics that is 3 credits or greater.  3

Scheduling conflicts occasionally arise due to schedule changes in the departments of Physics, Biology, and Chemistry. Prospective biophysics majors should consult with the departmental undergraduate advisor to determine how the conflicts can be resolved.

Sample Program for the B.A. in Biophysics

<table>
<thead>
<tr>
<th>First Year</th>
<th>Fall</th>
<th>Credits</th>
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<tr>
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<td>AS.110.108  Calculus I  4</td>
<td>AS.110.109  Calculus II (For Physical Sciences and Engineering)  4</td>
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<tr>
<td>Elective Humanities/Social Sciences/Writing Intensive  3 AS.173.112  General Physics Laboratory II  3</td>
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<tr>
<td>AS.250.253  Protein Engineering and Biochemistry Lab  3 AS.250.205  Introduction to Computing  3</td>
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16  17
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</tr>
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<td>Open Elective (Orgo Lab recommended for Pre-med students)</td>
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**Third Year**

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<td>AS.250.353</td>
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<td>AS.250.372</td>
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<td>AS.250.521</td>
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**Fourth Year**

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<td>AS.171.310</td>
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<td>List #1 or List #2 Elective</td>
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<tr>
<td>Elective Humanities/Social Sciences/Writing Intensive</td>
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<tr>
<td>Open Elective</td>
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</table>

**Total Credits: 121**

* AS.250.265 Introduction to Bioinformatics and AS.250.353 Computational Biology are List #1 electives.

**Honors in Biophysics**

The Jenkins Biophysics department offers outstanding students the opportunity to earn departmental honors in Biophysics. This honors distinction appears on the student’s transcript upon graduation. If the honors requirements are approved prior to early April, an “Honors” distinction will additionally appear in the commencement program.

The requirements for departmental honors in biophysics are two-fold:

- The student must maintain an overall GPA of 3.5 or greater
- The student must write and receive approval of an Honors paper that is based on their 6 credits of required research.

Generally, the Honors paper must be submitted no later than March 1 of the senior year to meet the commencement deadline. Details on the format of the Honors paper can be found on the departmental website. Schedule a meeting with your Jenkins faculty adviser if you are interested in seeking departmental honors.

**Ete Z. Szüts Undergraduate Research Travel Award**

This award, named in honor of a Ph.D. graduate student from this department, will provide funds for up to 80 percent of the transportation costs of undergraduate research students in biophysics to attend a scholarly meeting. Recipients must be sponsored by a member of the departmental faculty who will be at the same meeting. Schedule a meeting with your Jenkins faculty adviser if you are interested in the Szuts Travel Award.

**H. Keffer Hartline Award for Excellence in Undergraduate Research in Biophysics**

This award honors a senior Biophysics Major for excellence in undergraduate research in Biophysics.

**Detlev W. Bronk Award for Outstanding Scholarship in Biophysics**

This award honors a senior Biophysics major for outstanding achievements in academics and research in Biophysics.

**Master’s Program**

**Fifth-Year Master’s Degree**

The T. C. Jenkins Department of Biophysics offers outstanding undergraduate biophysics majors the opportunity to advance their education through a combined, 5-year B.A., M.A. program. Candidates for this program must be current biophysics undergraduates with a departmental GPA of 3.5 or greater and a strong research history. All bachelor’s requirements must be completed before matriculating into the Master’s program.

Students in this program will be required to take courses such as:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.250.685</td>
<td>Proteins &amp; Nucleic Acids</td>
<td>3</td>
</tr>
<tr>
<td>AS.250.689</td>
<td>Physical Chemistry of Biological Macromolecules</td>
<td>3</td>
</tr>
<tr>
<td>AS.250.690</td>
<td>Methods in Molecular Biophysics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 9

**A Note on Writing Courses**

The Krieger School of Arts & Sciences requires 12 credits total of courses with a “Writing” (or “W”) designation. Although many humanities and social science courses have a writing designation, biophysics majors are also able to fulfill writing credits by taking the courses within the major, which will give them exposure to scientific writing. Current examples include:

- AS.250.383 Molecular Biophysics Laboratory
- AS.250.401 Advanced Seminar in Structural and Physical Virology
- AS.250.403 Bioenergetics: Origins, Evolution, and Logic of Living Systems (expected new course)
- AS.250.411 Advanced Seminar in Structural Biology of Chromatin
- AS.250.421 Advanced Seminar in Membrane Protein Structure, Function & Pharmacology

Fulfilling the writing credits solely with these biophysics courses requires advanced planning because not all of these courses are offered every year.
These courses account for about half of the student’s time. The remaining effort is spent on a substantial research project. A Master’s thesis describing the research being carried out is also required.

**Doctoral Programs**

The Thomas C. Jenkins Department of Biophysics offers two Ph.D. programs. The annual application deadline is January 15.

**Program in Molecular Biophysics**

The Program in Molecular and Biophysics (PMB), which began in 1990, brings together Johns Hopkins faculty at the Homewood and Medical School campuses. Its goal is to prepare students to deal with interdisciplinary problems in molecular biophysics and structural biology. For more information, see PMB Web page at pmb.jhu.edu.

**Admission**

All applicants must have a B.S. or a B.A. degree. Applications from students in any branch of science are welcome; however, we are particularly eager to attract applicants with undergraduate majors in physics, chemistry, mathematics, or relevant areas of engineering.

There are no required undergraduate courses. Instead, applications are examined for general strength of scientific background. The Graduate Record Examination, including a subject test, is required.

Please use the Johns Hopkins University online application, selecting biophysics under the School of Arts & Sciences. Supplementary materials (letters of recommendation, GRE scores, statement, etc.) should be sent directly to:

**Program in Molecular Biophysics**

Johns Hopkins University  
101 Jenkins Hall  
3400 N. Charles Street  
Baltimore, MD 21218

**Requirements for the Ph.D.**

Programs are developed individually for each student, and due account is taken of previous training.

**The following courses are required:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EN.500.401</td>
<td>Research Laboratory Safety</td>
</tr>
<tr>
<td>AS.250.649</td>
<td>Introduction to Computing in Biology</td>
</tr>
<tr>
<td>AS.250.685</td>
<td>Proteins &amp; Nucleic Acids</td>
</tr>
<tr>
<td>AS.250.689</td>
<td>Physical Chemistry of Biological Macromolecules</td>
</tr>
<tr>
<td>AS.250.690</td>
<td>Methods in Molecular Biophysics</td>
</tr>
<tr>
<td>ME.100.705</td>
<td>Computer Modeling of Biological Macromolecules</td>
</tr>
<tr>
<td>ME.330.709</td>
<td>Organic Mechanisms in Biology</td>
</tr>
</tbody>
</table>

At the School of Medicine: ME.100.705 Computer Modeling of Biological Macromolecules and ME.330.709 Organic Mechanisms in Biology

Students must demonstrate strength in the following four areas: biological sciences, chemistry, mathematics, and physics. Typically, incoming students already have strength in at least two of these areas from undergraduate training. Deficiencies will be remedied through additional course work or self-study. Students must pass a proficiency exam in biological sciences at the end of their first year. In the mathematics and physics areas, students will be required to have calculus through the study of several variables, and one year of calculus-based physics, respectively. In the chemistry area, students are required to have basic chemistry, organic chemistry, and physical chemistry. In biological sciences, students are required to have knowledge of biochemistry and cell and molecular biology.

Additional academic requirements include completion of three 12-week laboratory rotations, a one-hour seminar on a current topic of biophysical research, and passing the Graduate Board Oral Preliminary Examination, to be given near the end of the second year. Responsible Conduct of Research instruction is required throughout the duration of graduate studies.

Completion of an original investigation and presentation of a dissertation are required. The dissertation must be accepted by the program and be considered worthy of publication by the referees. Students must then pass an oral examination on their dissertation and related topics.

**The Program in Cell, Molecular Developmental Biology and Biophysics**

The Program in Cell, Molecular Developmental Biology and Biophysics (CMDB) gives students a strong background in modern biology and physical biochemistry. This combination prepares students to study complex biological phenomena using quantitative physical methods. The training faculty reside in the T. C. Jenkins Department of Biophysics, the Biology Department, and the Carnegie Institutions Department of Embryology, all located on the Johns Hopkins Homewood campus. Students take core graduate courses in cell, molecular, and developmental biology, and in biophysics, and complete four eight-week rotations their first year. Other requirements include the Graduate Board Oral Preliminary Examination, given before the end of the second year, and successful defense of the dissertation.

For more information about CMDB, please check its website (cmdb.jhu.edu). Interested applicants can apply online via the program website or by U. S. mail to:

Ms. Joan Miller (joan@jhu.edu)  
Graduate Admissions Coordinator  
CMDB Program  
Department of Biology  
Johns Hopkins University  
3400 N. Charles Street  
Baltimore, MD 21218  
410-516-5502

**Financial Aid**

Two National Institutes of Health training grants currently provide stipend and tuition support: one is for students who enroll in PMB and the other is for those who enter CMDB. Students supported by these training grants must be U.S. citizens or permanent residents. In addition, several research assistantships funded by grants and contracts awarded to faculty by outside agencies may be available to qualified students. University fellowships providing remission of tuition are also available. Graduate students in biophysics are eligible for and encouraged to apply for various nationally administered fellowships, such as National Science Foundation fellowships. Information on these and other support mechanisms can be obtained through the fellowship advisor at the applicant’s college or from the National Research Council:

Attn: Fellowships  
1000 Thomas Jefferson St.  
Washington, D.C., 20007.
It is anticipated that financial support covering normal living costs and tuition will be made available to accepted students. Support for foreign students is extremely limited.

For current faculty and contact information go to http://biophysics.jhu.edu/faculty_and_research.html

Faculty

Doug Barrick
Professor: energetic and structural basis of Notch signal transduction, protein energetics, repeat protein folding.

Gregory Bowman
Associate Professor: biophysical and biochemical characterization of chromatin-remodeling proteins; X-ray crystallography.

Richard Cone
Professor: mucosal protective mechanisms, contraception and prevention of sexually transmitted diseases, cellular and molecular mechanics.

Bertrand Garcia-Moreno E.
Professor (Chair): experimental and computational studies of protein energetics and electrostatics.

Karen G. Fleming
Professor: energetics and folding of membrane proteins.

Taekjip Ha
Bloomberg Professor: single molecule biophysics, Fluorescence imaging and spectroscopy, mechanobiology

Margaret Johnson
Assistant Professor: computational and theoretical studies of protein-protein interactions; protein assembly and dynamics.

Juliette T. J. Lecomte
Professor: structure and dynamics of proteins in solution; NMR spectroscopy.

Sua Myong
Associate Professor: quantitative analysis of gene expression in single molecule and single cell

Elijah Roberts
Assistant Professor: development and application of in-silico cell models.

George Rose
Krieger-Eisenhower Professor, Research Professor, Professor Emeritus: modeling and simulation of protein folding and protein structure.

Sarah A. Woodson
Thomas C. Jenkins Professor: folding and assembly of RNA and RNA-protein complexes.

Research/Teaching Faculty

Ana Damjanovic
Associate Research Scientist (part-time): computational studies of protein structure, dynamics and function.

Carolyn Fitch
Senior Lecturer: computational and experimental studies on protein structure, function, and energetics.

Patrick Fleming
Senior Lecturer: computational studies of protein folding, structure and solvation.

Secondary Appointments, Biology

Ernesto Freire
Professor: biophysical chemistry, thermodynamics of macromolecular assemblies in membranes protein-lipid interactions, microcalorimetry.

Vincent J. Hilser
Professor: conformational fluctuations in function, disease, and evolution.

Evangelos Moudrianakis
Professor: mechanisms of enzyme action, especially of chloroplast and mitochondrial coupling factors. Human chromosome structure and function, self- assembly of chromosomal components.

Robert Schleif
Professor: protein-DNA interactions and regulation of gene activity.

Beverly Wendland
Professor (Chair): molecular mechanisms of endocytosis in yeast and mammalian cells.

Secondary Appointments, Chemistry

Christopher Falzone
Teaching Professor: NMR spectroscopy of proteins.

Craig A. Townsend
Professor: organic and bioorganic chemistry, biosynthesis of natural products, stereochemical and mechanistic studies of enzyme action, application of spectroscopic techniques to the solutions of biological problems.

Joint Appointments

P. C. Huang
Professor (Biochemistry and Molecular Biology): organization and regulation of stress inducible genes and their gene products.

Affiliations with the School of Medicine

L. Mario Amzel
Professor: X-ray diffraction studies of biological macromolecules; enzymes involved in oxidate reductions and phosphorylation; experimental and modeling studies of binding proteins.

James M. Berger
Professor: structural and mechanistic biochemistry of protein/nucleic acid machines and assemblies.

Dominique Frueh
Assistant Professor: NMR studies of protein dynamic modulations and conformations in active enzymatic systems.

Albert Lau
Assistant Professor: characterization of receptor-ligand interactions and macromolecular conformational transitions using computational and crystallographic approaches.

Daniel J. Leahy
Professor: X-ray diffraction studies of cell-surface receptors and extracellular matrix components.

Jungsan Sohn
Assistant Professor: structure and function of biological stress sensors.

Herschel Wade
Assistant Professor: structural, functional, and energetic treatments of ligand-activated molecular switches.

Cynthia Wolberger
Professor: three-dimensional structure of protein-DNA complexes, X-ray crystallography.

Jie Xiao
Assistant Professor: dynamics of molecular process at single molecule and single cell level.

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

**AS.250.106. Introduction to Biomedical Research and Careers I.**
Lecture Series designed for those curious about a career in life sciences, medicine and public health. A novel format combining presentation with didactic interviews gives a broad view of a range of research topics, experimental approaches and logistics, and practical applications as well as career paths. Emphasis is on the excitement of scientific explorations not an abundance of the technical facts and figures. Freshmen and non-science majors Co-listed with AS50.300 and AS.250.306
Instructor(s): P. Huang
Area: Natural Sciences.

**AS.250.113. Great Experiments in Science/Medicine.**
This course explores scientific experiments of the Nobel Prize winners in Medicine, Chemistry, and Physics. It highlights ground-breaking experiments which led to the scientists obtaining the prize. Course is highly interactive, emphasizing student involvement in understanding fundamental questions and insights that led to each break-through. Connections to human health and disease are also included. Course includes lectures, readings, student presentations, plus guest lectures by professors involved in the scientific advancements. Grades determined by class participation and oral presentations. This course is strongly recommended for freshmen students.
Instructor(s): K. Krick; N. Neumann
Area: Natural Sciences.

**AS.250.131. Freshman Seminar in Biophysics.**
Introduction of contemporary biophysics research topics through presentations, discussion and hands-on exercise. Freshmen and sophomores only. S/U grading only.
Instructor(s): K. Fleming; R. Cone
Area: Natural Sciences.

**AS.250.205. Introduction to Computing.**
This course is useful for many disciplines not only the life sciences. It will introduce students to basic computing concepts and tools useful in many applications. Students learn to work in the Unix environment, to write shells scripts, and to make use of powerful Unix commands (e.g grep, awk, and sed). They will learn to program using the Python programming language, graphing software, and a package for numerical and statistical computing, such as Mathematica or MATLAB. At the end of the semester students will complete a project coupling all components of the semester together. Brief lectures followed by extensive hands-on computer laboratories with examples from many disciplines. No prerequisites .Course offered every semester.
Instructor(s): A. Damjanovic
Area: Natural Sciences.

**AS.250.253. Protein Engineering and Biochemistry Lab.**
Entry-level project laboratory. Protein engineering and biotechnology techniques used to modify proteins to give them new structural or physical properties. Students introduced to standard biochemistry laboratory practice and protein science; perform experiments in site-directed mutagenesis, protein purification and structural and physical characterization of biological macromolecules. No prerequisites. Preference given to freshmen and sophomores.
Instructor(s): C. Fitch
Area: Natural Sciences.

**AS.250.265. Introduction to Bioinformatics.**
Lectures and computer labs introduce bioinformatics concepts, algorithms and databases. Computer based exercises cover sequence comparisons, database searching, gene expression analysis, and phylogenetic relationships. Emphasis on algorithms and a critical interpretation of information obtained. Instructor permission required.
Instructor(s): P. Huang
Area: Natural Sciences.

**AS.250.300. Introduction to Biomedical Research and Careers II.**
Lecture Series designed for those curious about a career in life sciences, medicine and public health. A novel format combining presentation with didactic interviews gives a broad view of a range of research topics, experimental approaches and logistics, and practical applications as well as career paths. Emphasis is on the excitement of scientific explorations not an abundance of the technical facts and figures. Sophomores, juniors and seniors. Science Majors; Co-listed with AS.250.106 and AS.250.306.
Instructor(s): P. Huang
Area: Natural Sciences.

**AS.250.301. Laboratory in Molecular Evolution: Using ancestral.**
The availability of genomic sequences from a vast number of species has enabled the reconstruction of ancestral proteins. In this course we will reconstruct the genes of ancestral proteins and study the physical properties of proteins coded for by “extinct” genes. To examine the evolutionary mechanisms whereby modern proteins obtained their remarkable physical and functional properties, we will focus on understanding how the physical properties of proteins evolved hand-in-hand with changing environmental conditions such as pH, temperature, pressure, ionic strength, oxidative stress, etc.
Instructor(s): A. Robinson.
Introduction to physical and mathematical models used to represent biophysical systems and phenomena. Students will learn algorithms for implementing models computationally and perform basic implementations. We will discuss the types of approximations made to develop useful models of complex biological systems, and the comparison of model predictions with experiment.
Instructor(s): M. Johnson
Area: Natural Sciences.

AS.250.306. Introduction to Biomedical Research and Careers III.
Lecture Series designed for those curious about a career in life sciences, medicine and public health. A novel format combining presentation with didactic interviews gives a broad view of a range of research topics, experimental approaches and logistics, and practical applications as well as career paths. Emphasis is on the excitement of scientific explorations not an abundance of the technical facts and figures. For those who have already taken AS.250.106 or AS.250.300. Co-listed with AS.250.106 & AS.250.300.
Instructor(s): P. Huang
Area: Natural Sciences.

NMR is a spectroscopic technique which provides unique, atomic level insights into the inner workings of biomolecules in aqueous solution. A wide variety of biophysical properties can be studied by NMR. For example, we can use the technique to determine three-dimensional structure of biological macromolecules such as proteins and nucleic acids, probe their dynamical properties in solution, study their interaction with other molecules and understand how physico-chemical properties (such as electrostatics and redox chemistry) affects and modulates structure-function relationships. NMR exploits the exquisite sensitivity of magnetic properties of atomic nuclei to their local electronic (and therefore, chemical) environment. As a result, biophysical properties can be studied at atomic resolution. That is to say, we can deconstruct global properties of a molecule in terms of detailed, atomic level information. In addition, interactions between nuclei can be exploited to enhance the information content of NMR spectra via multi-dimensional (2D and 3D) spectroscopy. Since these properties can be studied in solution, NMR methods serve as an effective complement to X-Ray crystallography, which also provides detailed, atomic level information in the solid state. In this course, we will learn about the basics of NMR spectroscopy, acquire 1D and 2D NMR spectra and use various NMR experiments to characterize and probe biophysical properties of proteins at an atomic level. Juniors and Seniors Only.
Prerequisites: (AS.030.101 AND AS.030.105) AND (AS.030.205) AND (AS.030.370 OR AS.250.372) AND (AS.030.315 OR AS.250.315)
Instructor(s): A. Majumdar.

AS.250.313. Molecular and Cellular System Biology.
This course covers the principles of biological networks, with an emphasis on computational analysis. Networks ranging from simple biochemical pathways to genome-scale metabolic, regulatory, and signaling networks will be studied. Topics include dynamic modeling of biochemical pathways, steady-state analysis of cellular metabolic networks, inference of gene regulatory networks using -omics data, and systems biology approaches to studying signal transduction. Recommended Course Background: Calculus (AS.110.106 and AS.110.107), Biochemistry (AS.250.315 or AS.020.305 or equivalent). Computational Biology (AS.250.353) or Introduction to Bioinformatics (AS.250.265) or prior exposure to programming.
Instructor(s): E. Roberts.

AS.250.315. Biochemistry I.
Foundation for advanced classes in Biophysics and other quantitative biological disciplines. Lecture and computer laboratory. This class is the first semester of a two semester course in biochemistry. Topics in Biochemistry I include chemical and physical properties of biomolecules and energetic principles of catabolic pathways. Computer labs include extensive use of molecular graphics and modelling of reaction kinetics and pathway flux. Co-listed with AS.030.315
Prerequisites: If you have completed AS.250.307 you may not register for AS.250.315.:Prerequisites: AS.030.206 OR AS.030.212
Instructor(s): P. Fleming
Area: Natural Sciences.

AS.250.316. Biochemistry II.
Biochemical anabolism, nucleic acid structure, molecular basis of transcription, translation and regulation, signal transduction with an emphasis on physical concepts and chemical mechanisms. Format will include lectures and class discussion of readings from the literature.
Prerequisites: (AS.250.315 OR AS.030.315 OR AS.020.305) AND (AS.030.206 OR AS.030.212) or permission of the instructor.
Instructor(s): S. Rokita; S. Woodson.

AS.250.320. Macromolecular Binding.
All biological processes require the interactions of macromolecules with each other or with ligands that activate or inhibit their activities in a controlled manner. This course will discuss theoretical principles, logic, approaches and practical considerations used to study these binding processes from a quantitative perspective. Topics will include thermodynamics, single and multiple binding equilibria, linkage relationships, cooperativity, allostery, and macromolecular assembly. Some biophysical methods used in the study of binding reactions will be discussed. Computer simulation and analysis of binding curves will be used to analyze binding data, and binding schemes and examples from the scientific literature will be reviewed and discussed. Recommended Course Background: AS.250.372 Biophysical Chemistry
Prerequisites: AS.250.315 OR AS.020.305
Instructor(s): K. Fleming.

This course covers topics in probability theory and statistics frequently used in analysis and interpretation of biomedical data. Applications of these theories in biosciences are extensively discussed using primary literature to enable students to apply covered materials in their own field of research.
Prerequisites: AS.110.106
Instructor(s): R. Behrouzi
Area: Natural Sciences.
**AS.250.345. Cellular and Molecular Physiology.**
How cells and molecules function as parts of whole organisms. Topics include speeds of diffusion, motor proteins, and animal motility; bacterial size, shape, and chemotaxis; sensory and neuronal mechanisms; osmosis; mucosal protective mechanisms; cellular and organismic circulation and respiration. Discussion section to be arranged 1 hour per week.
Instructor(s): R. Cone
Area: Natural Sciences.

**AS.250.351. Reproductive Physiology.**
Focuses on reproductive physiology and biochemical and molecular regulation of the female and male reproductive tracts. Topics include the hypothalamus and pituitary, peptide and steroid hormone action, epididymis and male accessory sex organs, female reproductive tract, menstrual cycle, ovulation and gamete transport, fertilization and fertility enhancement, sexually transmitted diseases, and male and female contraceptive methods. Introductory lectures on each topic followed by research-oriented lectures and readings from current literature.
Instructor(s): B. Zirkin; R. Cone
Area: Natural Sciences.

**AS.250.353. Computational Biology.**
This course introduces several computational approaches to the study of biological macromolecules. Students will learn to use computational tools to carry out and analyze molecular simulations and how to work in a UNIX networked environment. A major goal is to understand molecular systems as ensembles. No programming experience is required. A previous biochemistry course is strongly recommended.
Prerequisites: (AS.030.101 AND AS.030.102). AS.250.345 is strongly recommended.
Instructor(s): P. Fleming
Area: Natural Sciences.

**AS.250.352. Biophysical Chemistry.**
Course provides working understanding of physical chemistry of the cell, emphasizing problem solving. Topics include classical and statistical thermodynamics, thermodynamics of proteins and nucleic acids, protein folding, calorimetry, ligand binding thermodynamics, linkage, cooperativity and anticooperativity, allosteric models, lattice statistics, helix-coil transition, and polymer theory. When appropriate, students visit the laboratory to set up data collection and learn to analyze the resulting data computationally, using nonlinear least-squares methods. Recommended Course Background: Calculus, Organic Chemistry, and Introductory Physics
Instructor(s): D. Barrick
Area: Natural Sciences.

**AS.250.381. Spectroscopy and Its Application in Biophysical Reactions.**
Continues Biophysical Chemistry (AS.250.372). Fundamentals of quantum mechanics underlying various spectroscopies (absorbance, circular dichroism, fluorescence, NMR); application to characterization of enzymes and nucleic acids.
Instructor(s): J. Lecomte
Area: Natural Sciences.

**AS.250.383. Molecular Biophysics Laboratory.**
An advanced inquiry based laboratory course covering experimental biophysical techniques to introduce fundamental physical principles governing the structure/function relationship of biological macromolecules. Students will investigate a “model protein”, staphylococcal nuclease, the “hydrogen atom” of biophysics. Using a vast library of variants, the effect of small changes in protein sequence will be explored. A variety of techniques will be used to probe the equilibrium thermodynamics and kinetics of this system; chromatography, spectroscopy (UV-Vis, fluorescence, circular dichroism, nuclear magnetic resonance), calorimetry, analytical centrifugation, X-ray crystallography and computational methods as needed for analysis. These methods coupled with perturbations to the molecular environment (ligands, co-solvents, and temperature) will help to elucidate protein function.
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Prerequisite: AS.250.253 OR AS.020.315 AND (AS.250.307 OR AS.250.315 OR AS.020.305) AND AS.250.372.
Instructor(s): C. Fitch.

**AS.250.391. Proteins and Nucleic Acids.**
Basic computing for biological applications. First two weeks of class are an introduction to programming through Python. The rest of the course is on the structure of proteins, DNA and RNA, and their functions in living systems. Advanced lecture and discussion course, with discussions based on readings from the scientific literature.
Prerequisites: AS.020.305 AND AS.250.372
Instructor(s): G. Bowman; S. Woodson
Area: Natural Sciences.

**AS.250.401. Advanced Seminar in Structural and Physical Virology.**
Illustrated fundamental contributions from biophysics and quantitative and physico-chemical approaches to study of complex biological systems. Focus on the physical and structural basis of viral infectivity, emphasizing replication cycles and evolution and structural biology of human pathogens such as HIV and influenza. AS.250.372 - Introduction to Biophysical Chemistry useful. Recommended Course Background: AS.030.205 and (AS.020.305 or AS.250.307)
Instructor(s): B. Garcia-Moreno
Area: Natural Sciences.

The trait shared by all living systems is the capacity to perform energy transduction. This biophysics/biochemistry course examines the physico-chemical and structural basis of biological energy transduction. Emphasis is on understanding the molecular and cellular logic of the flow of energy in living systems. The course explores the connection between fundamental physical requirements for energy transduction and the organization, evolution and possibly even the origins of biological molecules, cells, and organisms. Implications for planet earth’s energy balance and for the design of synthetic organisms and of artificial energy transducing machines will be discussed, time permitting. Recommended Course Background: One semester of Biochemistry
Instructor(s): B. Garcia-Moreno.
AS.250.411. **Advanced Seminar in Structural Biology of Chromatin.**
Focus is on structural and physical aspects of DNA processes in cells, such as nucleosomal packaging, DNA helicases, RNA polymerase, and RNA inhibition machinery. Topics are meant to illustrate how the structural and chemical aspects of how proteins and nucleic acids are studied to understand current biological questions. Recommended Course Background: Biochemistry I (AS.250.315) and Biochemistry II (AS.250.316) or Biochemistry (AS.020.305) and Intro to Biophys Chem (AS.250.372)
Instructor(s): G. Bowman
Area: Natural Sciences.

AS.250.421. **Advanced Seminar in Membrane Protein Structure, Function & Pharmacology.**
Topics are meant to illustrate the physical basis of membranes and membrane proteins towards understanding their functions and pharmacological importance including aspects of drug design as it relates to membranes. Contemporary issues in the field will be covered using primary literature articles, structural manipulations in pymol, and computational binding simulations. Recommended Course Background: AS.030.205, AS.250.307, and AS.250.372
Instructor(s): K. Fleming.

AS.250.519. **Independent Study.**
Instructor(s): K. Fleming.

AS.250.520. **Independent Study.**
Instructor(s): B. García-Moreno; D. Barrick; R. Cone.

AS.250.521. **Research Problems.**
Instructor(s): Staff.

AS.250.522. **Research Problems.**
Instructor(s): Staff.

AS.250.531. **Laboratory - Biophysics.**
Introduction to Independent research in Biophysics emphasizing basic laboratory techniques. Individual study arranged with faculty mentor. Permission from Faculty Sponsor.
Instructor(s): Staff.

AS.250.574. **Research Problems.**
Instructor(s): K. Fleming; R. Cone.

AS.250.595. **Internship.**
Instructor(s): K. Fleming; R. Huang.

AS.250.596. **Laboratory-Biophysics.**
Instructor(s): D. Barrick; R. Cone; S. Woodson.

AS.250.597. **Research.**
Instructor(s): Staff.

AS.250.599. **Independent Study.**
Instructor(s): Staff.

AS.250.601. **Biophysics Seminar.**
Graduate students only. Students and invited speakers present current topics in the field.
Instructor(s): R. Cone.

AS.250.602. **Biophysics Seminar.**
Student and invited speakers present current biophysics topics. Permission required. Graduate student only.
Instructor(s): R. Cone.

AS.250.631. **Lab Research/Biophysics.**
Biophysics research training.
Instructor(s): R. Cone.

AS.250.641. **Seminar on Mucosal Protection.**
Graduate level seminar on physiology, immunology, and epidemiology of mucosal protection. Permission required.
Instructor(s): R. Cone.

AS.250.644. **Graduate Biophysical Chemistry.**
Review of classical & statistical thermodynamics, protein and nucleic acid structure, ligand binding, and enzyme kinetics. Biophysical methods such as fluorescence, NMR spectroscopy, and X-ray crystallography are also discussed. Recommended Course Background: AS.020.305, AS.020.306, AS.020.668, or equivalent.
Instructor(s): S. Woodson.

AS.250.649. **Introduction to Computing in Biology.**
Four week, intensive introductory course on the use of computers for applications in biology. The course will cover fundamentals of UNIX, PYTHON and Mathematica. Brief daily lectures followed by extensive hands-on experience in the computer laboratory. Examples from the world of biology are used to teach a large variety of concepts and computational techniques useful to examine a broad range of topics in biology.
Instructor(s): G. Bowman.

AS.250.673. **Semi-Annual Thesis.**
Advanced graduate students make a 10- minute presentation of their thesis work to the departmental faculty. The presentation is followed by a half-hour discussion.
Instructor(s): G. Bowman.

AS.250.674. **Semi-Annual Thesis.**
Departmental Majors Only.
Instructor(s): B. Garcia-Moreno.

AS.250.679. **Introduction to Computing.**
Course introduces students to the use of computers for applications in many areas (natural and social sciences, humanities, and engineering). Students will obtain basic computing skills and tools, including familiarity with UNIX, with the use of complex UNIX commands (e.g grep, awk, sed) and shell scripts, with the Python programming language, with graphing software and with a package for numerical and statistical computing, such as Mathematica or Matlab. Brief weekly lectures followed by extensive hands-on computer laboratories with examples from many disciplines.
Instructor(s): C. Fitch
Area: Natural Sciences.

AS.250.685. **Proteins & Nucleic Acids.**
The structure of proteins, DNA and RNA, and their functions in living systems. Students are required to participate in class discussions based on readings from the primary scientific literature. Co-requisite: AS 250.649 Introduction to Computing in Biology, or knowledge of Python programming. Instructor permission for undergraduates.
Instructor(s): G. Bowman; S. Woodson.

AS.250.689. **Physical Chemistry of Biological Macromolecules.**
Introduction to the principles of thermodynamics and kinetics as applied to the study of the relationship between structure, energy dynamics, and biological function of proteins and nucleic acids. Topics include of classical, chemical, and statistical thermodynamics, kinetics, theory of ligand binding, and conformational equilibria.
Instructor(s): B. García-Moreno.
AS.250.690. Methods in Molecular Biophysics.
Introduction to methods employed in study of energetics, structure and function of biological macromolecules. Topics include optical spectroscopy, transport methods, NMR, X-ray crystallography. Theoretical understanding and knowledge through problem solving and literature discussion emphasized.
Prerequisites: AS.250.685 AND AS.250.689
Instructor(s): G. Bowman; J. Lecomte.

AS.250.801. Dissertation Research.
Instructor(s): Staff.

Instructor(s): B. Garcia-Moreno.

Cross Listed Courses

Biology
AS.020.674. Graduate Biophysical Chemistry.
This course will provide an overview of protein and nucleic acid structure, fundamentals of thermodynamics and kinetics, ligand binding, folding and stability of macromolecules, and the principles of biophysical methods such as fluorescence spectroscopy, NMR, and X-ray crystallography. Monday Discussion Session is optional. Recommended Course Background: AS.020.305, AS.020.306
Instructor(s): E. Freire; E. Roberts.

Interdepartmental
AS.360.701. Research Laboratory Safety.
An introduction to laboratory safety including chemical, biological, radiation, and physical hazards. Includes information on hazard assessment techniques, laboratory emergencies, and general lab standards for Whiting School of Engineering. The class will feature hands-on exercises with real-life experiments. Intended for students who have not yet begun working in a research laboratory.
Instructor(s): D. Kuespert.

Chemistry

The Department of Chemistry, in conjunction with other departments of the university, offers a broad education and the opportunity to do research in chemistry and related fields. The great diversity of the field of chemistry, ranging between physics and biology, is reflected in the research interests of the faculty. Undergraduate chemistry majors usually go on to graduate study in chemistry, chemical engineering, biology, oceanography, geochemistry, biophysics, environmental sciences, or medicine, while others enter the chemical industry. The Ph.D. in chemistry leads to professional careers in colleges and universities, research institutes, industry, and government laboratories.

Facilities

The department is well-equipped with instrumentation, both shared and in individual faculty research laboratories, to perform modern chemical research. The Departmental Instrumentation Facility houses the following pieces of major instrumentation:

- Bruker Avance 400 MHz FT-NMR spectrometers (2), one located in the Instrumentation Facility in Remsen Hall and the other on the first floor of the new chemistry building.
- Bruker Avance 300 MHz FT-NMR spectrometer.
- VG70S magnetic sector mass spectrometer, with EI, and CI ionization.
- VG70SE magnetic sector mass spectrometer, with FAB ionization.
- Finnigan LCQ ion trap mass spectrometer with electrospray ionization (APCI available as an option).
- Finnigan LCQ Duo ion trap mass spectrometer with electrospray ionization (for inorganic and organometallic use).
- Finnigan LCQ Fleet ion trap Mass Spectrometer with ESI ionization and HPLC inlet.
- Bruker Autoflex III Maldi-ToF-ToF Mass spectrometer with Maldi ionization and collision cell.
- Shimaadzu GC17A/QP5050A GC-MS with EI ionization.
- Waters Acquity / Xevo G2 UPLC-Q-ToF MS with ESI and APCI ionisation.
- Bruker EMX EPR spectrometer equipped with a liquid helium cryostat and variable temperature controller.
- Bruker Vector 22 FT-IR spectrophotometer.
- Jasco P-1010 polarimeter.
- Xcalibur3 X-ray diffractometer with CCD area detector (located on the second floor of the new chemistry building).
- Protein Technologies Symphony Quartet Peptide Synthesizer.
- SuperNova X-ray diffractometer (dual hi-flux micro-focus Mo and Cu sources ) with Atlas CCD area detector.

NMR spectrometers suitable for studies of biological macromolecules are located in the Biomolecular NMR Center, located in an underground facility in front of the new chemistry building. The instruments include 500, 600, and 800 MHz FT-NMR spectrometers.

A variety of different mass spectral techniques are available in the expanding Mass Spectrometry Facility. High-resolution mass spectra of submitted samples are obtained on a service basis by a staff member using two magnetic sector instruments equipped with EI, CI, and FAB ionization methods. MALDI-TOF, GC/MS, and electrospray instruments are also available and operated by students and researchers following training by the facility staff.

The X-ray Diffractometer Facility is operated by a staff member. The instruments are suitable for detailed molecular-level structural characterization of new organic or inorganic compounds.

The department has an established in-house peptide synthesis facility. This facility is equipped with a four-channel peptide synthesizer from Protein Technologies, an Agilent HPLC equipped with both a diode array and a fluorescence detector, and a lyophilizer.

The department shares with the Physics and Astronomy Department the use of the Physical Sciences Machine Shop, located in the Bloomberg Center. Electronics construction and repair is handled by a staff member in the Departmental Instrumentation Facility.

Programs for undergraduate majors can be tailored to individual interests so that a major in chemistry is excellent preparation not only for further work in chemistry, but also for any field that rests on a chemical foundation. It is a good choice for a premedical student interested in medical research.

Requirements for the B.A. Degree
(Also see Requirements for a Bachelor’s Degree. (p. 20))
Majors must complete all courses required for the major for a letter grade and receive a grade of C- or higher. Requirements of the chemistry major are:

**Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.030.101</td>
<td>Introductory Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>AS.030.105</td>
<td>Introductory Chemistry Lab I</td>
<td>1</td>
</tr>
<tr>
<td>AS.030.102</td>
<td>Introductory Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; AS.030.106</td>
<td>and Introductory Chemistry Laboratory II</td>
<td>4</td>
</tr>
<tr>
<td>or AS.030.103</td>
<td>Applied Chemical Equilibrium and Reactivity w/lab</td>
<td>3</td>
</tr>
<tr>
<td>AS.030.205</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>AS.030.206</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>or AS.030.212</td>
<td>Honors Organic Chemistry II with Applications in Biological and Materials Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>or AS.030.225</td>
<td>Introductory Organic Chemistry Lab</td>
<td>3</td>
</tr>
<tr>
<td>AS.030.228</td>
<td>Intermediate Organic Chemistry Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>AS.030.301</td>
<td>Physical Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>or AS.030.370</td>
<td>Physical Chemistry I with Biophysical Applications</td>
<td>3</td>
</tr>
<tr>
<td>AS.030.305</td>
<td>Physical Chemistry Instrumentation Laboratory I</td>
<td>3</td>
</tr>
<tr>
<td>AS.030.302</td>
<td>Physical Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>AS.030.306</td>
<td>Physical Chemistry Instrumentation Laboratory II</td>
<td>3</td>
</tr>
<tr>
<td>AS.030.356</td>
<td>Advanced Inorganic Lab</td>
<td>3</td>
</tr>
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</table>

**Outside Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.171.101</td>
<td>General Physics: Physical Science Major I</td>
<td>4</td>
</tr>
<tr>
<td>or AS.171.103</td>
<td>General Physics I for Biological Science Majors</td>
<td>3</td>
</tr>
<tr>
<td>or AS.171.105</td>
<td>Classical Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td>or AS.171.107</td>
<td>General Physics for Physical Sciences Majors (AL)</td>
<td>4</td>
</tr>
<tr>
<td>AS.173.111</td>
<td>General Physics Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>or AS.173.115</td>
<td>Classical Mechanics Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>AS.171.102</td>
<td>General Physics: Physical Science Majors II</td>
<td>4</td>
</tr>
<tr>
<td>or AS.171.104</td>
<td>General Physics/Biology Majors II</td>
<td>4</td>
</tr>
<tr>
<td>or AS.171.106</td>
<td>Electricity and Magnetism I</td>
<td>3</td>
</tr>
<tr>
<td>or AS.171.108</td>
<td>General Physics for Physical Science Majors (AL)</td>
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<tr>
<td>AS.173.112</td>
<td>General Physics Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>or AS.173.116</td>
<td>Electricity and Magnetism Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>AS.110.108</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>or AS.110.106</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>AS.110.109</td>
<td>Calculus II (For Physical Sciences and Engineering)</td>
<td>4</td>
</tr>
<tr>
<td>or AS.110.107</td>
<td>Calculus II (For Biological and Social Science)</td>
<td>4</td>
</tr>
<tr>
<td>or AS.110.113</td>
<td>Honors Single Variable Calculus</td>
<td>4</td>
</tr>
</tbody>
</table>

**Advanced Elective Courses**

Six credits of advanced chemistry courses beyond AS.030.305-AS.030.306 **
Nine credits of advanced chemistry courses, or science electives at the 300-level or higher approved by a Department of Chemistry advisor, and/or mathematics beyond Calculus II **

**Total Credits** 70

Lecture and laboratory courses should be taken in sequence. In particular, AS.030.228 Intermediate Organic Chemistry Laboratory must be taken before AS.030.356 Advanced Inorganic Lab.

To allow maximum flexibility in choosing electives, students should complete both physics and organic chemistry by the end of the sophomore year. AS.030.449 Chemistry of Inorganic Compounds or AS.030.204 Chemical Structure and Bonding w/Lab and AS.020.305 Biochemistry I or AS.030.315 Biochemistry I are required for an American Chemical Society accredited degree.

**Sample Program**

A typical program might include the following sequence of courses:

**Freshman**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.030.101</td>
<td>Introductory Chemistry I</td>
<td>3 AS.030.102 Introductory Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>AS.030.105</td>
<td>Introductory Chemistry Lab I</td>
<td>1 AS.030.106 Introductory Chemistry Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>AS.110.106</td>
<td>Calculus I</td>
<td>4 AS.110.107 Calculus II (For Biological and Social Science)</td>
<td>4</td>
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</tbody>
</table>

**Sophomore**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.030.205</td>
<td>Organic Chemistry I</td>
<td>4 AS.030.206 Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>AS.030.225</td>
<td>Introductory Organic Chemistry Lab</td>
<td>3 AS.030.228 Intermediate Organic Chemistry Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>AS.171.101</td>
<td>General Physics: Physical Science Major II</td>
<td>4 AS.171.102 General Physics: Physical Science Major I</td>
<td>4</td>
</tr>
<tr>
<td>or AS.171.103</td>
<td>General Physics I for Biological Science Majors</td>
<td>3 AS.171.104 General Physics/Biology Majors II</td>
<td>3</td>
</tr>
<tr>
<td>or AS.173.111</td>
<td>General Physics Laboratory I</td>
<td>1 AS.173.112 General Physics Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>or AS.173.115</td>
<td>Classical Mechanics Laboratory</td>
<td>3 AS.173.116 Electricity and Magnetism Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>or AS.171.102</td>
<td>General Physics: Physical Science Majors II</td>
<td>4 AS.110.108 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>or AS.171.104</td>
<td>General Physics/Biology Majors II</td>
<td>4 AS.110.106 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>or AS.171.106</td>
<td>Electricity and Magnetism I</td>
<td>4 AS.110.109 Calculus II (For Physical Sciences and Engineering)</td>
<td>4</td>
</tr>
<tr>
<td>or AS.171.108</td>
<td>General Physics for Physical Science Majors (AL)</td>
<td>4 AS.110.107 Calculus II (For Biological and Social Science)</td>
<td>4</td>
</tr>
<tr>
<td>or AS.173.112</td>
<td>General Physics Laboratory II</td>
<td>1 AS.110.113 Honors Single Variable Calculus</td>
<td>1</td>
</tr>
<tr>
<td>AS.173.111</td>
<td>General Physics Laboratory I</td>
<td>1 AS.173.112 General Physics Laboratory II</td>
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</table>

**Junior**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
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<tr>
<td>AS.030.301</td>
<td>Physical Chemistry I</td>
<td>3 AS.030.302 Physical Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>AS.030.305</td>
<td>Physical Chemistry Instrumentation Laboratory I</td>
<td>3 AS.030.306 Physical Chemistry Instrumentation Laboratory II</td>
<td>3</td>
</tr>
<tr>
<td>Science or math elective</td>
<td>3 Science or math elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
### Financial Aid and Admissions

Fellowships, research appointments, and teaching assistantships are available for graduate students. There are no fixed admission requirements. Undergraduate majors in chemistry, biology, earth sciences, mathematics, or physics may apply, as well as well-qualified individuals who will have received a B.A. degree.

For further information about graduate study in chemistry visit the Chemistry Department website at [www.chemistry.jhu.edu](http://www.chemistry.jhu.edu).

For current faculty and contact information go to [http://www.chemistry.jhu.edu/faculty.html](http://www.chemistry.jhu.edu/faculty.html)

### Professors

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kit H. Bowen</td>
<td>E. Emmet Reid Professor: experimental chemical physics—photoelectron spectroscopy of negative ions, structure and dynamics of gas phase, weakly bound molecular clusters.</td>
</tr>
<tr>
<td>Paul J. Dagdigian</td>
<td>Arthur D. Chambers Professor: experimental chemical physics—dynamics of gas-phase chemical reactions, collisional energy transfer, molecular electronic spectroscopy, laser-induced fluorescence and ionization.</td>
</tr>
<tr>
<td>D. Howard Fairbrother</td>
<td>Physical chemistry—the structure of chemically protective surfaces, chemistry of adhesives, environmental surface chemistry.</td>
</tr>
<tr>
<td>David Goldberg</td>
<td>Inorganic and bioinorganic chemistry—structure/function relationships in heme proteins, artificial enzyme design, biomimetic molybdenum and tungsten coordination compounds, redox active ligands, synthesis of tetrapyrrolic macrocycles (phthalo-cyanine and porphyrin-based systems) for small-molecule activation and materials applications.</td>
</tr>
<tr>
<td>Marc M. Greenberg</td>
<td>Organic and bioorganic chemistry—application of chemical, biochemical, and biological techniques to studies on DNA damage and repair, independent generation and study of reactive intermediates, development and application of methods for modified oligonucleotide synthesis, design of mechanistically inspired enzyme inhibitors radiosensitizing agents, and sensors.</td>
</tr>
<tr>
<td>Thomas Lectka</td>
<td>Organic chemistry—the design and synthesis of theoretically interesting nonnatural products with applications in bioorganic and physical organic chemistry, materials science and supramolecular chemistry, novel approaches to asymmetric catalysis, theoretical organic chemistry.</td>
</tr>
<tr>
<td>Steven Rokita</td>
<td>Organic and bioorganic chemistry, sequence and conformation specific reactions of nucleic acids; enzyme-mediated activation of substrates and coenzymes; aromatic substitution and quinone methide generation in biorganic chemistry, biological dehalogenation.</td>
</tr>
<tr>
<td>John P. Toscano</td>
<td>Theoretical chemistry—development of mathematical techniques for applying quantum mechanics to chemical problems, high-order perturbation theory, semiclassical methods, divergent expansions, photoionization, LoSurdo-Stark effect, magnetic resonance spectral simulation, hyperasymptotics.</td>
</tr>
</tbody>
</table>

### Course Selections

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.030.356 Advanced</td>
<td>AS.094.300 Science or math elective</td>
</tr>
<tr>
<td>Inorganic or other chemistry elective</td>
<td>3 Science or math elective</td>
</tr>
<tr>
<td></td>
<td>3 Upper level chemistry elective</td>
</tr>
</tbody>
</table>

### Senior Honors in Chemistry

To recognize exceptional performance, both in formal course work and in research, chemistry majors can receive a degree with honors.

Honors in Chemistry may be achieved by one of two paths. 1: A student with a GPA of 3.75 or higher in (N) and (Q) courses or 2: A student with a 3.5 GPA in (N) and (Q) courses and with at least 2 semesters of research with a Chemistry faculty member or an approved advisor. These students must write a summary of their research and fill out the Honors Clearance form and the GPA checksheet (see: [http://www.advising.jhu.edu/honors.php](http://www.advising.jhu.edu/honors.php)). Turn in these forms to the Director of Undergraduate Studies.

Each student’s background and interests determine the course of study. The normal program leads to the Ph.D. degree. A student is not usually accepted for a terminal M.A. degree.

### Requirements for the M.A. and Ph.D. Degrees

Normally, the minimum course requirement for both the M.A. and the Ph.D. degrees is eight one-semester graduate courses in chemistry and related sciences. Exceptionally well-prepared students may ask for a reduction of these requirements.

Requirements for the Ph.D. degree include a research dissertation worthy of publication, and a knowledge of chemistry and related material as demonstrated in an oral examination. Each student must teach for at least one year.

Requirements for the M.A. degree, in addition to completion of formal course work and research, include a satisfactory performance on an oral examination.

### Total Credits: 70

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.030.356 Advanced</td>
<td>3</td>
</tr>
<tr>
<td>Inorganic or other chemistry elective</td>
<td>3</td>
</tr>
<tr>
<td>Upper level chemistry elective</td>
<td>3</td>
</tr>
<tr>
<td>Science or math elective</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Inorganic Lab</td>
<td>3</td>
</tr>
<tr>
<td>Upper level chemistry elective</td>
<td>3</td>
</tr>
<tr>
<td>Science or math elective</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>6</td>
</tr>
</tbody>
</table>
of HNO-induced protein modifications-time-resolved IR spectroscopy of organic reactive intermediates.

Craig A. Townsend
Alsoph H. Corwin Professor: organic and bioorganic chemistry—biosynthesis and chemistry of natural products, stereo-chemical and mechanistic studies of enzyme action, small molecule/DNA interactions, application of spectroscopic techniques to the solution of biological problems.

David R. Yarkony
D. Mead Johnson Professor: theoretical chemistry—electronic structure theory, multi-configuration self-consistent-field methods, excited state chemistry, electronic energy transfer in chemical reactions, spin-forbidden processes, and electronically nonadiabatic processes.

Associate Professors
Tyrel McQueen
Solid state inorganic chemistry—electronically and magnetically active materials—condensed matter physics.

Justine P. Roth
Inorganic chemistry and enzymology—rational design of redox catalysts, selective bond activation/oxidation by enzymes and transition metal complexes, synthetic systems for light to chemical energy transduction.

Joel R. Tolman
Biophysical chemistry—protein-protein interactions, protein dynamics and structure, NMR methodology.

John D. Tovar
Organic chemistry—organic electronics, conjugated and conducting polymers, electrochemistry, nanostructured materials, polymer chemistry bioinspired self—assembly, and supramolecular chemistry.

Assistant Professors
Arthur Bragg
Experimental physical chemistry—chemical dynamics and charge/energy transfer in condensed-phase systems, ultrafast spectroscopy.

Lan Cheng
Theoretical chemistry—electronic structure theory for treating relativistic and electron-correlation effects, relativistic theory for magnetic properties, computational chemistry and spectroscopy for heavy-element compounds

Thomas Kempa
Materials chemistry—solid-state materials chemistry and experimental physical chemistry.

Rebekka S. Klausen
Organic and materials chemistry—the design and synthesis of well-defined organosilicon and organic materials, electronic characterization of novel materials.

V. Sara Thoi
Inorganic chemistry—coordination chemistry, materials synthesis, electron and ion transport, photochemistry, and electrocatalysis.

Jane Greco
Associate Teaching Professor.

Louise Pasternack
Teaching Professor.

Mark Pederson
Research Professor.

Gary Posner
Research Professor.

Adjunct, Emeritus, and Joint Appointments
David E. Draper
Professor Emeritus.

David Gracias
Assistant Professor (Chemical and Biomolecular Engineering).

Howard E. Katz
Professor (Materials Science and Engineering).

Albert S. Mildvan
Professor Emeritus.

Brown L. Murr
Professor Emeritus.

Alex Nickon
Vernon Krieble Professor Emeritus.

Douglas Poland
Professor Emeritus.

Lawrence M. Principe
Professor (joint appointment in History of Science and Technology).

Dean W. Robinson
Professor Emeritus.

Lecturers
Larissa D’Souza
Senior Lecturer.

Eric Hill
Lecturer.

David Klein
Senior Lecturer (Summer Programs).

Sunita Thyagarajan
Lecturer.

For current course information and registration go to https://isis.jhu.edu/classes/
Courses

**AS.030.101. Introductory Chemistry I.**
An introduction to the fundamental principles of chemistry. The main topics to be covered are atomic and molecular structure at the level of dot structures and VSEPR geometries, the periodic table, stoichiometry and the balancing of chemical equations, the gas laws, the law of mass action and chemical equilibrium, acids and bases, and elementary chemical thermodynamics. Switching sections requires instructor’s approval. Corequisite: AS.030.105
Instructor(s): D. Goldberg; S. Thyagarajan
Area: Natural Sciences.

**AS.030.102. Introductory Chemistry II.**
The fundamental principles of chemistry, including atomic and molecular structure, bonding, elementary thermodynamics, equilibrium, acids and bases, electrochemistry, kinetics, and transition metal chemistry are introduced in this course. To be taken with Introductory Chemistry Laboratory unless lab has been previously completed. Note: Students taking this course and the laboratory 030.105-106 may not take any other course in the summer sessions and should devote full time to these subjects. High school physics and calculus are strongly recommended as prerequisites. First and second terms must be taken in sequence.
**Prerequisites:** AS.030.101
Instructor(s): P. Dagdigian; S. Thyagarajan
Area: Natural Sciences.

**AS.030.103. Applied Chemical Equilibrium and Reactivity w/lab.**
This course is designed for freshmen who have previously taken AP chemistry or have similar advanced chemistry experience. This course will review an advanced introductory chemistry sequence in a single semester. Chemical equilibrium, reactivity and bonding will be covered. These topics will be explored through the use of laboratory experiments and problem solving, and the use of these principles in current research areas will be discussed. Students may receive credit for AS.030.103 or EN.510.101, but not both.
**Prerequisites:** Students may receive credit for AS.030.103 or EN.510.101, but not both.
Instructor(s): J. Greco
Area: Natural Sciences.

**AS.030.105. Introductory Chemistry Lab I.**
Laboratory work includes some quantitative analysis and the measurement of physical properties. Open only to those who are registered for or have successfully completed Introductory Chemistry 030.101.
**Prerequisites:** AS.030.101 OR EN.510.101
Instructor(s): L. Pasternack
Area: Natural Sciences.

**AS.030.106. Introductory Chemistry Laboratory II.**
Laboratory work includes some quantitative analysis and the measurement of physical properties. Open only to those who are registered for or have completed Introductory Chemistry II (AS.030.102). Permission required for pre-college students.
**Prerequisites:** Students must have completed Lab Safety training prior to registering for this class;
**Prerequisite:** AS.030.105 AND (AS.030.101 OR EN.510.101)
Instructor(s): L. Pasternack
Area: Natural Sciences.

**AS.030.110. Mini-term: Introduction to Bioorganic Chemistry.**
Meet M-F June 22nd - July 2nd. This interdisciplinary course is an introductory-level class to relate biological phenomena with basic principles of chemistry. Organic chemistry or biochemistry in college is one of the most stressful classes to some students and sometimes they are pushed by assignments and tests during the entire semester without having a chance to enjoy fun side of chemistry. This course will introduce some basic concepts of chemistry and organic chemistry and applications of those concepts into biological systems, in more enjoyable way with a smaller group of students than regular courses. The course aims biology-majors to get a molecular view and chemistry-majors to have fun to find how their chemical knowledge can be used to explain biological process. Also other students will learn about both and have an idea what interdisciplinary science is.
Instructor(s): H. Chung
Area: Engineering, Natural Sciences.

**AS.030.111. Introductory Biological Chemistry.**
Organic chemistry or biochemistry in college is one of the most stressful classes to some students and sometimes they are pushed by assignments and tests during the semester without having a chance to enjoy fun side of chemistry. This course will introduce some basic concepts of chemistry and organic chemistry and applications of those concepts into biological systems, in more enjoyable way with a smaller group of students than regular courses. The course aims biology-majors to get a molecular view and chemistry-majors to have fun to find how their chemical knowledge can be used to explain biological process. Also other students will learn about both and have an idea what interdisciplinary science is.
Area: Natural Sciences.

**AS.030.112. Chemistry with Problem Solving I.**
This course is for students who have had moderate or limited exposure to the subject. Special emphasis is placed on scientific problem-solving skills. There are two discussion sections per week, including one devoted exclusively to interactive quantitative problem solving. A typical student may have taken a year of descriptive chemistry as a high school sophomore, but has not been exposed to the problem-solving mathematical approach used in university-level science courses. Taken concurrently with AS.030.101 and AS.030.102.
**Prerequisites:** AS.030.101 OR AS.030.102
Instructor(s): E. Hill; S. Cravens.

**AS.030.113. Chemistry with Problem Solving II.**
This course is for students who have had moderate or limited exposure to the subject. Special emphasis is placed on scientific problem-solving skills. There are two discussion sections per week, including one devoted exclusively to interactive quantitative problem solving. A typical student may have taken a year of descriptive chemistry as a high school sophomore, but has not been exposed to the problem-solving mathematical approach used in university-level science courses. Taken concurrently with AS.030.101 and AS.030.102.
Instructor(s): E. Hill; S. Thyagarajan.
One of the most important scientific challenges society faces today is supply of green and sustainable energy. This course will highlight the contributions of chemists in current and emerging technologies of alternative energy. A general overview of solar energy, biomass conversion, nuclear power and other approaches will be presented. The underlying chemical principles of these areas, such as water oxidation, carbon dioxide reduction and generation of liquid fuels will be examined. The current sources of energy used in today’s world and their impact on the environment will also be discussed. In class sessions, students will be expected to be actively involved in the discussion of lectures and assigned readings.
Prerequisites: Corequisite: AS.030.101 or AP 4 or 5.
Instructor(s): C. Rolle
Area: Natural Sciences.

AS.030.201. Introduction to Total Synthesis.
Synthetic organic chemistry is just as much an art as it is a science. Intro to Total Synthesis will add more useful, modern reactions to the toolbox of the organic chemistry student, shape the creative thought process behind designing syntheses of complex, fascinating molecules, and illustrate a couple impressive feats in the total syntheses of medicinally relevant molecules (i.e. Penicillin V). This course is recommended for students seeking practice (or stimulation) with synthesis problems.
Instructor(s): C. Pitts
Area: Natural Sciences.

This course will introduce core concepts in protein-catalyzed chemistry and is intended to provide a molecular level context for students interested in learning about biochemistry and bioengineering. Topics include protein structure, origins of enzyme catalysis, and types of enzyme reactions. These concepts will be expanded upon through a survey on the basic mechanisms of a selection of enzymes important to health, energy, and the environment. The emphasis will be on how enzymes perform chemical transformation, and their roles in medicinal and industrial applications.
Instructor(s): H. Kuo
Area: Natural Sciences.

AS.030.204. Chemical Structure and Bonding w/Lab.
An introduction to the synthesis, structure, and reactivity of inorganic compounds. Modern approaches to chemical bonding, including molecular orbital, ligand field, and crystal field theories, will be applied to understanding the physical and chemical properties of inorganic materials. Other topics to be discussed include magnetic properties, electronic spectra, magnetic resonance spectra, and reaction kinetics. The integrated laboratory will cover basic synthetic, measurement, and calculation methods of inorganic chemistry.
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): T. Mcqueen
Area: Natural Sciences.

AS.030.205. Organic Chemistry I.
The fundamental chemistry of the compounds of carbon. Methods of structure determination and synthesis. The mechanisms of typical organic reactions and the relations between physical and chemical properties and structures.
Prerequisites: AS.030.102 OR AS.030.103 OR EN.510.101 OR AS.030.204
Instructor(s): C. Falzone; C. Townsend; J. Tovar
Area: Natural Sciences.

AS.030.206. Organic Chemistry II.
Continuation of AS.030.205 Organic Chemistry II with biochemistry topics. This course is a continuation of Organic Chemistry I starting with carbonyl chemistry and organometallic reactions. Synthetic strategies and retro-synthetic analysis are emphasized. The second half of the course focuses on biochemical topics including biological pericyclic reactions, carbohydrates, amino acids, proteins, nucleic acids, RNA, DNA, catalysis, and lipids. The organic chemistry of key metabolic steps will also be covered. Students may not simultaneously enroll for AS.030.212 and AS.030.206.
Prerequisites: AS.030.205
Corequisites: Students may not simultaneously enroll for AS.030.212 and AS.030.206.
Instructor(s): C. Falzone; T. Lectka
Area: Natural Sciences.

AS.030.207. Problem Solving Methodology in Organic Chemistry I.
This course will focus on the skills and strategies often utilized for solving problems in organic chemistry. In a seminar-style format, we will focus on a variety of strategies and techniques that students are otherwise expected to discover independently. This optional course is designed to help students succeed in Organic Chemistry I. The course is graded on a pass/fail basis, and is designed to be fun (believe it or not). Students work together in groups to solve challenging problems, focusing on the strategies necessary to solve each problem. This course is not required in order to succeed in Organic Chemistry I, but students in the past have found it to be helpful in guiding their study efforts for Organic Chemistry I.
Instructor(s): E. Hill
Area: Natural Sciences.

AS.030.208. Problem Solving Methodology in Organic Chemistry II.
This course will focus on the skills and strategies often utilized for solving problems in organic chemistry. In a seminar-style format, we will focus on a variety of strategies and techniques that students are otherwise expected to discover independently. This optional course is designed to help students succeed in Organic Chemistry II. The course is graded on a pass/fail basis, and is designed to be fun (believe it or not). Students work together in groups to solve challenging problems, focusing on the strategies necessary to solve each problem. This course is not required in order to succeed in Organic Chemistry II, but students in the past have found it to be helpful in guiding their study efforts for Organic Chemistry II.
Instructor(s): E. Hill
Area: Natural Sciences.
AS.030.212. Honors Organic Chemistry II with Applications in Biological and Materials Chemistry.
Second semester undergraduate organic chemistry from an advanced prospective with connections to modern biological and materials chemistry. The standard topics of second semester organic chemistry (e.g. reactivity of aromatic and carbonyl containing molecules) will be covered with an emphasis on reaction mechanism to facilitate learning about reactivity and enriched with modern examples. In addition, the important role that organic chemistry plays in modern biological (e.g. nucleic acids and proteins) and materials science (e.g. living polymerization and the use of organic chemistry to control macroscopic properties) will be covered. Students may not simultaneously enroll for AS.030.212 and AS.030.206. Prereq: Must receive a B or better in the first semester (AS.030.205).
Prerequisites: Must receive a B or better in the first semester (AS.030.205)
Instructor(s): M. Greenberg
Area: Natural Sciences.

Techniques for the organic chemistry laboratory including methods of purification, isolation, synthesis, and analysis. Chemistry majors should take this course in the fall semester. Course lecture meets at 9:00 am. Freshman are not eligible to register. Students may not simultaneously enroll in AS.030.225 and AS.030.227.
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.;EN.510.101 OR ( AS.030.102 AND AS.030.106 ) OR ( AS.030.103 AND AS.030.205) Permission of instructor required for freshmen.
Corequisites : Students may not simultaneously enroll for AS.030.225 and AS.030.227
Instructor(s): L. D'Souza
Area: Natural Sciences.

Techniques for the organic chemistry laboratory including methods of purification, isolation, synthesis, and analysis will be explored through a project focused on chemical chirality. Freshmen only. Students may not simultaneously enroll for AS.030.225 and AS.030.227
Prerequisites: Corequisites: AS.030.206 OR AS.030.212;Prerequisite: AS.030.205
Corequisites : Students may not simultaneously enroll for AS.030.225 and AS.030.227.
Instructor(s): E. Hill
Area: Natural Sciences.

AS.030.228. Intermediate Organic Chemistry Laboratory.
Lab skills already acquired in AS.030.225 will be further developed for synthesis, isolation, purification, and identification of organic compounds. Spectroscopic techniques, applications will be emphasized. Recommended Course Background: AS.030.225
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): E. Hill.

This is a seminar-based course that is broken up into three modules. The beginning of the course will focus on a basic introduction to the periodic table, in particular the transition metals. After a basic knowledge is formed the first theme will focus on the use of metals in the medical field, for example as MRI imaging agents or heavy metal poisoning. The second portion of the course will move away from the body and focus on how metals have impacted society. For example, we will look at the influence of metals in cars, the production of plastics and household chemicals. The final section will focus on how metals have influenced world power such as the invention of the atomic bomb. This course is designed to provide an overall understand of how chemistry and metals influence our lives every day.
Instructor(s): E. Joslin
Area: Natural Sciences.

AS.030.300. Food Fermentation: Theory & Insight.
This course will survey the biochemical, microbiological, and practical aspects of food fermentation in regard to beer, wine, cheese/yogurt, and fermented vegetable production. Focus will be on biochemical processes converting source material to finished product, establishment and role of microbial populations, practical considerations for desired trait/flavor development, and mitigation of undesired traits. Students will gain a fundamental understanding of how food fermentation technology and technology. Basic knowledge of chemistry, biochemistry, and microbiology is advantageous.
Instructor(s): B. Crane.

AS.030.301. Physical Chemistry I.
The laws of thermodynamics, their statistical foundation, and their application to chemical phenomena. Students should have knowledge of general physics, general chemistry, and calculus (two semesters recommended). Freshmen by permission only.
Prerequisites: AS.030.305
Instructor(s): D. Draper
Area: Natural Sciences.

AS.030.302. Physical Chemistry II.
Introduction to quantum mechanics, its application to simple problems for which classical mechanics fails. Topics: Harmonic oscillator, hydrogen atom, very approximate treatments of atoms and molecules, and theoretical basis for spectroscopy. Recommended Course Background: AS.030.301
Instructor(s): D. Yarkony
Area: Natural Sciences.

This course will be an overview of the basic science behind frequently administered drugs. Medicines such as antibiotics, antivirals, cancer drugs, painkillers, and cardiovascular drugs will be covered. The course will focus on how these molecules cause a desirable effect in the body. Those with minimal background in chemistry/biology are encouraged to enroll.
Instructor(s): D. Marous
Area: Natural Sciences.
AS.030.305. Physical Chemistry Instrumentation Laboratory I.
This course is designed to illustrate the principles of physical chemistry and to introduce the student to techniques and instruments used in modern chemical research. Chemistry majors are expected to take this sequence of courses, rather than AS.030.307. Chemistry majors only.
Prerequisites: Prerequisite or Corequisite: AS.030.301 OR AS.030.370
Instructor(s): A. Bragg
Area: Natural Sciences.

AS.030.306. Physical Chemistry Instrumentation Laboratory II.
This course is designed to illustrate the principles of physical chemistry, introduce the student to spectroscopic techniques and instruments used in modern chemical research. Chemistry majors are expected to take this course rather than AS.030.307.
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.;Pre or Co requisite: AS.030.301 OR AS.030.302;Prerequisite: AS.030.305
Instructor(s): J. Tolman
Area: Natural Sciences.

AS.030.307. Physical Chemistry Instrumentation Laboratory III.
This is a one-semester course which selects experiments that are most relevant to chemical engineering. Chemical Engineering majors only. Recommended Course Background: AS.030.301-AS.030.302 or equivalent.
Instructor(s): D. Fairbrother
Area: Natural Sciences.

AS.030.308. Elementary Computational Chemistry.
This course introduces the student to the use of computers to address questions in chemistry. Basic notions of self consistent field and density functional theory will be introduced. Molecular wave functions (orbitals) for molecules of increasing complexity, starting from simple diatomic molecules and increasing to molecules of biological relevance, will be determined. Visualization tools will be used to understand the nature of chemical bonding and molecular interactions. Ligand field interactions will be quantified. Chemical reactions, for example SN2 reactions, will be described using rigorously computed reaction paths. Equilibrium and transition state structures will be determined and analyzed. Molecular vibrations will be computed, analyzed and visualized. Infrared spectra will be simulated. The effects of solvents will be considered. NMR chemical shifts will be studied.
Prerequisites: AS.030.205 AND AS.030.206
Instructor(s): D. Yarkony.

AS.030.315. Biochemistry I.
Foundation for advanced classes in Biophysics and other quantitative biological disciplines. Lecture and computer laboratory. This class is the first semester of a two semester course in biochemistry. Topics in Biochemistry I include chemical and physical properties of biomolecules and energetic principles of catabolic pathways. Computer labs include extensive use of molecular graphics and modelling of reaction kinetics and pathway flux. Co-listed with AS.250.315
Prerequisites: AS.030.206 OR AS.030.212
Instructor(s): P. Fleming
Area: Natural Sciences.

AS.030.316. Biochemistry II.
Biochemical anabolism, nucleic acid structure, molecular basis of transcription, translation and regulation, signal transduction with an emphasis on physical concepts and chemical mechanisms. Format will include lectures and class discussion of readings from the literature.
Prerequisites: AS.030.315 OR AS.250.315 OR AS.020.305
Instructor(s): S. Rokita; S. Woodson.

AS.030.320. Energy and Society.
This course introduces our past, present, and future sources of energy and their advantages and limitations. Discussion of society’s non-sustainable pattern of energy use from both a supply and environmental perspective. The technical, environmental, political, and societal problems associated with the eventual conversion to renewable energy resources will be investigated. A global perspective for the delicate interplay between energy and society will be gained.
Instructor(s): D. Achey
Area: Natural Sciences.

Students gain a critical understanding of societal energy sources in scientific, economic, and political contexts. Past, present, and future energy sources are discussed in terms of their scope and limitations. Emphasis on the fundamental details of each energy technology and incisive evaluation of policy regarding energy consumption and its environmental consequences. Topics include global warming and climate change, fossil fuels, alternative energies, and energy security and productivity.
Instructor(s): E. Brigham
Area: Natural Sciences.

The theory of the representations of finite and continuous groups will be applied to problems in chemistry.
Instructor(s): D. Yarkony
Area: Natural Sciences.

Laboratory designed to illustrate the principles and practice of inorganic chemistry through the synthesis and characterization of transition metal and organometallic compounds. Methods used include vacuum and inert atmosphere techniques. Instrumental approaches and modern spectroscopic techniques are applied to the characterization of compounds generated. Recommended Course Background: AS.030.204, AS.030.449, or AS.030.472.
Prerequisites: AS.030.228 required - AS.030.449 is strongly suggested as a prerequisite or corequisite.
Instructor(s): J. Greco
Area: Natural Sciences.

AS.030.370. Physical Chemistry I with Biophysical Applications.
Course provides working understanding of physical chemistry of the cell, emphasizing problem solving. Topics include classical and statistical thermodynamics, thermodynamics of proteins and nucleic acids, protein folding, calorimetry, ligand binding thermodynamics, linkage, cooperativity and anticooperativity, allosteric models, lattice statistics, helix-coil transition, and polymer theory. When appropriate, students visit the laboratory to set up data collection and learn to analyze the resulting data computationally, using nonlinear least-squares methods.
Prerequisites: AS.171.101 OR AS.171.103 AND AS.171.102 OR AS.171.104 AND AS.030.103 AND AS.110.106 OR AS.110.108 AND AS.110.107 OR AS.110.109
Instructor(s): D. Barrick
Area: Natural Sciences.
This course will survey the structural and physical properties of chemicals often considered as part of the “finer things in life” including topical discussions of the chemistries of food, drink, art, cosmetics and clothing, among others. Despite the pretentious name, the general theme of the course is to put chemical identities onto the things we interact with on a daily basis but most likely take for granted at a molecular level. Current event topics in consumer chemistry will also be covered (melamine in milk, “shoe rubber” in bread, etc.). Students will have the chance to research and present topics of interest, and there will be field trips. Open to Freshmen and Sophomores ONLY.
Prerequisites: One semester of college-level organic chemistry (AS.030.205 or equivalent).

Metallo-proteins are responsible for many physiological processes ranging from DNA biosynthesis, to detoxification, to respiration. The beginning of the course will review core concepts in protein chemistry including protein structures and dynamics, principles of catalysis and end enzyme kinetics, and tools to probe enzyme mechanisms. These concepts will be expanded upon in the second half of the course through focus on the molecular mechanisms of redox-active metallo-enzymes. A survey of the structure and function relationships within these enzymes will be offered with select examples of heme, iron, and copper-containing proteins that are important to drug development, energy production, and environmental sustainability.
Prerequisites: AS.030.206[ OR AS.030.212
Instructor(s): H. Kuo
Area: Natural Sciences.

This course introduces the student to experimental methodologies used in gas phase physical chemistry. Topics to be covered include vacuum technology, charged particle optics, lasers, mass spectrometry, data acquisition, detectors, measurement of temperature and pressure, and design and fabrication of scientific apparatus. These topics will be tied together with examples of specific experimental studies.
Instructor(s): K. Bowen.

This course provides an introduction to the vast chemistry and physics of solid-state materials. The course begins with a fundamental description of bonding in crystalline solids and calculation of electronic band structure. We then extend our discussion to methods for the synthesis of low-dimensional materials and hierarchical structures, including quantum dots (0D), nanowires (1D), graphene and graphene analogs (2D), and thin-film superlattices. An in-depth discussion of spectroscopic and characterization techniques for solid-state materials will follow and focus on some of the foundational studies of quantum devices and cooperative phenomena. At this stage we will describe recent advances in electron-microscopy (e.g. aberration-corrected and energy filtered TEM, atom-probe tomography) that are revolutionizing the structural, compositional, and electronic characterization of materials. The course will conclude with a survey of contemporary topics in solid-state and nanomaterials science, including functional devices and circuits, assembly, energy conversion and catalysis, and biological sensing. Recommended Course Background: AS.030.301 and AS.030.402 are preferred, but instructor approval may be granted in lieu of these courses.
Instructor(s): T. Kempa
Area: Natural Sciences.

This course will be focused on the fundamentals and applications of electrochemical methods in catalysis, charge transport, and energy conversion and storage. Topics that will be covered are basic electrochemical techniques, homogenous and heterogeneous (photo)electrocatalysis, fuel cells, and charge storage devices. The class will conclude with a group report and presentation on a recent development in the field of energy catalysis, conversion, and storage. Course topics include: 1) Fundamentals of electrochemistry, 2) Potential sweep methods and current-controlled techniques, 3) Impedance analysis, 4) Electrochemistry coupled with other characterization methods, 5) Electrocatalysis and photoelectrochemical catalysis, 6) Basics in fuel cells and current technologies (alkaline, polymer exchange membrane, solid oxide...), 7) Basics in batteries and current technologies (Pb acid, Li-based, other metals...)Recommended Course Background: AS.030.204 or AS.030.449 or AS.030.472, or instructor approval for undergraduate students. No pre-requisites for graduate students
Instructor(s): V. Thoi
Area: Natural Sciences.

Pharmaceutical and Material Industries have immensely benefited since the advent of metal-catalyzed cross-coupling bond forming methods. Most undergraduate organic chemistry courses do not emphasize the potential of these reactions. This course will discuss the synthesis of a variety of commercially available drugs and materials currently synthesized via transition metal-catalyzed cross-coupling methods.
Prerequisites: AS.030.205 AND AS.030.206
Instructor(s): S. Surampudi
Area: Natural Sciences.

AS.030.421. Uses of Coordination Chemistry in Medicine.
This course will introduce basic concepts of Medicinal Inorganic Chemistry and the variety of roles that metals play in contemporary medicine and their applications to both diagnosis and therapy. Students with potential future interests in chemistry, biochemistry, cell biology, pharmacology, and/or toxicology will find this course of great value. This interdisciplinary course is an excellent choice for undergraduates who aim to learn both sides of the coin, chemistry as an academic subject and medicine as an application; study of the combination, in addition to providing knowledge in new subject matter, may also equip students with insights which can aid the evaluation of their future professional career directions. This course begins with an introduction to coordination chemistry as a primary basis for the subsequent topics on diagnosis and therapy including the roles of metal-based drugs in modern medicine and the future development of clinically efficacious metal-complexes. Deans Teaching Fellowship Course.
Prerequisites: AS.030.101 AND AS.030.102 OR equivalent
Instructor(s): S. Hematian
Area: Natural Sciences.

AS.030.440. Practical NMR.
This course will cover practical aspects of data acquisition and processing for NMR experiments routinely used by the chemist. One- and two dimensional experiments, solvent suppression, and other topics will be introduced while covering acquisition parameters and commands, data processing, and spectrum plotting more in depth. The course will be a mix of class room and hands-on instrument experience.
Instructor(s): C. Moore
Area: Natural Sciences.
**AS.030.441. Spectroscopic Methods of Organic Structure Determination.**
The course provides fundamental theoretical background for and emphasizes practical application of ultraviolet/visible and infrared spectroscopy, proton and carbon-13 nuclear magnetic resonance and mass spectrometry to the structure proof of organic compounds. Instructor(s): C. Falzone
Area: Natural Sciences.

**AS.030.442. Organometallic Chemistry.**
An introduction to organometallic chemistry beginning with structure, bonding, and reactivity and continuing into applications to fine chemical synthesis and catalysis. Recommended Course Background: AS.030.449 or equivalent.
Instructor(s): J. Roth
Area: Natural Sciences.

**AS.030.443. Bioinorganic Chemistry.**
This course covers the chemistry of metal ions in biological systems. The structure and function of metalloproteins and metalloenzymes will be addressed. The principles of synthesis (organic and inorganic) for the design and characterization of small-molecule analogs of these systems will be discussed. Physical/spectroscopic methods (e.g., EPR, RR, Mossbauer, XAS) will be introduced as appropriate for understanding both the biological and synthetic inorganic systems.

**AS.030.446. Mathematica as a Tool for Chemists.**
A systematic, hands-on introduction to Mathematica. Covers Mathematica's basic "language," analytic and numerical calculations, data manipulation, graphical representation, interactivity, programming, and document production. Prerequisite: Calculus (including power series)
Instructor(s): H. Silverstone
Area: Natural Sciences.

**AS.030.449. Chemistry of Inorganic Compounds.**
Physical and chemical properties of inorganic, coordination and organometallic compounds are discussed in terms of molecular orbital, ligand field and crystal field theories. Emphasis on structure and reactivity of these inorganic compounds. Other topics: magnetic properties, electronic spectra, magnetic resonance spectra, reaction kinetics.
Instructor(s): J. Roth
Area: Natural Sciences.

**AS.030.451. Spectroscopy.**
Spectroscopy and structure of molecules starting from rotational, vibrational and electronic spectra of diatomic molecules and extending to polyatomic molecules as time permits. Recommended Course Background: AS.030.302 or permission of instructor.
Instructor(s): P. Dagdigian
Area: Natural Sciences.

**AS.030.452. Materials & Surface.**
The chemistry associated with surfaces and interfaces as well as a molecular level understanding of their essential roles in many technological fields. The first half of this course addresses various analytical techniques used to study surfaces including X-ray, photoelectron spectroscopy, and scanning tunneling microscopy. The second half of this course uses a number of case studies to illustrate the application of surface analytical techniques in contemporary research.
Instructor(s): D. Fairbrother
Area: Natural Sciences.

**AS.030.453. Intermediate Quantum Chemistry.**
The principles of quantum mechanics are developed and applied to chemical problems.
Prerequisites: AS.030.301-302
Instructor(s): H. Silverstone
Area: Natural Sciences.

**AS.030.472. Advanced Inorganic & Organometallic Reactions Mechanisms.**
The beginning of the course will focus on the basics of organometallic chemistry such as molecular orbital theory, agostic bonding, electronic structure and coordination geometries. These topics would then be followed with common reactions in organometallic chemistry such as ligand substitution, oxidation addition, and reductive elimination. The final set of topics will cover the basic "tools of the trade" which will encompass kinetics, dynamic NMR spectroscopy, kinetic isotope effects and mechanistic studies.
Prerequisites: Prerequisite: AS.030.206 OR AS.030.212
Instructor(s): E. Joslin
Area: Natural Sciences.

**AS.030.501. Independent Research in Physical Chemistry I.**
Research under the direction of members of the physical chemistry faculty.
Instructor(s): D. Fairbrother; D. Yarkony; Staff.

**AS.030.502. Independent Research in Physical Chemistry.**
Research under the direction of members of the physical chemistry faculty.
Instructor(s): D. Draper; D. Fairbrother; G. Meyer; K. Bowen.

**AS.030.503. Independent Research in Inorganic Chemistry I.**
Research under the direction of members of the inorganic chemistry faculty.
Instructor(s): D. Goldberg; J. Roth; K. Karlin; Staff; T. Lectka.

**AS.030.504. Independent Research in Inorganic Chemistry.**
Research under the direction of members of the inorganic chemistry faculty.
Instructor(s): D. Goldberg; G. Meyer; J. Roth; K. Karlin.

**AS.030.505. Independent Research in Organic Chemistry I.**
Research under the direction of members of the organic chemistry faculty.
Instructor(s): Staff.

**AS.030.506. Independent Research in Organic Chemistry I.**
Research under the direction of members of the organic chemistry faculty.
Instructor(s): Staff.

**AS.030.507. Independent Research in Biochemistry.**
Research under the direction of members of the biochemistry faculty.
Instructor(s): Staff.

**AS.030.509. Independent Research in Biochemistry II.**
Research under the direction of members of the biochemistry faculty.
Recommended Course Background: AS.030.507-AS.030.508 and permission of instructor.
Instructor(s): C. Townsend; J. Tolman.

**AS.030.510. Independent Research in Biochemistry II.**
Research under the direction of members of the biochemistry faculty.
Recommended Course Background: AS.030.507-AS.030.508 and permission of instructor.
Instructor(s): C. Falzone; C. Townsend; J. Tolman.
Instructor(s): T. Mcqueen.

AS.030.512. Independent Research in Materials Chemistry.
Research under the direction of the materials chemistry faculty.
Instructor(s): T. Mcqueen.

AS.030.521. Independent Research in Inorganic Chemistry II.
Research under the direction of the inorganic chemistry faculty.
Recommended Course Background: AS.030.503-AS.030.504 and permission of instructor.
Instructor(s): C. Falzone; D. Goldberg; J. Roth; K. Karlin; Staff.

AS.030.522. Independent Research in Inorganic Chemistry II.
Research under the direction of the inorganic chemistry faculty.
Recommended Course Background: AS.030.503-AS.030.504 and permission of instructor.
Instructor(s): D. Goldberg; G. Meyer; J. Roth; Staff.

AS.030.523. Independent Research in Physical Chemistry II.
Research under the direction of the physical chemistry faculty.
Recommended Course Background: AS.030.501-AS.030.502 and permission of instructor.
Instructor(s): D. Fairbrother; K. Bowen; Staff.

AS.030.524. Independent Research in Physical Chemistry II.
Research under the direction of the physical chemistry faculty.
Recommended Course Background: AS.030.501-AS.030.502 and permission of instructor.
Instructor(s): D. Fairbrother; D. Yarkony; G. Meyer; K. Bowen.

AS.030.525. Independent Research in Organic Chemistry II.
Research under the direction of the organic chemistry faculty.
Recommended Course Background: AS.030.505-AS.030.506 and permission of instructor.
Instructor(s): J. Toscano; M. Greenberg; T. Lectka.

AS.030.526. Independent Research in Organic Chemistry II.
Instructor(s): J. Toscano; M. Greenberg; T. Lectka.

AS.030.527. Independent Study.
Instructor(s): D. Fairbrother.

AS.030.528. Independent Study.
Instructor(s): D. Goldberg.

Research under the direction of members of the Inorganic Chemistry faculty.
Instructor(s): V. Thoi.

Research under the direction of members of the Physical Chemistry faculty.
Instructor(s): T. Kempa.

AS.030.551. Internship-Chemistry.
Instructor(s): Staff.

AS.030.552. Internship - Chemistry.
Instructor(s): Staff.

AS.030.570. Research.
Instructor(s): Staff.

AS.030.574. Chemistry Internship.

AS.030.575. Research for Physical Chemistry.
Instructor(s): D. Fairbrother.

AS.030.592. Research-Inorganic Chemistry I.
Instructor(s): G. Meyer; M. Greenberg.

AS.030.593. Research-Organic Chemistry I.
Instructor(s): M. Greenberg; T. Lectka.

AS.030.597. Research-Summer.
Instructor(s): Staff.

An introduction to statistical mechanics of cooperative phenomena using lattice gases and polymers as the main models. Covered topics: phase transitions and critical phenomena, scaling laws, and the use of statistical mechanics to describe time dependent phenomena.
Instructor(s): D. Yarkony.

AS.030.610. Chemical Kinetics.
The molecular mechanism of elementary physical and chemical rate processes will be studied. Topics such as elastic scattering, collisional vibrational and rotational energy transfer, chemically reactive collisions, and the theory of unimolecular decay will be covered.
Instructor(s): K. Bowen.

AS.030.612. Nucleic Acids Chemistry.
A survey of physical properties of DNA and RNA. Areas explored: conformations of secondary and tertiary structures, polyelectrolyte properties, folding and unfolding reactions, and recognition by small molecules and proteins.
Instructor(s): D. Draper.

AS.030.613. Chemistry-Biology Interface Program Forum I.
Chemistry-Biology Interface (CBI) program students and faculty will meet weekly in a forum that will host presentations from CBI faculty and students as well as invited guest speakers. These meetings will serve as a valuable opportunity for students to develop presentation skills and interact with CBI students and faculty. Enrollment is required for first- and second-year CBI students, and is recommended for advanced-year graduate students.
Instructor(s): S. Rokita.

AS.030.614. Chemical-Biology Program Interface Forum II.
Chemistry-Biology Interface (CBI) program students and faculty will meet weekly in a forum that will host presentations from CBI faculty and students as well as invited guest speakers. These meetings will serve as a valuable opportunity for students to develop presentation skills and interact with CBI students and faculty. Enrollment is required for first- and second-year CBI students, and is recommended for advanced-year graduate students.
Instructor(s): S. Rokita.

AS.030.615. Special Topics in BioInorganic Chemistry.
Instructor(s): D. Goldberg.

AS.030.617. Special Topics in Inorganic Chemistry.
Topics from the recent primary literature in inorganic chemistry will be discussed, via instructor lectures and presentations by the graduate-undergraduate students enrolled in the course. Topics covered may range from bioinorganic to organometallic to environmental inorganic chemistry.
Instructor(s): K. Karlin.
AS.030.619. Chemical Biology I.
Parts I and II constitute the core course of the Chemistry-Biology Interface (CBI) Program. An introduction to the structure, synthesis, reactivity, and function of biological macromolecules (proteins, nucleic acids, carbohydrates, and lipids) will be provided using the principles of organic and inorganic chemistry. Discussion will incorporate a broad survey of molecular recognition and mechanistic considerations, and introduce the tools of molecular and cellular biology that are utilized in research at the interface of chemistry with biology and medicine. Recommended Course Background: AS.030.206 or equivalent. Instructor(s): S. Rokita.

AS.030.620. Chemical Biology II.
Selected topics of current importance in chemical biology are covered. They include protein engineering and proteomics, cell signaling, protein-nucleic acid interactions (e.g. replication, transcription, DNA repair), catalytic RNA and the ribosome, biosynthesis of natural products, mechanisms of drug action, combinatorial chemistry and chemical genetics, and in vitro selection. Recommended Course Background: AS.030.619 or permission required. Instructor(s): S. Rokita.

AS.030.621. Literature-Organic Chemistry.
Instructor(s): J. Tovar.

AS.030.622. Seminar: Literature of Chemistry.
Seminars are presented by advanced graduate students on topics from current chemical journals. Most first-year graduate students are expected to attend for credit. Undergraduates may take the course on a satisfactory/unsatisfactory basis. Instructor(s): J. Tovar.

AS.030.625. Advanced Mechanistic Organic Chemistry I.
The course covers the application of techniques in physical chemistry to the study of organic reaction mechanisms. Topics include chemical bonding and structure, stereochemistry, conformational effects, molecular orbital theory, methods to determine reaction mechanisms, reactive intermediates, and photochemistry. Recommended Course Background: AS.030.205-AS.030.206 Instructor(s): M. Greenberg.

AS.030.626. Advanced Mechanistic Organic Chemistry II.
This course covers advanced organic reactions and their mechanisms. Emphasis is given both to methods of postulating mechanisms for rationalizing reaction results and to the use of mechanistic thinking for designing reactions and reagents. This course is intended to be taken in sequence with AS.030.425. Recommended Course Background: AS.030.205-AS.030.206 Instructor(s): J. Tovar.

AS.030.634. Topics in Bioorganic Chemistry II.
Selected topics in modern bioorganic chemistry will be treated in greater depth emphasizing natural products chemistry, biosynthetic reaction mechanisms and drug design. Carbohydrates, lipids, polyketides, polypeptides, terpenes and alkaloids will be discussed. Specific examples of drug design will be introduced throughout and methods of synthesis, combinatorial synthesis and genetics will be described. Instructor(s): C. Townsend.

AS.030.635. Mthds Nuc Mag/Resonance.
Instructor(s): J. Tolman.

AS.030.640. Practical NMR: Basic Techniques.
Mandatory for individuals (postdocs, graduate, and undergraduate students) intending to utilize NMR facilities in the Chemistry Department. Sessions will be held at the Bruker NMR spectrometers used most frequently for routine NMR data collection. Focus is on setting up instrument parameters, obtaining useful spectra, and data processing. Proton, C-13, F-19 and P-31 acquisition will be demonstrated along with preparation and handling of samples, troubleshooting and recognition of artifacts. Instructor(s): Staff Area: Natural Sciences.

AS.030.652. A Theoretical and Experimental Approadh to X-ray Crystallography.
The X-ray course will provide a complete approach to X-ray structure to determination (mostly concerned with small molecules) and its uses in Chemistry. The first segment of this course will cover all theoretical aspects of X-ray crystallography, i.e. crystals and crystallixtation, the nature of X-rays, the diffraction phenomenon of X-rays by crystals, symmetry and space groups, crystal structure analysis. Additionally, the course will provide laboratory experience for the students, involving hands-on instrumentation, experimental methodology to X-ray structure determination, structure solution/refinement, data analyses and publishing data. The course is aimed for graduate students with a strong interest in organic/inorganic chemistry, materials sciences, and physics. Undergraduate students with a major in chemistry are also encouraged to participate. Instructor(s): M. Siegler Area: Natural Sciences.

AS.030.677. Advanced Organic Synthesis I.
The reactions and principles involved in the synthesis of simple and complex organic compounds. Discussion of famous natural product syntheses and practice in developing rational designs for organic syntheses. Problems in the design of syntheses and in the use of chemical literature. Instructor(s): R. Klausen.

AS.030.678. Advanced Organic Synthesis II.
Advanced discussion of organic stereochemistry & its application to problems in asymmetric reactions and catalysis will be presented. Emphasis will be placed on the latest reports in the literature, especially with respect to the development of new catalytic, asymmetric processes. Instructor(s): T. Lectka.

Instructor(s): M. Greenberg.

AS.030.690. Intermediate Computational Chemistry.
Instructor(s): D. Yarkony.
The course is designed to provide the essential principles and concepts underlying the modern study of the structure and properties of solids in bulk crystals, thin films, and nanoscale objects. Topics include basic crystallography, structure determination by x-ray, neutron, and electron diffraction, fundamental concepts of bonding in solids, lattice dynamics, electronic band structure, magnetism, and strongly correlated electron behavior. Particular emphasis is placed on the impact of the structure, dimensionality, and electron count on electrical and magnetic properties (electric conduction, superconductivity, thermoelectricity, etc.). More course info available at <a href="http://occamy.chemistry.jhu.edu">http://occamy.chemistry.jhu.edu</a>. Cross-listed with Physics and Astronomy
Instructor(s): T. Mcqueen.

In this course we will survey common time-resolved spectroscopic methods used to interrogate the dynamic and static properties of chemical systems. We will explore theoretical treatments both of key molecular processes (e.g. radiative and non-radiative transitions, solvation, coherence dephasing) and the spectroscopic tools used to interrogate them. Furthermore, we will survey the technical developments that are now allowing us to capture events that occur on ever faster timescales (currently down to the attosecond regime) and across the electromagnetic spectrum (from X-rays to Terahertz). Previous or concurrent concentrated study of Quantum Mechanics (graduate level or from a physics course) would be helpful, but not strictly required. Recommended Course Background: AS.030.301-AS.030.302
Instructor(s): A. Bragg.

AS.030.801. Independent Study.
Instructor(s): Staff.

Open to AS Chemistry Graduate Students only.
Instructor(s): Staff.

Cross Listed Courses

Biophysics

NMR is a spectroscopic technique which provides unique, atomic level insights into the inner workings of biomolecules in aqueous solution. A wide variety of biophysical properties can be studied by NMR. For example, we can use the technique to determine three dimensional structure of biological macromolecules such as proteins and nucleic acids, probe their dynamical properties in solution, study their interaction with other molecules and understand how physico-chemical properties (such electrostatics and redox chemistry) affects and modulates structure-function relationships. NMR exploits the exquisite sensitivity of magnetic properties of atomic nuclei to their local electronic (and therefore, chemical) environment. As a result, biophysical properties can be studied at atomic resolution. That is to say, we can deconstruct global properties of a molecule in terms of detailed, atomic level information. In addition, interactions between nuclei can be exploited to enhance the information content of NMR spectra via multi-dimensional (2D and 3D) spectroscopy. Since these properties can be studied in solution, NMR methods serve as an effective complement to X-Ray crystallography, which also provides detailed, atomic level information in the solid state. In this course, we will learn about the basics of NMR spectroscopy, acquire 1D and 2D NMR spectra and use various NMR experiments to characterize and probe biophysical properties of proteins at an atomic level. Juniors and Seniors Only.
Prerequisites: ( AS.030.101 AND AS.030.105 ) AND ( AS.030.205 ) AND ( AS.030.370 OR AS.250.372) AND ( AS.030.315 OR AS.250.315)
Instructor(s): A. Majumdar.

Classics

http://classics.jhu.edu
The discipline of Classics has played a central role in the teaching and research missions of Johns Hopkins University from the time of its foundation. Basil Lanneau Gildersleeve, a professor of Greek, was the first professor appointed by the board of trustees, and thus became the very first faculty member (aside from the founding president, Daniel Coit Gilman) in the University. Gildersleeve and his colleagues organized the first modern departments of Greek and Latin—departments with an innovative structure based on the German seminar system, which encouraged a fusion of teaching and research. This “seminar” was in time widely adopted by other North American universities, and to this day remains at the core of the research university.

Today, the Classics Department seeks to maintain and enhance its tradition of leadership and innovation. Members of the current faculty are highly interdisciplinary, combining philological, historical, iconographical, and comparative methods in the study of the cultures, broadly conceived, of ancient Greece and Rome. The undergraduate and the graduate programs, leading to B.A., M.A., and Ph.D. degrees, reflect these emphases. Requiring rigorous study of the ancient languages and literatures, ancient history, and Greek and Roman art and archaeology, these programs aim to produce broad, versatile scholars who have a holistic view of the ancient cultures and of the evidence by which those cultures are comprehended.
Facilities
The department’s main scholarly resource is the Milton S. Eisenhower Library, which has broad and deep holdings in the various fields of classical antiquity. The department also has a significant collection of Greek, Roman, and Etruscan antiquities, housed in the Johns Hopkins Archaeological Museum (shared with Near Eastern Studies). Additionally, the department enjoys close ties with several local and regional institutions whose missions include the study of the ancient world: the Walters Art Museum, with its world-class collection of antiquities and manuscripts; the Baltimore Museum of Art, with its Roman mosaics; and the Center for Hellenic Studies in Washington, D.C. Finally, the department is a member of the American School of Classical Studies at Athens, the American Academy in Rome, and the Intercollegiate Center for Classical Studies at Rome.

The department offers undergraduate courses in Greek and Latin languages and literature, ancient history, classical art and archaeology, Greek and Roman civilizations, history of sexuality and gender, ancient philosophy, mythology, and anthropological approaches to the classics. These courses are open to all students in the university, regardless of their academic year or major field of interest.

Requirements for the B.A. Degree
(See also Requirements for a Bachelor’s Degree (p. 20).)

The B.A. program in classics is highly flexible, accommodating a variety of interests in and approaches to the ancient world. Possible areas of emphasis include language and literature, ancient philosophy, art and archaeology, and ancient history.

Classics Major
Certain courses taken in other departments may count toward the major, with the approval of the director of undergraduate studies (DUS). Advanced undergraduates may participate in graduate seminars, with the approval of the DUS and the professor. With assistance from their faculty advisors, students are required to build an intellectually substantial and coherent curriculum and must take all courses for a letter grade and earn a C or better in major requirements. Students are strongly encouraged to complete a course in ancient Greek civilization (usually AS.040.111 (p. 159)) and a course in Roman civilization (usually AS.040.112 (p. 159) or AS.040.104 (p. 159)).

Major Requirements

<table>
<thead>
<tr>
<th>Greek or Latin Language Courses</th>
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<tbody>
<tr>
<td>Two Greek or Latin language courses at any level</td>
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<tr>
<td>Two Greek or Latin language courses at the 200-level or above</td>
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<tr>
<th>Language Proficiency in French, German, or Italian</th>
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<td>Proficiency demonstrated through the second semester of intermediate level via course completion or waiver by exam</td>
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<th>Classics Courses</th>
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<tr>
<td>Eight courses offered through the Classics Department or cross-listed in Classics</td>
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</table>

Students intending to pursue graduate study in classics will need to do substantially more work in Greek and Latin than what the major minimally requires: most graduate programs expect successful applicants to have studied one language for at least three years and the other for at least two. Therefore, students interested in graduate work should be engaged in a language-intensive curriculum by the end of the sophomore year.

The Classics Department awards the Evangelia Davos Prize each year to the classics major or minor whose work in Greek studies is outstanding.

Honors Program in Classics
Under this program, senior classics majors have the opportunity to write an honors thesis in close consultation with a faculty member. This work of guided research and writing counts for three credits and is outside the requirements of the major. This program awards a B.A. with honors.

Study Abroad
The Department of Classics is a member of the Intercollegiate Center for Classical Studies in Rome and can provide information on other year-long, semester-long, or summer programs in Greece and Italy (e.g., the College Year in Athens and the summer session of the American School of Classical Studies at Athens). Interested students, especially classics majors and minors, are encouraged to consider these options for studying overseas.

Classics Minor
The requirements for the minor in classics are extremely flexible. Courses are selected, in consultation with the DUS, to meet the needs and interests of the student. Minors may wish to pursue the study of one ancient language, or create a curriculum that meshes with their other academic pursuits. All courses must be taken for letter grades and receive a grade of C or higher.

Minor Requirements

<table>
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<tr>
<th>Classics Courses</th>
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<tbody>
<tr>
<td>6 courses offered through the Classics Department or cross-listed in Classics</td>
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</table>

B.A./M.A. Degree
The department offers a masters degree for current Hopkins undergraduate students and details may be found on the Graduate tab.

Requirements for the B.A./M.A. Degree
Admission to the B.A./M.A. program is restricted to current Johns Hopkins University undergraduate classics majors and is based on outstanding performance in previous Classics courses.

Students considering a five-year program are expected to declare their interest during the spring semester of their junior year. Prior to application, students must consult with the Director of Undergraduate Studies, their faculty advisor, and the department administrator. A formal graduate application must be submitted no later than November 15 of the fall semester of the senior year in order to be admitted to the program in the spring of the senior year, thus meeting the requirement for concurrent status. In the students’ senior (fourth) year, they are to devise a program that would best prepare them to do advanced work in their final (fifth) year, in particular addressing any weakness in one or the other classical language. The student is to complete the requirements for the B.A. language. The student is to complete the requirements for the B.A.in their fourth year. For the M.A. the following additional work is required:
Two graduate seminars in the Classics Department
A thesis of 20,000 to 25,000 words representing original research.
The thesis will be supervised by a member of the Classics Department faculty and graded by the supervisor and a second reader from Classics or an outside department.

Exceptionally well-prepared students may apply for the B.A./M.A. program, with prior approval from the DUS and the Department Chair, in the spring of their junior year. In this case it is possible to complete the bachelor's/master's degree in four years. These students are expected to express their interest to the department by the fall term of their junior year; the application deadline is March 15 of the spring semester of the junior year.

The B.A. and M.A. degrees are conferred concurrently at the end of the M.A. year. Please note that the department does not award degrees during the summer; students are expected to complete the degree requirements in conformance with the university Graduate Board spring deadlines. Specific departmental and Graduate Board deadlines are communicated to the student in due course.

Requirements for the Ph.D. Degree
To receive a Ph.D. in classics from Johns Hopkins University, students must complete successfully a range of seminar work and examinations, and then write a substantial dissertation. The Graduate Program in Classics is designed to be completed in five years, of which the first three are dedicated to seminar work and examinations, and the last two to the dissertation. Assuming satisfactory progress toward the Ph.D., all students admitted to the program receive five years of living expenses and tuition remission, in order to make it possible to complete the program in a timely manner. This support takes the form of a fellowship for the first two years, and teaching for at least two of the remaining years. The department is also able to offer teaching opportunities in the summer, as well as funded summer travel for program-related purposes. All students, upon reaching dissertation level, are encouraged to apply for outside funding to spend a year abroad. If outside funding is obtained, the Johns Hopkins fellowship may be held in reserve for an additional year. A detailed outline of the Ph.D. program, including a prospectus of all seminars and exams, can be found on the Classics Department website (http://classics.jhu.edu).

Application information may be obtained from the chair, Department of Classics, The Johns Hopkins University, 113 Gilman Hall, 3400 North Charles Street, Baltimore, MD 21218. Telephone: 410-516-7556; Fax: 410-516-4848; email: classics@jhu.edu. The application deadline is on or about January 15. For the precise date, please refer to the Graduate Admissions website (http://grad.jhu.edu).

For current faculty and contact information go to http://classics.jhu.edu/people/

Faculty
Chair
Christopher S. Celenza
Charles Homer Haskins Professor (Classics and German and Romance Languages and Literatures): Renaissance Latin, paleography, history of classical tradition.

Professors
Shane Butler

Professor: Latin literature (Ancient, Medieval, Renaissance), media history and theory, classical reception.

Silvia Montiglio
Basil L. Gildersleeve Professor of Classics (Director of Graduate Studies): Greek literature and culture, the ancient novel and narrative, philosophy.

Matthew Roller
Professor: Latin literature, Roman social and cultural history, Roman material culture, Graeco-Roman philosophy.

Associate Professor
Dimitrios Yatromanolakis
Associate Professor (Anthropology, Humanities Center): Greek literature, Greek social and cultural history, theory and anthropology of Greek music, papyrology, epigraphy, performance cultures of Greece and Rome.

Assistant Professor
Joshua M. Smith
Assistant Professor (Director of Undergraduate Studies): Greek language and literature, ancient scholarship, history of literary criticism.

Senior Lecturer
Emily Anderson
Senior Lecturer (Classics and History of Art): Aegean Bronze Age art and archaeology, material culture, sociocultural interaction, identity, glyptic.

Professors Emeriti
Marcel Detienne
Basil L. Gildersleeve Professor of Classics Emeritus: Greek, social history, cultural history, mythology, anthropology and classics.

H. Alan Shapiro
Academy Professor and W. H. Collins Vickers Professor of Archaeology Emeritus: Greek and Roman art and archaeology, Greek mythology and religion.

Joint Appointments
Richard Bett
Professor (Philosophy): ancient philosophy, ethics.

Pier Luigi Tucci
Assistant Professor (History of Art): Roman art and architecture.

For current course information and registration go to https://isis.jhu.edu/classes/

Courses
AS.040.103. The Roman Empire. 3 Credits.
This introductory course examines the history, society, and culture of the Roman state in the Imperial age (ca. 31 BCE-ca. 500 CE), during which it underwent a traumatic transition from an oligarchic to a monarchical form of government, attained its greatest territorial expanse, produced its most famous art, architecture, and literature, experienced vast cultural and religious changes, and finally was transformed into an entirely different ("late antique") form of society. All readings in English. Instructor(s): M. Roller
Area: Humanities.
AS.040.104. The Roman Republic: History, Culture, and Afterlife.
This introductory level course examines the history, society, and culture of the Roman state in the Republican period (509-31 BCE), during which it expanded from small city-state to a Mediterranean empire. We also consider the Republic’s importance for the later phase of Western society, notably the American and French revolutions. All readings in English.
Instructor(s): M. Roller
Area: Humanities.

AS.040.105. Elementary Ancient Greek.
This course provides a comprehensive, intensive introduction to the study of ancient Greek. During the first semester, the focus will be on morphology and vocabulary. Credit is given only upon completion of a year’s work. Cannot be taken Satisfactory/Unsatisfactory.
Instructor(s): J. Lamont.
Area: Humanities.

AS.040.106. Elementary Latin.
Course provides comprehensive, intensive introduction to the study of Latin for new students, as well as a systematic review for those students with a background in Latin. Emphasis during the first semester will be on morphology and vocabulary; the second semester’s emphasis is syntax and reading. Credit is given only upon completion of a year’s work. Course may not be taken Satisfactory/Unsatisfactory.
Instructor(s): D. Yatromanolakis.

This course provides a comprehensive, intensive introduction to the study of Latin for new students, as well as a systematic review for those students with a background in Latin. Emphasis during the first semester will be on morphology and vocabulary; the second semester’s emphasis is syntax and reading. Credit is given only upon completion of a year’s work. Course may not be taken Satisfactory/Unsatisfactory.
Instructor(s): A. Smith; J. Smith.

AS.040.108. Elementary Latin.
Course provides comprehensive, intensive introduction to the study of Latin for new students as well as systematic review for students with background in Latin. Emphasis during the first semester will be on morphology and vocabulary; the second semester’s emphasis is on syntax and reading. Credit is given only upon completion of a year’s work. Course may not be taken Satisfactory/Unsatisfactory.
Instructor(s): Staff
Area: Humanities.

AS.040.111. Ancient Greek Civilization: Society, Archaeology, Literature, Philosophy.
The course will introduce students to major aspects of the ancient Greek civilization, with special emphasis placed upon culture, society, archaeology, literature, and philosophy.
Instructor(s): J. Smith
Area: Humanities.

AS.040.119. The World of Pompeii.
This course will focus on the history and archaeology of Pompeii. Close attention will also be paid to the reception of Pompeian materials in European and American culture. Cross-listed with History of Art and the Program in Museums and Society.
Instructor(s): H. Valladares
Area: Humanities.

AS.040.121. Ancient Greek Mythology: Art, Narratives, and Modern Mythmaking.
Focuses on major and often intricate myths and mythical patterns of thought as they are reflected in compelling ancient visual and textual narratives. Being one of the greatest treasure troves of the ancient world, these myths will further be considered in light of their rich reception in the medieval and modern world (including their reception in the modern fields of anthropology and philosophy).
Instructor(s): D. Yatromanolakis
Area: Humanities.

At the peak of its power, the Roman empire extended from Scotland to Syria, incorporating numerous cultures, attitudes, and lifestyles. This course examines Roman social practices, political institutions, and religion from the empire’s humble beginnings through its final period, using a wide variety of materials including drama, poetry, history, and oratory. This course may not be taken S/U. This course meets Hopkins’ requirements for a major in classics.
Instructor(s): M. Mueller
Area: Humanities.

AS.040.136. One Nation, Under Gods?.
The course will focus on the phenomena and institutions that emerged in Greece after the fall of the Mycenaean culture, which eliminated its political and religious systems. Eventually, powerful development began taking place. The polis - the city-state - was born, and from it emerged both a unique colonization movement that spread all over Europe, Asia and Africa; and a new religious system, in which the gods belong to the polis, not to the aristocracy.
Instructor(s): S. Stern
Area: Humanities.

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Focuses on major and often intricate myths and mythical patterns of thought as they are reflected in compelling ancient visual and textual narratives. Being one of the greatest treasure troves of the ancient world, these myths will further be considered in light of their rich reception in the medieval and modern world (including their reception in the modern fields of anthropology and philosophy).
Instructor(s): D. Yatromanolakis
Area: Humanities.

AS.040.133. Heroes: the Ancient Greek Way.
The purpose of this course is to introduce students to Ancient Greek literature by reading and discussing its most important and famous texts, from the Iliad and the Odyssey to tragedy to philosophy. Knowledge of Greek is not required.
Instructor(s): S. Montiglio
Area: Humanities.

Greek myths fascinate us as adventurous narratives, yet they always sound enigmatic and require interpretation. This course will combine the pleasure of reading stories and the concern for their understanding. Readings in ancient and modern texts. The course may not be taken S/U. This course meets Hopkins’ requirements for a major in classics.
Instructor(s): D. Piana
Area: Humanities.

At the peak of its power, the Roman empire extended from Scotland to Syria, incorporating numerous cultures, attitudes, and lifestyles. This course examines Roman social practices, political institutions, and religion from the empire’s humble beginnings through its final period, using a wide variety of materials including drama, poetry, history, and oratory. This course may not be taken S/U. This course meets Hopkins’ requirements for a major in classics.
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Instructor(s): S. Stern
Area: Humanities.

This seminar investigates the Eastern Mediterranean as a space of intense cultural interaction in the Late Bronze Age, exploring how people, ideas, and things not only came into contact but deeply influence one another through maritime trade, art, politics, etc. In addition to class discussion, we will work hands-on with artifacts from the JHU Archaeological Museum, focusing on material from Cyprus.
Instructor(s): E. Anderson
Area: Humanities.
AS.040.139. Great Greek Battles.
From the Trojan War to the conquests of Alexander the Great, ancient Greek warfare shaped our perception and understanding of antiquity. Using literary, artistic, and archaeological sources, this course will explore how these wars and battles were fought and who fought them. Additionally, we will examine the modern reception of these battles through cinematography and see how they were perceived and presented in recent years.
Instructor(s): S. Stern
Area: Humanities.

AS.040.140. Gender and Sexuality in Early Greece and the Eastern Mediterranean.
In this course we will explore evidence and interpretations of gender and sexuality in the region of the Aegean and eastern Mediterranean during the third and second millennia BCE. Material investigated will include the “snake goddess” figures from Minoan Crete, anthropomorphous figurines from the Cyclades and Cyprus, wall paintings, etc. In each case we will consider the history of interpretation as well as investigate the objects’ archaeological and sociocultural contexts. Discussion topics will include representational ambiguity, the specific materialities of objects, and their possible roles in activities construing gender. The course will incorporate material from the JHU Archaeological Museum. Cross-listed with Women, Gender, and Sexuality Program.
Instructor(s): E. Anderson
Area: Humanities.

AS.040.141. The Art of Victory in Greece.
This course examines the importance of competition and victory to Greek society. What did victory mean? How did the Greeks remember and commemorate victories? Ancient athletics and warfare shared a lot in common given the competitive zero-sum nature of winning. We shall, therefore, consider athletics and warfare in tandem in our inquiry into victory.
Instructor(s): T. Smith
Area: Humanities, Social and Behavioral Sciences.

Since the invention of cinema, the ancient world has been an important vehicle for both lavish visual spectacles and the exploration of contemporary social issues. This course analyzes the depiction of the infamous figures of the late republic in both ancient sources and modern media, to examine how ancient Rome and contemporary America have used these characters to contemplate race, class, gender, and imperialism.
Instructor(s): G. Gessert
Area: Humanities.

From the battles of the Trojan War to the love affairs among the gods and mortals, the ancient Greeks and Romans depicted their favorite mythological episodes through visual representations. In this course, we will explore mythology through the medium of ancient art. We will use the iconography to investigate the significance of the ancient myths, which will be read in translation. Additionally, we will visit the Walters to examine the collection of mythological images in art.
Instructor(s): A. Tabeling
Area: Humanities.

AS.040.146. Classics and Comics: Ancient Writers and Modern Visual Culture, 3 Credits.
Course analyzing the adaptation of ancient Greek and Roman literature and visual culture in modern comic books, graphic novels, and manga.
Instructor(s): G. Gessert
Area: Humanities.

AS.040.148. Ancient Israel and Ancient Greece in Opera and on Film, 3 Credits.
Some of the most breathtaking (early and later) operas and films have been in intense dialogue with ancient societies, narratives, and cultural concepts. Contemporary hit movies center on diverse aspects of ancient narratives: the beginning of the world, violent wars, politics, erotic themes, and intricate existential questions. The course will introduce students to a comparative examination of the variety of approaches to ancient Israel and ancient Greece in the spectacular worlds of opera and cinema. The course will focus on major texts and archaeological material related to antiquity; works of world cinema will be analyzed.
Instructor(s): D. Yatromanolakis
Area: Humanities.

AS.040.149. Mystery Cults in the Graeco-Roman World.
Often characterized by secret initiation rites, ancient mystery cults shaped the religious landscape of ancient Greece and Rome. In this course, we will explore a selection of ancient mystery religions, including but not limited to the cults of Isis, Dionysus, and Demeter. Through an exploration of literary and archaeological sources crowned by a visit to the Walters Art Museum, we will try to unravel the social and cultural implications of these fascinating, yet “mysterious,” facets of ancient religion.
Instructor(s): M. Asuni
Area: Humanities, Social and Behavioral Sciences.

AS.040.150. Island Archeology: Land and Sea in Ancient Crete, Cyprus and the Cyclades.
Islands present highly distinctive contexts for social life. We examine three island worlds of the ancient eastern Mediterranean. These are places where water had a unique and powerful meaning and boat travel was part of daily life, where palaces flourished and contact with other societies implied voyages of great distance. Class combines close study of material and visual culture with consideration of island-specific interpretive paradigms; trips to Archaeological Museum.
Instructor(s): E. Anderson
Area: Humanities.

AS.040.152. Medical Terminology.
This course investigates the Greek and Latin roots of modern medical terminology, with additional focus on the history of ancient medicine and its role in the development of that terminology.
Instructor(s): J. Smith
Area: Humanities.
AS.040.160. Special Opportunities in Undergraduate Learning: Constructing an Empire: An Introduction to the Art & Archaeology of Ancient Rome.  
Have you ever imagined what it would be like to stroll down the colonnaded streets of ancient Rome, visiting the monuments, palaces and temples of the ancient gods? Have you ever wondered what the luxurious villas looked like from within, or what it would be like to attend a play in an ancient theatre or the gladiatorial games in the Colosseum? This course is designed to introduce students to the material culture of the ancient Roman world by exploring the architecture, sculpture, painting, and mosaics of Rome and its environs. We will also take a field trip to the gallery of Roman art in the Walters Art Museum in order to better understand the Roman Empire through the visual arts.  
Instructor(s): A. Tabeling.

AS.040.201. Digging Up the Gods: The Archaeology of Roman Sanctuaries.  
This course will explore the major sites of Ancient Italy, such as Rome, Ostia, and Pompeii, from temples to dedications, and their role in religion and society. Cross-listed with History of Art.  
Instructor(s): G. Gessert  
Area: Humanities.

AS.040.205. Intermediate Ancient Greek.  
Reading ability in classical Greek is developed through a study of various authors.  
Prerequisites: AS.040.105 AND AS.040.106 OR Equivalent  
Instructor(s): D. Yatromanolakis  
Area: Humanities.

Reading ability in classical Greek is developed through a study of various authors, primarily Plato (fall) and Homer (spring).  
Recommended Course Background: AS.040.105-AS.040.106 or equivalent.  
Instructor(s): S. Montiglio  
Area: Humanities.

AS.040.207. Intermediate Latin.  
Although emphasis is still placed on development of rapid comprehension, readings and discussions introduce student to study of Latin literature, principally through texts of various authors.  
Prerequisites: AS.040.107 AND AS.040.108 OR Equivalent  
Instructor(s): D. Yatromanolakis  
Area: Humanities.

AS.040.208. Intermediate Latin.  
Reading ability in Latin is developed through the study of various authors, primarily Cicero (fall) and Vergil (spring).  
Recommended Course Background: AS.040.107-AS.040.108 or equivalent.  
Instructor(s): D. Yatromanolakis  
Area: Humanities.

AS.040.212. Mystery Religions of the Ancient World.  
This course surveys the mystery religions of the ancient Greek and Roman worlds. With a focus on literature and iconography, we will explore the impact of gods such as Dionysus and Mithras, the workings of cults such as the Eleusinian Mysteries, and the force of cross-cultural religious interactions between Greece, Rome, Egypt, and the Near East. We will also visit the Walters Art Museum to view their collection of objects related to ancient mystery cult.  
Instructor(s): J. Clements  
Area: Humanities.

AS.040.218. Celebration and Performance in Early Greece.  
Surviving imagery suggests that persons in Minoan and Mycenaean societies engaged in various celebratory performances, including processions, feasts, and ecstatic dance. This course explores archaeological evidence of such celebrations, focusing on sociocultural roles, bodily experience, and interpretive challenges.  
Instructor(s): E. Anderson  
Area: Humanities.

AS.040.221. Art and Archaeology of Early Greece.  
This course explores the origins and rise of Greek civilization from the Early Bronze Age to the Persian Wars (ca. 3100-480 B.C.), focusing on major archaeological sites, sanctuaries, material culture, and artistic production.  
Instructor(s): E. Anderson  
Area: Humanities.

AS.040.224. Retelling the Ancient Story.  
This course explores the relations between ancient stories/conventions and their modern counterparts on the screen and stage. Students will examine these similarities and disparities from the perspective of the author/playwright/filmmaker. By the end of the course, they will create an original film or performance piece, to be presented to the public.  
Instructor(s): R. Powers  
Area: Humanities.

AS.040.226. Magic, Witchcraft & the Occult in Greco-Roman Antiquity.  
Have you ever wondered how to cast a love spell, rig a race, or bind your enemy’s tongue in court? This course explores the evidence for magic, witchcraft and the occult in Greco-Roman antiquity. Topics covered include theoretical approaches to magic, magical objects (like curse tablets, voodoo dolls, and amulets), practitioners of magic (witches and sorcerers), magical spells, and charms.  
Instructor(s): J. Lamont  
Area: Humanities.

AS.040.228. Ancient Epic and the American Western.  
This course explores two surprisingly similar modes of discourse: the epic poem and the American Western film. Despite the chronological distance between the two, they have much in common: both can be seen as defining (or questioning) cultural identity and addressing questions about the nature of heroism, masculinity, and violence. In this course, students will encounter several epics and Westerns, and will be asked to reflect critically on their aims and methods.  
Instructor(s): N. Kauffman  
Area: Humanities.

AS.040.229. Victory and Defeat in Ancient Rome.  
The Romans are known for their success at war which made it possible to build an empire. This course will explore two aspects of this success story: victory and defeat. Dean’s Teaching Fellowship course.  
Instructor(s): E. Campbell  
Area: Humanities.

AS.040.231. Sanctuaries & Sacred Space in Ancient Greece.  
This course surveys the origins, history, structure, and evolution of sacred spaces and sanctuaries in ancient Greece, from Mycenaean to Hellenistic times. What makes a space sacred, and how can loci of worship (caves, shrines, temples, sanctuaries) impact worshippers? In addition to sacred architecture, attention will be given to ritual, sacrifice, landscape, and larger issues such as Greek anthropomorphism and polytheism, the power of religion as collective memory, and the sociopolitical role of religion in the public and private spheres.  
Area: Humanities.
Islands present highly distinctive contexts for social life. We examine three island worlds of the third and second millennia BCE through their archaeological remains, each with its particularities. These are places where water had a unique and powerful meaning, where boat travel was part of daily life, where palaces flourished and where contact with other societies implied voyages of great distance across the sea. Class combines close study of material culture and consideration of island-specific interpretive paradigms; students work with artifacts in the JHU Archaeological Museum.
Instructor(s): E. Anderson
Area: Humanities.

AS.040.233. The Ancient Greek and Roman Novels.
The ancient Greeks are credited with inventing democracy, philosophy, drama, and science. They also invented the novel. In this class, we will read a large sample of Greek and Roman novels: stories of love, adventures, and magic.
Instructor(s): S. Montiglio
Area: Humanities.

AS.040.235. Past is Present: Cultural Heritage and Global Interactions.
The uncovering, collection and valuation of the archaeological past is deeply embroiled in global interactions - diplomatic, economic, cultural. We examine the complex role of cultural heritage through consideration of case studies and analytic approaches. Frequent visits to area museums.
Instructor(s): E. Anderson
Area: Humanities.

AS.040.236. From Apollo to Dionysus: Ritual, Performance, and the Genesis of Tragedy.
This course explores the origins and development of what is often regarded as the most exemplary form of western art—Classical Athenian Tragedy. Focusing on the ritual, performative, and civic contexts of Greek song culture, it ultimately seeks to pose the question “what makes Athens unique?”. To this end, the courses is centered on an exploration of texts in tandem with material culture (monumental architecture, temples, dedications, statuary, vase painting). Issues of identity, religion, politics, and athletics will be discussed. Dean’s Teaching Fellowship course.
Prerequisites: Prereq: AS.040.111
Instructor(s): T. Smith
Area: Humanities.

AS.040.305. Advanced Ancient Greek.
Reading of prose or verse authors, depending on the needs of students. (Same as AS.040.705) Recommended Course Background: AS.040.205-AS.040.206 or equivalent.
Instructor(s): S. Montiglio
Area: Humanities.

AS.040.306. Advanced Ancient Greek.
Reading of prose or verse authors, depending on the needs of students. Recommended Course Background: AS.040.205-AS.040.206 or equivalent. Co-listed with AS.040.702.
Instructor(s): S. Montiglio
Area: Humanities.

This course aims to increase proficiency and improve comprehension of the Latin language. Intensive reading of Latin texts, with attention to grammar, idiom, translation, etc. Specific offerings vary. Recommended Course Background: AS.040.207-AS.040.208 or equivalent. Co-listed with AS.040.707.
Instructor(s): M. Butler
Area: Humanities.

The aim of this course is to increase proficiency and improve comprehension of the Latin language. Intensive reading of Latin texts, with close attention to matters of grammar, idiom, and translation. (Same as AS.040.710)
Prerequisites: AS.040.207 AND AS.040.208 OR Equivalent
Instructor(s): M. Roller
Area: Humanities.

AS.040.320. Myth In Classical Art.
This course traces the representation of the principal gods and heroes of Greek myth in the visual arts (sculpture and vase-painting), as well as later reflections in Roman painting.
Instructor(s): A. Shapiro
Area: Humanities.

Including the vocabulary of sciences and technology, about 90 percent of all English words have Greek or Latin roots. This course will explore the linguistic and historical connections between English and its classical origins. By studying the Latin roots of English, you will consolidate and expand your vocabulary, while also learning crucial skills to tackle the verbal section of most common standardized tests.
Instructor(s): D. Piana
Area: Humanities, Natural Sciences.

AS.040.353. Classical Etymologies.
Including the vocabulary of science and technology, about 90 percent of all English words have Greek or Latin roots. This course will explore the connections between English and its classical origins. By analyzing English terms derived from Greek and Latin, you will consolidate and expand your vocabulary.
Instructor(s): D. Piana
Area: Humanities, Natural Sciences, Social and Behavioral Sciences.

AS.040.358. The Foundations of Literary Criticism.
In addition to giving us some of our earliest and greatest literary works, the ancient Greeks and Romans have done much to condition how we conceive of the very idea of literature. This course will introduce students to the critical thought of the classical world, revealing what authors such as Plato, Aristotle, and Horace had to say about the nature and purposes, as well as the delights and dangers, of what we now call literature.
Instructor(s): N. Kauffman
Area: Humanities.

This course explores the dynamic work and social roles of craftpersons in early Greece, the eastern Mediterranean and Near East. Readings and discussion will query the identities and contributions of these people—travelers, captives, lauded masters, and even children—through topics including gender, class, and ethnicity. Special focus on late third-early first millennia BCE; local field trips.
Instructor(s): E. Anderson
Area: Humanities.
AS.040.364. Sign, Image, and Art in Ancient Greece.
It is often taken for granted that much of what we consider central to Western civilization has its origins in ancient Greece. What do we owe the Greeks for concepts like art, representation, and even image? Did ancient Greeks see their own artwork the same way we see it today? In this course we will explore how the Ancient Greeks conceptualized their visual world and how it changed over time, focusing on the Archaic and Classical periods.
Instructor(s): R. Brendle
Area: Humanities.

AS.040.365. The Emperor Nero: Life and Afterlives.
From his lavish Domus Aurea and famed theatrical performances to his suicide, condemnation, and alleged fiddling while Rome burned, Nero is often remembered as a stereotype of imperial excess. Through literary, artistic, and archaeological sources, this course examines Nero's varied reputations during his historical reign, the civil wars following his death, and the next dynasty's re-workings of his image, as well as later depictions in historical and popular culture. Possible Walters Art Museum visit.
Instructor(s): L. Garofalo
Area: Humanities.

This course explores the visual and material worlds of ancient Cyprus from the earliest human evidence through the Iron Age. Class involves regular analysis of artifacts based in the Archaeological Museum.
Instructor(s): E. Anderson
Area: Humanities.

AS.040.367. Memory and Oblivion: Rewriting the Past in Ancient Rome.
This course examines concepts of memory and forgetting through Roman memory sanctions, which aimed to revise or even erase the past. Textual, archaeological, and iconographical sources will be considered. Dean's Teaching Fellowship course.
Instructor(s): L. Garofalo
Area: Humanities.

This course explores the achievements and conflicting interactions of Athens, Persia, and Sparta during the 5th century BC, a period whose cultural richness lies at the roots of Western Civilization.
Instructor(s): J. Lamont
Area: Humanities.

AS.040.370. Ovid and the Consequences.
Beginning with close study of the poem itself, this course will examine the unequalled influence of Ovid's Metamorphoses on subsequent literature and art, including theater and film.
Instructor(s): M. Butler
Area: Humanities.

AS.040.410. Junior-Senior Capstone: Food and Dining in the Ancient World. 3 Credits.
This junior-senior capstone course examines the culture of food and drink, and its associated social practices and values, in the ancient Greek and Roman worlds. The evidence examined will include texts, images, and archaeological remains.
Instructor(s): M. Roller
Area: Humanities.

This course offers immersion in the rapidly expanding interdisciplinary field of sense studies, with an emphasis on the questions posed thereby to classicists and the humanities generally. It should be useful both to students of antiquity with an interest in the senses and to others who want to explore the role of antiquity in shaping sensory theories.
Instructor(s): M. Butler
Area: Humanities.

Instructor(s): Staff
Area: Humanities.

Instructor(s): Staff

AS.040.519. Honors Research.
Instructor(s): Staff.

AS.040.520. Honors Research.
Instructor(s): Staff.

AS.040.579. Master's Research.
Instructor(s): D. Yatromanolakis
Area: Humanities.

AS.040.580. Master's Research.
Instructor(s): D. Yatromanolakis.

AS.040.599. Independent Study.
Instructor(s): C. Celenza; M. Roller.

AS.040.612. Ancient Greek Prose Composition.
Translating modern English prose into ancient Greek. Emphasis on the Attic dialect.
Instructor(s): D. Yatromanolakis.

AS.040.616. Latin Literature Beyond Hermeneutics.
This seminar will examine various works from the perspective of recent efforts to move beyond language and interpretation, including histories and theories of material texts, sensation, and aesthetic pleasure.
Instructor(s): M. Butler.

AS.040.621. Proseminar to Classical Archaeology.
An introduction to research methods and current topics of discussion in the scholarship on Greek and Roman art and archaeology.
Instructor(s): A. Shapiro.

AS.040.638. Ancient Literary Criticism.
This course covers essential Greek and Latin texts (e.g. Plato, Aristotle, Horace, Plutarch) and the commentary tradition (e.g. scholia to Homer and other important authors). Focus is on poetic texts, with some prose.
Instructor(s): J. Smith.

AS.040.644. The Crisis of the Late Republic: Ancient and Modern Approaches.
This seminar focuses on the fall of the Roman Republic. We trace modern scholars’ rapidly changing understandings of the issues involved, along with influential ancient understandings, above all those of Sallust. Weekly assignments will include modern scholarship as well as substantial Latin reading: in the course of the term we will read the entire corpus of Sallust (the Bellum Jugurthinum, the Coniuratio Catilinae, and the longer fragments of the Historiae).
Instructor(s): M. Roller.
AS.040.646. Greek Palaeography.
The seminar focuses on both early and later Greek manuscripts. Special emphasis placed on technical aspects of the discipline of Greek Palaeography (dating of manuscripts, transmission of literature and of specialized treatises related to ancient Greek sciences, etc.).
Instructor(s): D. Yatromanolakis
Area: Humanities.

AS.040.648. Homeric Archaeology.
This seminar surveys the archaeology of the Late Bronze Age in the Aegean, then explores the creation, diffusion, and reception of Homeric epic from the Iron Age to the end of the Archaic Period.
Instructor(s): A. Shapiro; E. Anderson.

AS.040.650. Curating the Roman House.
In this seminar, students will be asked to develop an exhibition on the theme of the Roman House based on the holdings of the JHU Archaeological Museum and the Walters Art Museum. Guest lectures by Dr. Marden Nichols, Curator of Ancient Art at the Walters Art Museum.
Instructor(s): H. Valladares.

AS.040.651. Greek Art: Archaic into Classical.
An intensive exploration, based on current scholarship, of Greek sculpture and painting ca. 500-460 BCE and the origins of the Classical style. Cross-list with History of Art.
Instructor(s): A. Shapiro
Area: Humanities.

AS.040.653. Ovid, Maker of Images.
In this seminar, we will read excerpts from Ovid’s “Metamorphoses” and consider the reception of these episodes in the visual arts from antiquity to the 21st century.
Instructor(s): H. Valladares.

In this seminar the main fields of art, namely architecture, sculpture and painting (frescoes and mosaics), in the Near East will be examined as reflecting the impact Greek and Roman culture had in the region. One of the main topics is the meeting between regional traditions (Jewish, Phoenician, Syrian, Nabatean) and the imported Greek and Roman trends. These aspects will be studied both at official and popular levels. Examination of official art and architecture will focus on religious and civic domains, taking into account also the use of marble, which had to be imported to this region. As to the popular art, domestic milieu will be taken into consideration. After introductory presentations by the instructor, students will be invited to bring their own contributions.
Instructor(s): M. Fischer.

AS.040.655. Attic Hero Cults.
This seminar will combine the evidence of literary and epigraphical sources with archaeological material (votive reliefs, vase iconography) to explore the central role of hero cult in the religious life of ancient Athens. Cross-listed with History of Art
Instructor(s): A. Shapiro.

AS.040.657. Apollonius of Rhodes.
We shall read and discuss significant portions of Apollonius of Rhodes’ Argonautica in the original Greek.
Instructor(s): S. Montiglio.

We shall read Musaeus’ “Hero and Leander” and collateral texts, including Ovid’s two letters “authored” by the two protagonists and several sections from the ancient novels, which have influenced Musaeus. If students are interested and time allows, we will read some modern re-writings of this wonderful love story.
Instructor(s): S. Montiglio.

AS.040.665. Survey of Greek Literature.
An intensive survey of Greek poetic and prose texts, which emphasizes reading for comprehension and speed. Texts range from Homer to Lucian.
Instructor(s): S. Montiglio
Area: Humanities.

This seminar focuses on early Greek hexameter poetry, especially Hesiod, in the context of ancient Greek performance culture and ancient reception. Students will be introduced to current research on comparative mythology and religion.
Instructor(s): D. Yatromanolakis.

AS.040.671. Greek Portraiture and Society.
This seminar will explore the development of Greek portrait sculpture from the Early Classical through the Hellenistic periods and the contexts of its display in Greek cities.
Instructor(s): A. Shapiro.

AS.040.673. The Iliad.
Readings will consist of large portions of The Iliad, focusing especially on literary aspects of the epic.
Instructor(s): S. Montiglio.

AS.040.674. Aeschylus and Sophocles.
This Graduate Seminar will explore major social and cultural aspects of some of the most influential fifth-century Athenian plays, including important archaeological material related to ancient Greek theatre.
Instructor(s): D. Yatromanolakis.

AS.040.675. The Roman House: Image, Text, Archaeology.
Instructor(s): H. Valladares.

Instructor(s): D. Yatromanolakis
Area: Humanities.

AS.040.686. The Odyssey.
Instructor(s): S. Montiglio.

AS.040.687. Proseminar in Classical Philology.
An overview of research areas in Classics, with a focus on such disciplines as epigraphy, papyrology, palaeography, as well as various forms of critical theory.
Instructor(s): D. Yatromanolakis.

AS.040.691. Roman Reciprocities.
This seminar investigates Roman reciprocity and social exchange with a focus on the early empire, in light of both classical anthropological theory and recent work on reciprocity by Classicists and others. Substantial Latin readings from Seneca’s De Beneficiis and such poetic praise texts as the Laus Pisonis and Panegyricus Mesalae.
Instructor(s): M. Roller.
AS.040.693. The Pre-Socratics and Early Plato.
This seminar will focus on the earliest phases of European philosophy. Topics that will be examined include: scholarly approaches to the fragments of major thinkers such as Herakleitos and Empedokles; the concept of “fragment;” the transition from the pre-Socratics to early Plato; the later reception of Herakleitos and Pythagoras in European thought.
Instructor(s): D. Yatromanolakis
Area: Humanities.

We shall read and discuss significant portions of Apuleius' The Golden Ass in the original Greek.
Instructor(s): S. Montiglio.

AS.040.702. Reading Ancient Greek Poetry.
This reading seminar is intended to train graduate students in direct and critical work on primary sources. Co-listed with AS.040.306.
Instructor(s): S. Montiglio
Area: Humanities.

AS.040.705. Reading Ancient Greek Prose.
This reading seminar is intended to train graduate students in direct and critical work on primary sources. (Same as AS.040.305). Recommended Course Background: AS.040.105-AS.040.106
Instructor(s): S. Montiglio
Area: Humanities.

This reading seminar is intended to train graduate students in direct and critical work on primary sources. Co-listed with AS.040.307.
Instructor(s): M. Butler.

AS.040.710. Reading Latin Poetry.
This reading seminar is intended to train graduate students in direct and critical work on primary sources. (Same as AS.040.308) Recommended Course Background: AS.040.107-AS.040.108
Instructor(s): M. Roller.

AS.040.714. Survey of Latin Literature.
This seminar surveys Latin authors and texts represented on the Ph.D. reading list. Intensive, accelerated reading aims to familiarize students with the different authors and their styles, to improve reading speed and accuracy, and prepare students to tackle the remaining works on the reading list by themselves.
Instructor(s): M. Roller.

AS.040.716. Petrarch (1304-74) and the Beginnings of Renaissance Latin.
This course will provide close readings of certain Latin texts by Petrarch, with attention to his letters and to other prose works.
Instructor(s): C. Celenza.

AS.040.721. Tibullus.
In this seminar, students will engage in close readings of Tibullus’ works. We will also consider the poems attributed to Sulpicia and other aspects of the Corpus Tibullianum.
Instructor(s): H. Valladares.

AS.040.801. Independent Study.
Instructor(s): Staff.

AS.040.802. Independent Study.
Instructor(s): Staff.

AS.040.806. Master’s Thesis Research.
Instructor(s): D. Yatromanolakis.

No Audits.
Instructor(s): Staff.

AS.040.815. Dissertation Research.
No Audits.
Instructor(s): Staff.

Cross Listed Courses
History of Art
AS.010.205. The Painted Worlds of Early Greece: Fantasy, Form and Action.
This course explores the creation and role of early Aegean wall painting. Found primarily in palaces, villas and ritual spaces, these paintings interacted with architecture to create micro-worlds for social activities taking place in their midst. Their subjects range—from mythological to documentary, from ornamental to instructive. They depict dance and battle, fantastical beasts and daily life. We examine their complex relationship to lived reality as well as the activities that surrounded them, from their crafting, to performance of rituals, to their role in “international” relations.
Instructor(s): E. Anderson
Area: Humanities.

AS.010.208. The Disappearing Wall: Roman Frescoes in Context.
The course introduces ancient Roman wall painting from Pompeii and Rome as images painted on “disappearing walls.” We will analyze these and other murals in historical, archaeological and museum contexts.
Instructor(s): S. O’Connell
Area: Humanities.

AS.010.303. Flavian Art, AD 69-96.
This course investigates Roman art and architecture during the Flavian age, in Rome and in the provinces of the empire. With the Flavians, the capital of the empire enjoyed a period of intense building activity: the great projects of Vespasian and Domitian radically transformed its image. Methodologically the focus will be on the integration of diverse sources (archaeological evidence, architecture, sculpture, mosaic, painting, epigraphy and literary sources) to reconstruct the built environment of Rome and other towns (Pompeii, Herculaneum, etc).
Instructor(s): P. Tucci
Area: Humanities.

AS.010.308. Art and Architecture in Republican Rome.
The course investigates the influence of the Hellenistic world on Roman artists, architects and patrons during the Republican age (509-31 BC).
Instructor(s): P. Tucci
Area: Humanities.

Pompeii, buried by the eruption of Mons Vesuvius in AD 79, offers the best evidence of everyday life in the Roman world. The course examines its public buildings and houses, as well as the main villas outside the city walls. A final paper will be required.
Instructor(s): P. Tucci
Area: Humanities.
AS.010.324. Art and Architecture in the Augustan Age.
Investigates Roman art and architecture during the Augustan age (31 BC – AD 14). Augustus’ cultural program influenced many aspects of Roman life, leading to the creation of a new visual language that transformed Roman society. Methodologically, the focus will be on the integration of diverse sources to reconstruct and discuss the images and the built environment of the Augustan age.
Instructor(s): P. Tucci
Area: Humanities.

This course investigates the Romans’ reception of Greek and Hellenistic art and architecture, as well as Rome’s original contribution during the republican and imperial age. Its goal is to examine the effects of Hellenization on Roman society and the creation of a completely new visual language.
Instructor(s): P. Tucci
Area: Humanities.

AS.010.423. Roman Sculpture.
The course examines all the major public and private monuments, in Rome and in the provinces, from the Republican age to the end of the Roman empire. It considers their cultural, political, and social contexts, and of course the original architectural setting. New light is shed on the reception of statuary and reliefs by the Roman viewer, using primary texts as well as the sculptures themselves. The course illustrates the different types of sculpture that an ancient Roman would have encountered, explaining the nuances of meaning in the different words used by Roman and Greek authors in their descriptions. Sculpture was an integral part of Roman life: indeed the Romans placed statues and reliefs in their houses, villas, gardens, and tombs, as well as in their temples and public buildings. While Rome remains a focus for the course, western and eastern provincial examples are also offered to help further understand the role of Roman sculpture. May also be used as credit toward the Archaeology major. Cross-listed with Classics.
Instructor(s): P. Tucci
Area: Humanities.

AS.010.424. Collecting Roman Art: From Antiquity to Present.
A survey of the most important collections of Greek and Roman sculpture, from the late-Republican age through the Middle Ages and the Renaissance, until the creation of the main museums in Europe and in the United States.
Instructor(s): P. Tucci
Area: Humanities.

AS.010.430. History of Roman Art and Architecture.
This course explores the principal forms and contexts in which art and architecture developed in the Roman world. It surveys Roman art and architecture from the foundation of the city of Rome - against the background of the Etruscan tradition - to the divergent trends of late antiquity, including the interaction between Rome and the provinces of the empire. Overall the course encourages critical thinking about the purpose of studying art and architecture as a tool for understanding the Roman world, and provides an introduction into how to use visual and material evidence as a historical source. On completion of this course students will be able to describe and evaluate the architectural style and decorative of key Roman monuments, as well as their function in ancient society. Cross-list with Classics
Instructor(s): P. Tucci
Area: Humanities.

The course explores the significance of the Severan marble plan of Rome and its potential to shed new light on the building program of Septimius Severus and Caracalla.
Instructor(s): P. Tucci.

AS.010.655. Religion in Roman Art.
This course explores the relationships between Roman art and religion through a survey of key topics and issues, from the archaic period to late antiquity, providing an introduction into how to use both textual and material evidence as sources for understanding Roman art and society.
Instructor(s): P. Tucci.

The course investigates the earliest influence from Greece on Roman artists, architects and patrons during the Late Republic. Even before the conquest of mainland Greece, Roman society was transformed by a dramatic process of acculturation. Hellenistic art, quickly adapted by the Romans, played an important part in the development of late-republican Rome: the contrast between the old mos maiorum and what would soon be condemned as luxuria was striking. Archaeological material and literary sources prove that the new taste pervaded not only the Roman way of life but also art and architecture. The course examines in detail the inspiring struggle between Etrusco-Italic traditions and the overwhelming riches from the Hellenistic world. Cross-listed with Classics
Instructor(s): P. Tucci.

AS.010.719. Art and Architecture under the Flavian Dynasty.
This seminar investigates Roman art and architecture during the Flavian age (AD 69-96) in Rome and in the provinces. With the Flavian dynasty the empire enjoyed a period of renewed political and economic stability: and this was the result of the principate of Vespasian. The 2009-celebration of the bimillenary of Vespasian’s birth gave the opportunity to reassess the figure of this emperor and the role of his dynasty in the development of Rome. With the Flavians, the capital of the empire enjoyed a period of intense building activity (e.g. the Colosseum). The great projects of Vespasian and Domitian radically transformed its image. The embellishment of the city and the global re-planning of the urban spaces were the visible signs of the political revival of the empire. Methodologically the focus will be on the integration of diverse sources (archaeological evidence, architecture, sculpture, mosaic, painting, epigraphy and literary sources) to reconstruct the built environment of Rome during the last three decades of the 1st century AD. Cross-list with Classics
Instructor(s): P. Tucci.
Near Eastern Studies

**AS.130.258. Ceramic Analysis in Archaeology.**

At archaeological sites following the invention of pottery roughly 10,000 BCE, ceramics are the single most frequent and ubiquitous class of artefact that archaeologists uncover. This class, which will be conducted in the Hopkins Archaeological Museum as a combination of lectures, discussions, and hands-on interactions with ancient and modern ceramics, surveys the methods and interpretive techniques that archaeologists use when studying this important category of material culture. Specific topics include manufacturing techniques, craft specialization, typology and chronology, production and exchange, scientific analyses, stylistic and functional analysis, and socio-political organization.

Instructor(s): J. Osborne
Area: Humanities.

Philosophy

**AS.150.134. Freshman Seminar: Socrates in Context.**

A study of Socrates as portrayed by his contemporaries, and of intellectual and political trends to which he may have been reacting. Authors will include Plato, Xenophon and Aristophanes. Freshmen Only.

Instructor(s): R. Bett
Area: Humanities.

**AS.150.201. Introduction to Greek Philosophy.**

A survey of the earlier phase of Greek philosophy. Socrates, Plato, and Aristotle will be discussed, as well as two groups of thinkers who preceded them, usually known as the pre-Socratics and the Sophists.

Instructor(s): R. Bett
Area: Humanities.

**AS.150.401. Greek Philosophy: Plato and His Predecessors.**

A study of pre-Socratic philosophers, especially those to whom Plato reacted; also an examination of major dialogues of Plato with emphasis upon his principal theses and characteristic methods.

Instructor(s): R. Bett
Area: Humanities.

**AS.150.403. Hellenistic Philosophy.**

A study of later Greek philosophy, stretching roughly from the death of Aristotle to the Roman imperial period. Epicureans, Stoics, and Skeptics will be the main philosophical schools examined.

Instructor(s): R. Bett
Area: Humanities.

German Romance Languages Literatures

**AS.211.475. Inside the Writer’s Laboratory.**

How do books come to life? Behind every masterpiece is a tale of hard work, dialogue with other texts, and constant negotiations with social and material circumstances that evolve over time. This course opens up the "laboratory" of figures of the European Renaissance like Erasmus, Machiavelli, and Montaigne to explore the world of writerly culture in its manifold expressions, including authorial revision, self-translation, controversy, censorship, intertextuality, and forgery. Our own laboratory will be the Department of the Special Collections, where we will spend a good deal of our time handling manuscripts and early printed books. Course may be used to satisfy major requirements in both French and Italian sections.

Instructor(s): S. Miglietti
Area: Humanities.

**AS.214.347. Petrarch and the Beginnings of the Renaissance. 3 Credits.**

This course will focus on the life, work, and thought of Francesco Petrarca, or "Petrarch." Though known today primarily as the author of Italian love poetry, Petrarch considered his Latin work more lasting. We will explore both sides of his work, the vernacular and Latin (in English translation) to come to an understanding of his place in medieval intellectual history, the history of philosophy, and the history of literature.

Instructor(s): C. Celenza
Area: Humanities

**AS.214.377. Gendered Voices.**

The course will explore the notion of ‘voice’ in order to show how poetry, literature, philosophy, and music have been doing it throughout the ages. In particular, by focusing on classical figures such as the Sirens, Circe and Echo, as well as by considering the seminal discussions of the ‘voice’ in Plato and Aristotle, the course will address the gendered nature of the voice as a tool to seduce and manipulate the human mind. More specifically, the course will discuss the ways in which male and female voices embody different functions. Examples to be analyzed include texts by Dante, Petrarch, Ariosto, and Tasso. The course will also consider later rewritings of myths concerned with the voice such as Giuseppe Tomasi di Lampedusa’s The Siren and Italo Calvino’s A King Listens.

Instructor(s): E. Refini
Area: Humanities.

**AS.214.390. Machiavelli: A Renaissance Master.**

Who was Niccolò Machiavelli? The author of the Italian Renaissance’s most famous book, The Prince, he also wrote histories, commentaries, comedies, and letters. And he had a career as a prominent Florentine diplomat, which ended tragically but informed everything he wrote. This course is intended to offer students an introduction to Machiavelli’s major works and to the intellectual, social, and political contexts that shaped his thinking.

Instructor(s): C. Celenza
Area: Humanities.
This course is intended to familiarize students with the intellectual world of Renaissance Italy, or more specifically, the “lost” Italian Renaissance of the long fifteenth century, from the time when Petrarch (1304-74) was in full maturity to the 1520s. During this period, most Italian intellectuals wrote the majority of their work in Latin - not the Medieval Latin of the Church and the universities but in what they saw as a more authentic Latin, like that used in ancient Rome, in the time of Cicero, Virgil, Quintilian, and others. These Renaissance “humanists,” inspiring by the example of Roman, and eventually Greek, antiquity, believed that they were carrying out a cultural revival. Who were these humanists? Why then did they choose Latin (and a reformed Latin at that) instead of their “native” tongue as the language in which to effect this renewal? What did this choice afford them in terms of literature and philosophy? Why was this phase of literary and philosophical history undervalued in the evolution of modern scholarship? By the end of this course, you should be able to formulate answers to those questions. Some of the works of these authors still await editions, lying in manuscript libraries or difficult-to-access early printed editions. Many have now had their Latin texts edited, and a number have recently been translated into English. Students therefore have the chance to explore work in a field that is new and growing. A separate Renaissance Latin reading group will accompany the course for those who have studied Latin.

Instructor(s): C. Celenza
Area: Humanities

Boccaccio’s Decameron (1352), a collection of 100 short stories, ranges from the bawdy through the cynical to the romantic and even fantastic. It has inspired numerous writers, artists, musicians and film-makers. We will read Boccaccio’s masterpiece on its own terms and in relation to the development of story-telling, from gossipy “news” (novelle) to artistic short story, theatrical adaptation, literary fairy-tale, and the fantastic. The Decameron will be compared with its forerunners in saints’ lives, bawdy fabliaux, and moral exempla, and with its literary, theatrical, and filmic imitators in Italy and Europe. Italian graduate students and undergraduate majors will attend an extra weekly meeting conducted in Italian. Those students should enroll in section 2 which will be awarded 4 credits.

Instructor(s): W. Stephens
Area: Humanities

3 Credits.
Magic, Monstrosity, and Marvels or Wonders call into question what we see and experience: what is reality, what is illusion; what’s natural and what’s supernatural? What’s human and what’s more, or less, than human? During the Renaissance, ideas about the nature of reality were bound up with questions and issues very different from those of our time. With the exact sciences still being invented, the nature of the world was much less hard and fast for Renaissance people than it is for the modern educated person. The literary masterpieces of the Italian Renaissance provide vivid illustrations of the early modern sense of wonder. Foremost among these are the theatrical comedies which Italian authors revived in imitation of the ancients, and the romances, especially Ariosto’s Orlando furioso (1532) and Tasso’s Gerusalemme liberata (1581). These and other works influenced ideas about magical and marvelous phenomena across Europe for centuries to come. Works will be read and discussed in English. Italian majors and graduate students (who should enroll in section 2) will attend a weekly supplemental discussion in Italian and compose their written work in Italian.

Instructor(s): W. Stephens
Area: Humanities
Writing Intensive.

AS.214.637. The Intellectual World of the Italian Renaissance.
This course is intended to familiarize students with the intellectual world of Renaissance Italy, or more specifically, the “lost” Italian Renaissance of the long fifteenth century, from the time when Petrarch (1304-74) was in full maturity to the 1520s. During this period, most Italian intellectuals wrote the majority of their work in Latin – not the Medieval Latin of the Church and the universities but in what they saw as a more authentic Latin, like that used in ancient Rome, in the time of Cicero, Virgil, Quintilian, and others. These Renaissance “humanists,” inspiring by the example of Roman, and eventually Greek, antiquity, believed that they were carrying out a cultural revival. Who were these humanists? Why then did they choose Latin (and a reformed Latin at that) instead of their “native” tongue as the language in which to effect this renewal? What did this choice afford them in terms of literature and philosophy? Why was this phase of literary and philosophical history undervalued in the evolution of modern scholarship? By the end of this course, you should be able to formulate answers to those questions. Some of the works of these authors still await editions, lying in manuscript libraries or difficult-to-access early printed editions. Many have now had their Latin texts edited, and a number have recently been translated into English. Students therefore have the chance to explore work in a field that is new and growing. A separate Renaissance Latin reading group will accompany the course for those who have studied Latin.

Instructor(s): C. Celenza
Area: Humanities
Writing Intensive.
Although naturally and historically intertwined, music and poetry tended to be described in the early modern period as competing rather than interacting. By looking at both literary and theoretical texts, the seminar aims to explore the ways in which this controversial relation is revealed by the interplay of poetics, rhetoric, and music theory. Reading materials will include classical sources (e.g. Plato, Aristotle, Ps.-Longinus, Quintilian) and their early modern interpretations. Special attention will be given to Torquato Tasso, Giambattista Marino, and Giambattista Doni, whose works will be also discussed in the light of the contemporary development of musical genres (e.g. madrigals, opera). No musical skills required.
Instructor(s): E. Refini
Area: Humanities
Writing Intensive.

AS.214.653. Pleasure and Virtue in Renaissance Literature.
This course will examine major literary and philosophical works from Renaissance Italy that thematize pleasure, questioning (explicitly or implicitly) its place in the hierarchy of human values. We will consider the role that the Renaissance rediscovery of Epicurean and Neoplatonic thought played in shaping how pleasure in its various forms was conceptualized and represented. Authors we will read include Lorenzo Valla, Marsilio Ficino, and Niccolò Machiavelli. Reading knowledge of Italian is required.
Instructor(s): J. Coleman
Area: Humanities.

AS.214.655. Translating Knowledge: Brunetto’s Tresor and Dante’s Convivio.
By focusing on Brunetto Latini’s Tresor and Dante Alighieri’s Convivio, the seminar will examine the notion of “encyclopedic knowledge” in the Middle Ages. The two works—both examples of “translation”—call traditional ideas of knowledge into question. The seminar will study the Convivio as a response to the Tresor and will situate Dante’s project within a wider discussion of vernacular translation as a key tool for the dissemination of the classical tradition in the Middle Ages.
Instructor(s): E. Refini
Area: Humanities.

AS.214.684. The Commentary Tradition and the Birth of Literary Scholarship.
The practice of commenting on texts lies at the foundations of what we call today “literary criticism.” From the Bible to Dante’s Divine Comedy, from Greek and Latin poetry to medieval and Renaissance literary writings, the many questions posed by the commentators have contributed widely to the shaping of the modern notions of reading and interpretation. What do we look for when we read a text? How do we approach it? How does our reading interact with the author’s intention? To what extent is the commentator appropriating the author’s prerogatives? By exploring a wide range of case studies, the seminar aims to reassess the role of the commentary tradition within the development of literary scholarship and as a genre per se. Some sessions will take place at the Hopkins Special Collections and at the Walters Art Museum, where students will have the opportunity to work on both manuscripts and early prints, and select materials for their presentations.
Instructor(s): E. Refini
Area: Humanities.

Giambattista Vico’s Principi di scienza nuova d’intorno alla comune natura delle nazioni (1725, 1730, 1744) was intended to found an “ideal” and “eternal” model of human development, valid for all societies. Vico considered his project both philology and philosophy, and tried to revolutionize thinking about human history as practiced between about 1550 and 1700, by exposing misconceptions behind attempts to square “sacred history” (the presumed historical accuracy of the Bible) with “profane” or non Judeo-Christian concepts of history, both ancient and modern. The culture shock underlying this “old science” stimulated Vico to base philosophical and historical knowledge of mythology on a conception of narration. Recommended Course background: Italian and Latin
Instructor(s): W. Stephens
Area: Humanities.

Interdepartmental

AS.360.133. Freshman Seminar: Great Books at Hopkins.
Students attend lectures by an interdepartmental group of Hopkins faculty and meet for discussion in smaller seminar groups; each of these seminars is led by one of the course faculty. In lectures, panels, multimedia presentations, and curatorial sessions among the University’s rare book holdings, we will explore some of the greatest works of the literary and philosophical traditions in Europe and the Americas. Close reading and intensive writing instruction are hallmarks of this course; authors for Fall 2015 include Homer, Thucydides, Dante, Milton, Diderot, Shelley, Nietzsche, Nabokov, and Douglass.
Instructor(s): E. Patton; E. Russo; R. Bett; S. Achinstein; W. Stephens
Area: Humanities.

Great Books at Hopkins II: The Sciences will combine readings from philosophy and literature with foundational texts from several scientific disciplines. Readings for this spring will explore links between traditional theories of economics and genetics in the context of literary developments, and will include: Xenophon’s Oeconimicus, Mendel’s “Experiments on Plant Hybridization,” Marx’s Communist Manifesto, Darwin’s Voyage of the Beagle, Swift’s A Modest Proposal, Wharton’s House of Mirth, and Joyce’s Finnegans Wake.
Instructor(s): E. Patton; M. Roller
Area: Humanities.

Study of Women, Gender, Sexuality

This course examines the Greek goddesses and heroines and the ways in which women worshipped them in antiquity, using an interdisciplinary approach, incorporating literary, iconographical, and archaeological evidence.
Instructor(s): S. Stern.

Center for Language Education

AS.383.112. Beginning Sanskrit II.
This course is a continuation of 381.111. Additional emphasis will be placed on listening, reading, and writing of the language. Basic sentences will be drawn from the Sanskrit Literature. Simple Vedic Mantras from the Vedas and Ishopanishad, verses from the Ghaagavad Gita, and the soottas from the Yoga Sookavad will be read.
Prerequisites: AS.383.111.
Cognitive Science

Cognitive science is the study of the human mind and brain, focusing on how the mind represents and manipulates knowledge and how mental representations and processes are realized in the brain. Conceiving of the mind as an abstract computing device instantiated in the brain, cognitive scientists endeavor to understand the mental computations underlying cognitive functioning and how these computations are implemented by neural tissue. Cognitive science has emerged at the interface of several disciplines. Central among these are cognitive psychology, linguistics, and portions of computer science and artificial intelligence; other important components derive from work in the neurosciences, philosophy, and anthropology. This diverse ancestry has brought into cognitive science several different perspectives and methodologies. Cognitive scientists endeavor to unite such varieties of perspectives around the central goal of characterizing the structure of human intellectual functioning. It is this common object of inquiry that integrates traditionally separate disciplines into the unified field of cognitive science.

Programs in cognitive science at Johns Hopkins University reflect the interdisciplinary nature of the field, allowing students to approach the study of the mind and brain from multiple perspectives. Students gain broad knowledge of the field as a whole, plus a greater depth of the understanding in two of the sub-disciplines within the field. Training emphasizes not only learning about the principal theories and evidence, but also development of the conceptual and practical skills needed for understanding and conducting theoretical and empirical work in the field.

Our department offers a B.A. in Cognitive Science as well as a Linguistics Minor (p. ).

B.A. in Cognitive Science

Also see Requirements for a Bachelor's Degree (p. 20).

Cognitive Science Major Requirements

The required courses for cognitive science majors are divided into five general areas, as described below. The program is structured so as to ensure some exposure to each of the five areas. In addition, it provides in-depth training in two of the areas, deemed focal areas, chosen by the student. Majors in cognitive science thus acquire a broad perspective which will enable them to situate particular research disciplines within the overall study of the mind/brain.

Areas of Concentration: Students must take courses in all five areas of concentration; however, two must be chosen as focal areas in which a greater selection of courses is required. Courses offered by our department and other affiliated departments (e.g., Departments of Psychological and Brain Sciences, Philosophy, Computer Science, Neuroscience, etc.) may be used to satisfy the requirements for these areas of concentration. Examples of courses that satisfy the requirements for each area can be found on our website. (http:// cogsci.jhu.edu/undergraduate/focal-areas.html) However, please note that courses change over time, and some courses are not offered every year. The Director of Undergraduate Studies (http:// www.advising.jhu.edu/directors.php) can answer questions about which courses qualify for each focal area.

B.A. Coursework

Introductory Course

<table>
<thead>
<tr>
<th>AS.050.101</th>
<th>Cognition</th>
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</thead>
</table>

Two Focal Areas, see areas above
Practicum in Language Disorders

In addition to having numerous research opportunities year-round, our department also offers AS.050.318 Practicum in Language Disorders-Community Based Learning (also listed as AS.080.400 Research Practicum: Language Disorders-Community Based Learning in the Department of Neuroscience) to its majors. Each fall and spring semester two qualified upperclassmen may enroll in this practicum and have the unique opportunity to learn about adult aphasias, be trained in supportive communication techniques, and work as a communication partner with an individual with aphasia throughout the semester at SCALE (http://www.scalebaltimore.org), a local aphasia support non-profit organization.

Departamental Honors

To receive Honors in Cognitive Science, graduating seniors must have a major GPA of 3.5 or higher and complete an Honors Clearance (http://www.advising.jhu.edu/honors.php) with the department’s Director of Undergraduate Studies (http://www.advising.jhu.edu/directors.php)’s approval. This honor will appear on students’ transcripts and will also be indicated in that year’s Commencement program.

Excellence in Cognitive Science Award

Each year at Commencement, a cognitive science graduating senior with a stellar academic and research record. The department’s faculty make nominations and the Director of Undergraduate Studies announces the winner. This honor is accompanied by a $500 award.

Minor in Linguistics

A minor in linguistics is available to undergraduates majoring in any department, except for cognitive science majors who choose linguistics as a focal area. Students intending to minor in linguistics should declare their intention, preferably by the beginning of junior year. A grade of C- or better must be earned in all minor requirements.

Linguistics Minor Requirements

Foreign Language

One foreign language through the intermediate level OR two foreign languages at the elementary level.

Linguistics Courses

Four of the required six linguistics courses must be at the 300-level or above, excluding research and readings.

Graduate Programs

(For precise and up-to-date information on these M.A. and Ph.D. graduate programs, visit www.cogsci.jhu.edu/graduate.)

Masters of Art Program

MA Requirements for Admission

This intensive, one-year M.A. program is intended to appeal to students who have undergraduate degrees in linguistics, psychology, computer science, neuroscience, and other sub-disciplines of cognitive science. Prominent in this program is the emphasis of faculty mentorship of the students during the application period and throughout the duration of the program. There are two distinct tracks in the M.A. program: Course Track and Research Track. Besides traditional required admissions materials, the Research Track is the only track that has a coursework prerequisite: three credits of undergraduate research or equivalent. Please visit the link at the beginning of this section to find more detailed information on the program and specific admissions requirements.

Additional Cognitive Science Major Information

- Departmental requirements may not be taken Satisfactory/Unsatisfactory, with the exception of research.
- A grade of C- or better must be earned in all major requirements.

Foreign Language Requirement

One foreign language through the intermediate level OR two foreign languages at the elementary level.

Math Requirement (Option A or B)

Math Option A- Any two of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.110.106</td>
<td>Calculus I</td>
</tr>
<tr>
<td>or AS.110.108</td>
<td>Calculus I</td>
</tr>
<tr>
<td>AS.110.107</td>
<td>Calculus II (For Biological and Social Science)</td>
</tr>
<tr>
<td>or AS.110.109</td>
<td>Calculus II (For Physical Sciences and Engineering)</td>
</tr>
<tr>
<td>or AS.110.113</td>
<td>Honors Single Variable Calculus</td>
</tr>
<tr>
<td>AS.110.201</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>or EN.550.291</td>
<td>Linear Algebra and Differential Equations</td>
</tr>
<tr>
<td>or AS.110.212</td>
<td>Honors Linear Algebra</td>
</tr>
<tr>
<td>AS.150.118</td>
<td>Introduction to Formal Logic</td>
</tr>
<tr>
<td>AS.150.420</td>
<td>Mathematical Logic I</td>
</tr>
<tr>
<td>AS.150.421</td>
<td>Mathematical Logic II</td>
</tr>
<tr>
<td>AS.050.370</td>
<td>Mathematical Models of Language</td>
</tr>
<tr>
<td>AS.050.371</td>
<td>Bayesian Inference</td>
</tr>
<tr>
<td>AS.050.372</td>
<td>Foundations of Neural Network Theory (AKA Neural Network Theory)</td>
</tr>
<tr>
<td>EN.550.171</td>
<td>Discrete Mathematics</td>
</tr>
</tbody>
</table>

Math Option B- Statistics Sequence, all three of the following courses **

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.550.111</td>
<td>Statistical Analysis I</td>
</tr>
<tr>
<td>&amp; EN.550.112</td>
<td>and Statistical Analysis II</td>
</tr>
<tr>
<td>&amp; AS.200.207</td>
<td>and Research Methods in Experimental Psychology ***</td>
</tr>
</tbody>
</table>

Foreign Language Requirement

One foreign language through the intermediate level OR two foreign languages at the elementary level.

* Up to three credits of research may apply to this requirement.
** If cognitive psychology/neuropsychology is a focal area, the statistics sequence is required and should be completed by the end of the sophomore year, if possible.
*** EN.550.111 Statistical Analysis I and EN.550.113 Statistics Through Case Study (if offered) are interchangeable as the first course in the statistic sequence.

Three courses in each of the two selected focal areas.

At least one course in each area must be at the 300 - 600 level, not including research, readings, or practica.

Three Non-Focal Areas

One course at any level from each of the three non-focal areas.

Additional Upper-Level Courses

Nine credits at the 300 - 600 level, chosen from any focal areas or other cognitive science offerings *

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Nine credits at the 300 - 600 level, chosen from any focal areas or other cognitive science offerings *

Departmental Honors

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Linguistics Minor Requirements

Foreign Language

One foreign language through the intermediate level OR two foreign languages at the elementary level.

Linguistics Courses

Six courses in linguistics that fall under the linguistics focal area

Four of the required six linguistics courses must be at the 300-level or above, excluding research and readings.

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Additional Cognitive Science Major Information

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MA Degree Requirements

Completion of this M.A. program strengthens the qualifications of students who will be applying for Ph.D. programs and also provides career opportunities in areas including science writing, research coordinator, human factors IT, and community college teaching, among others.

Course Track: Students in this track must complete 12 courses with a grade of B- or better. See the course requirements below. Additionally, MA students are expected to take a research ethics course (AS.360.625 Responsible Conduct of Research). See the coursework requirements below. As the capstone event for a student’s completion of the program, he/she must produce a portfolio of accomplishments from the program (e.g., course assignments, seminar papers) overseen by the faculty adviser, prepare a reading list and set of discussion questions, and present what has been learned from the year of study at an Oral Presentation supervised by two faculty members.

MA Course Track Coursework
Courses: seven courses, 600 or above
Lab or Research Seminars: two courses, 800-level
Directed Reading or Research: three total courses, one during Intersession
AS.360.625 Responsible Conduct of Research
Capstone: Portfolio and Oral Exam

Research Track: Students in this track must complete 12 courses. Students must work on full-time research overseen by their faculty adviser and must complete maintain a B- or better in all coursework. Additionally, MA students are expected to take a research ethics course (AS.360.625 Responsible Conduct of Research). See the course requirements below. At the end of the program, a student in the research track must produce and defend research paper that is approved by the faculty adviser.

MA Research Track Coursework
Formal Methods or Statistics course (one of the following):
- AS.050.670 Mathematical Models of Language
- AS.050.671 Bayesian Inference
- AS.050.672 Foundations of Neural Network Theory
- AS.200.314 Advanced Statistical Methods (or equivalent)
Lab or Research Seminar: two courses, 800-level
Additional Courses: three courses, 600-level or above
Directed Research: six courses, one during Intersession
AS.360.625 Responsible Conduct of Research
Capstone: Research Paper and Oral Defense

Financial Support
No regular funding is provided to students in the M.A. Research and Course Tracks, though a 50% reduction in tuition is offered to students with JHU undergraduate degrees. Students will be encouraged to seek funding from both internal and external sources.

Doctoral Program

PhD Requirements for Admission
A program of study leading to the Ph.D. degree is open to students with a bachelor’s or master’s degree in cognitive science or one of the several areas that contribute to it. Prospective doctoral students would be well advised to take courses in cognitive psychology, linguistics, and computer science. Some preparation in the foundations of contemporary neuroscience is also an asset, as is training in the philosophical issues surrounding the study of mind and consciousness. However, there are no fixed prerequisites (in the form of specific required courses) for admission to the doctoral program. The Department of Cognitive Science invites inquiries from students who are prepared in any of the related fields and who are interested in extending their work to the broader study of the mind/brain.

PhD Degree Requirements
The Department of Cognitive Science’s Ph.D. requirements consist of coursework, foreign language competence, teaching experience, and research papers. The requirements are designed to meet the following goals:

- **Depth:** Students become expert in their primary area of research interest and also are prepared so that they will be competitive for academic positions in one of the traditional disciplines. Students take 8 - 10 advanced courses that the student, in conjunction with his/her advisory committee, determines to be important for achieving expertise in a chosen research area and marketplace competitiveness in one of the traditional areas: cognitive psychology/neuropsychology, computer science or linguistics.

- **Breadth:** Students develop the ability to understand, appreciate and critically evaluate work in the various sub-disciplines of cognitive science by taking a selection of courses, two each in the areas of cognitive psychology/neuropsychology, computation and linguistics and one each in philosophy and cognitive neuroscience. Students may place out of breadth courses based on undergraduate coursework and (for certain courses) based on examination. It is not uncommon for a student to place out of two breadth requirements.

- **Integration:** Students learn to integrate theory and method across sub-disciplines through specially-designed integrative courses and regular seminars involving the entire department.

### Breadth

**Cognitive Neuroscience**

- One course

**Philosophy**

- One course in philosophy of mind/language/science

**Cognitive Psychology/Neuropsychology**

- AS.200.314 Advanced Statistical Methods (To be completed early in the program, preferably the first semester)
- AS.050.639 Cognitive Development (or an approved course or seminar on a topic outside the area of language)
- or AS.050.315 Cognitive Neuropsychology of Visual Perception: The Malfunctioning Visual Brain

**Computation**

- AS.050.672 Foundations of Neural Network Theory
- AS.050.671 Bayesian Inference (OR the equivalent, e.g., computational linguistics, OR a Programming course such as C++, Java, etc.)

**Language**

- AS.050.670 Mathematical Models of Language
- AS.050.625 Phonology I
- or AS.050.620 Syntax I

### Integration
AS.050.626 Foundations In Cog Sci
AS.050.850 Department Seminar (Course topics change each time this is offered. All students and faculty in the program attend these class meetings. Only during one semester do students write a paper and direct a topic for credit.)

Depth: Area of Focus
Approximately 8 to 10 courses, selected in conjunction with the student’s advisory committee, to achieve depth in a chosen research area and marketplace competitiveness: computer science, psychology/neuropsychology, or linguistics

General
AS.360.625 Responsible Conduct of Research (encouraged to complete in the first year)

TA Assignments
AS.050.849 Teaching Practicum (7 semesters. Students register for each term they are assigned to an instructor as a TA. Each instructor has a distinct Teaching Practicum section. Students are not expected to TA in their first semester or in the last two semesters of residency (5th year).)

Research Papers & Dissertation: Emphasis is placed on producing two research papers prior to writing a dissertation. These two research papers are typically presented at conferences and often lead to separate journal publications. Students are encouraged to incorporate the two research papers into their dissertation.

Nov. 1 (2nd year) First Research Paper*, completion of which marks achievement of an M.A. within the Ph.D. program
May 1 (3rd year) Second Research Paper*, completion of which signals readiness to discuss a career path with an adviser
May 1 (4th year) Dissertation Proposal detailing a significant research project and the methods to be used
Aug. 1 (5th year) Graduate Board Oral Exam defending a Ph.D. Dissertation that presents an original contribution to some area(s) of cognitive science in a format approaching publication standards

* The two research papers must each employ a different research methodology within cognitive science, e.g., theoretical linguistics and psychology, supervised by two appropriate faculty members.

Financial Support
The department provides competitive levels of funding for Ph.D. students covering tuition and living expenses. Research expenses, including some support for travel to present papers at scholarly meetings, are also provided. If a student maintains an academic good standing, funding is extended up to five years of total support. Students are encouraged to apply for external graduate fellowship opportunities (NSF, NIH, DoD, etc.). As funded entities, our graduate students are expected to engage in full-time research during the summer months and the January intersession in addition to their regular coursework, TA responsibilities, and participation in academic departmental talks and events.

For current faculty and contact information go to http://cogsci.jhu.edu/people

Faculty
Chair
Brenda Rapp
Professor: cognitive neuropsychology, spelling, spoken language production, spatial frames of reference, reading and neural bases of recovery of function

Professors
Barbara Landau
Dick and Lydia Todd Faculty Development Professor: language acquisition, cognitive development, spatial representation, acquisition of the lexicon.

Géraldine Legendre
Professor: syntax, optimality theory, Romance and Balkan morphology and syntax, acquisition of syntax.

Michael McCloskey
Krieger-Eisenhower Professor of Cognitive Science: grammatical theory, neural networks, optimality theory.

Associate Professor
Colin Wilson
Associate Professor: theoretical phonology, experimental phonology, computational cognitive science.

Assistant Professors
Akira Omaki
Assistant Professor: psycholinguistics, first language acquisition, second language acquisition, syntax.

Soojin Park
Assistant Professor: cognitive neuroscience, vision, scene perception and memory, spatial navigation, functional neuroimaging.

Kyle Rawlins
Assistant Professor: formal semantics, pragmatics, syntax and interfaces, lexical representation, mathematical linguistics, computational models of meaning and communication.

Professor Emeritus
Luigi Burzio
Professor: theoretical phonology, morphology, and syntax, Romance linguistics.

Secondary Appointments
Marina Bedny
Assistant Professor (Psychological and Brain Sciences): brain development and plasticity, cognitive neuroscience, concepts.

Howard Egeth
Professor (Psychological and Brain Sciences): perception, attention, cognition, psychology, law.

Lisa Feigenson
Professor (Psychological and Brain Sciences): cognitive development, numerical cognition.
Jonathan Flombaum  
Assistant Professor (Psychological and Brain Sciences): Visual perception, attention, cognition.

Steven Gross  
Associate Professor (Philosophy): philosophy of language, philosophy of mind, metaphysics.

Justin Halberda  
Professor (Psychological and Brain Sciences): cognitive development, reasoning, language acquisition.

Joint Appointments

Dana Boatman  
Professor (Neurology and Otolaryngology, School of Medicine): speech perception, auditory processing disorders, auditory neurophysiology.

Mark Chevillet  

John Desmond  
Professor (Neurology, School of Medicine): neuroimaging, transcranial magnetic stimulation methods to investigate neural correlates of behavior.

Jason Eisner  
Professor (Computer Science, Whiting School of Engineering): computational linguistics (syntax and phonology), natural language processing, statistical machine learning, programming language design.

Barry Gordon  
Professor of Therapeutic Cognitive Neuroscience (Neurology, School of Medicine): cognitive neuroscience, language, aphasia, memory, amnesia and memory disorders, autism, computational models of cognition, and cognitive disorders.

Argye Hillis-Trupe  
Professor (Neurology, School of Medicine): language impairments in acute stroke, hemi-spatial neglect after stroke, relationship between cognitive impairments and regions of hypoperfused brain.

Guy McKhann  
Professor Emeritus (Neurology, School of Medicine; Founder, Mind/Brain Institute): neurological and cognitive changes after cardiac surgery.

Nazbanou "Bonnie" Nozari  
Assistant Professor (Neurology, School of Medicine): monitoring and metacognitive processes over language, selective attention in language production, computational models of language production, aphasia.

Benjamin Van Durme  
Assistant Research Professor (Computer Science, Whiting School of Engineering; Senior Research Scientist, Human Language Technology Center of Excellence): natural language processing, specifically semantics; streaming/randomized algorithms.

Other Appointments

Jennifer Culbertson  
Adjunct Assistant Professor (Chancellor’s Fellow, University of Edinburgh): language acquisition; language change; linguistic typology and universals; theoretical syntax and morphology; computational models of language learning and change; artificial language learning and grammaticality judgments.

Kelly Fisher  
Assistant Research Professor (Assistant Director, Science of Learning Institute; Assistant Professor, School of Education): early childhood learning, academic readiness, educational policy.

Kristin Gagnier  
Assistant Research Professor (Senior Research Data Analyst, Science of Learning Institute)

Michele Miozzo  
Assistant Research Professor (Adjunct Associate Professor, Columbia University): cognitive neuropsychology, psycholinguistics, spoken language production.

Maureen Stone  
Adjunct Professor (Professor, School of Dentistry, University of Maryland): phonetics, physiology, speech science, speech production, speech acoustics, vocal tract modelling, tongue modelling, speech motor control, ultrasound, electropalatography.

Anne Vainikka  
Visiting Scholar: theoretical syntax, Finnish syntax, first and second language acquisition of syntax.

Julia Yarmolinskaya  
Lecturer (Center for Language Education): perception and acquisition of second language phonology; bilingualism

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

AS.050.101. Cognition. 3 Credits.  
Introductory course exploring the study of human mental processes within the field of cognitive science. Drawing upon cognitive psychology, cognitive neuropsychology, cognitive neuroscience, linguistics, and artificial intelligence, the course examines theory, methods, and major findings in work on vision, reasoning, and language. Instructor(s): C. Wilson  
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.102. Language and Mind. 3 Credits.  
Introductory course dealing with theory, methods, and current research topics in the study of language as a component of the mind. What it is to “know” a language: components of linguistic knowledge (phonetics, phonology, morphology, syntax, semantics) and the course of language acquisition. How linguistic knowledge is put to use: language and the brain and linguistic processing in various domains. This course is restricted to freshmen and sophomores. Juniors and seniors must seek instructor approval to enroll. Cross-listed with Neuroscience and Psychology. Instructor(s): A. Omaki  
Area: Natural Sciences, Social and Behavioral Sciences.
AS.050.105. Intro to Cognitive Neuropsychology. 3 Credits.
When the brain is damaged or fails to develop normally, even the most basic cognitive abilities (such as the ability to understand words, or perceive objects) may be disrupted, often in remarkable ways. This course explores a wide range of cognitive deficits, focusing on what these deficits can tell us about how the normal brain works. Topics include brain anatomy and causes of brain damage, reading and spelling deficits, unilateral spatial neglect, hemispheric disconnection, cortical plasticity, and visual perception of location and orientation. Students read primary sources: journal articles that report deficits and discuss their implications. Cross-listed with Neuroscience.
Instructor(s): M. McCloskey
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.106. Inventing Language.
What is language? This course explores this question by examining invented languages, from Esperanto to Klingon. In this introductory course we will learn the basics of linguistics, highlighting important commonalities and differences across languages. We will then apply our learning to several invented languages, discuss whether or not they conform to established standards for natural human language, and hypothesize about potential ramifications.
Instructor(s): K. Johannes
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.107. Language and Advertising. 3 Credits.
Advertising pervades our culture; interactions with advertising are an unavoidable fact of modern life. This class uses tools from linguistics and cognitive science to analyze these interactions, and understand the impact of advertising on its viewers. A central theme is to treat ads as communicative acts, and explore the consequences -- what can theories of communication (from linguistics, psychology, and philosophy) tell us about ads? How do ads use central features of human cognition to accomplish their aims? Do ads manipulate, and if so, how successfully? The theories of communication we explore include Gricean pragmatics, theories of speech acts, linguistic theories of presuppositions, and more. Students will collect, analyze, and discuss advertisements in all mediums.
Instructor(s): K. Rawlins
Area: Natural Sciences, Social and Behavioral Sciences.

Mental processes such as language comprehension and visual perception involve complex computations carried out by the brain. But how do brains compute? What exactly does it mean to "compute" anyway? How do the brain and mind relate? Topics include cognition viewed as abstract computation, the brain viewed as a physical computer, and "neural network" computers viewed as models of how both the mind and the brain compute.
Instructor(s): J. Chen-Main
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.115. Neuropsychology and Games.
This course examines cognitive processes such as executive function, memory, language processing, and higher-level vision through the lens of board games. By playing and analyzing various games, students will gain a deeper understanding of the functions involved, how neuropsychologists evaluate them, and what happens when an individual has a deficit in these functions.
Instructor(s): B. Breining
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.117. Language in Advertising.
Advertising pervades our culture; interactions with advertising are unavoidable in modern life. This class uses tools from linguistics and cognitive science to analyze these interactions, and understand the impact of advertising on its viewers. What can theories of communication tell us about ads? How do ads use central features of human cognition to accomplish their aims? Do ads manipulate, and if so, how successfully? Students will collect, analyze, and discuss advertisements in all mediums.
Instructor(s): C. Beller
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.124. Using LaTeX to write academic papers.
LaTeX is a document markup language used to produce professional quality documents. It is used for producing academic papers and many journal require that you make use of their journal-specific configuration. This course covers installing and configuring a LaTeX distribution, basic macros and commands, drawing figures/graphs (mathematical formula, trees, finite automata, connectionist networks, data graphs, transcription using the International Phonetic Alphabet), basic troubleshooting, and installing new packages to expand the LaTeX's capabilities.
Instructor(s): M. Oliver
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.128. Freshmen Seminar: Born to Talk: Language in the Human Mind. 3 Credits.
Human infants learn their native language in less than 5 years with no direct teaching from adults. This mysterious fact is the basis of the modern study of language as a cognitive and computational system. In this seminar we will review major findings about how children learn the sound system, words, and grammar of their first language, focusing on how the evidence reveals the role of biological structures and environmental influences on language development. Weekly readings will include summary texts, original research articles, and coverage of language science in the popular media. Although language development is a topic of real importance to parents, educators, and policy-makers, it is often difficult to disseminate findings in a way that the public can understand. In weekly writing assignments, students will practice "translating" scientific reasoning for a general audience. Freshman Seminar
Instructor(s): S. Lewis
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.203. Cognitive Neuroscience: Exploring the Living Brain. 3 Credits.
This course surveys theory and research concerning how mental processes are carried out by the human brain. Currently a wide range of methods of probing the functioning brain are yielding insights into the nature of the relation between mental and neural events. Emphasis will be placed on developing an understanding of both the physiological bases of the techniques and the issues involved in relating measures of brain activity to cognitive functioning. Methods surveyed include electrophysiological recording techniques such as EEG, ERP, single/multiple unit recording and MEG; functional imaging techniques such as PET and fMRI; and methods that involve lesioning or disrupting neural activity such as cortical stimulation, animal lesion studies, and the study of brain-damaged individuals. (Co-listed as AS.080.203 in Neuroscience.)
Instructor(s): B. Rapp; J. Purcell; S. Park
Area: Natural Sciences, Social and Behavioral Sciences.
AS.050.204. Visual Cognition.
Vision is central to our daily interactions with the world: we can effortlessly navigate through a city, comprehend fast movie trailers, and find a friend in a crowd. While we take the visual experience for granted, visual perception involves a series of complicated cognitive processes beyond just opening our eyes. The goal of this course is to provide an introduction to visual cognition, including existing theoretical frameworks and recent research findings. We will explore questions such as: How do we see the stable world when our eyes are constantly moving? What is the relationship between seeing and knowing? Do infants see the world the same way as adults do? What are the neural mechanisms underlying visual perception?
Instructor(s): S. Park
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.206. Bilingualism. 3 Credits.
Do children get confused when they grow up exposed to more than one language? Is it possible to forget one’s native language? Are the first and second language processed in different areas of the brain? How does brain damage impact the different languages of a polyglot? Does knowing a second language affect non-linguistic cognitive processing? This course will address questions such as these through an exploration of mental and neural processes underlying bilingual and multilingual language processing.
Instructor(s): J. Yarmolinskaya
Area: Natural Sciences, Social and Behavioral Sciences.

The course offers an overview of recent research on language and social cognition. It focuses on Theory of Mind (ToM) and the development of language. Theory of Mind is the ability to attribute mental states to oneself and others and to understand that others have beliefs, desires, and intentions that are different from one’s own. The development of human language is closely related to the development of ToM.
Instructor(s): A. Tamm
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.240. World of Language.
This hands-on course exposes students to the fascinating variety – and uniformity – to be found among the world’s 6000 languages through group lectures on a variety of topics as well as actual linguistic fieldwork conducted in small groups with a native speaker of a language unknown to the participants. This course is a good preparation for upper-division linguistics courses.
Instructor(s): G. Legendre
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.311. The Literate Mind and Brain.
This course surveys both the historical development of written language as well as current cognitive theories that account for the manner in which the written language is represented and processed by “readers/writers” of a language. Issues regarding the relationship between the written and spoken language, the acquisition of written language skills, as well as developmental and acquired disorders of reading and writing will be examined.
Prerequisites: AS.050.101 or AS.050.102 or AS.050.105 or Instructor’s Permission
Instructor(s): B. Rapp
Area: Natural Sciences, Social and Behavioral Sciences.

This course is an advanced seminar and research practicum course. It will provide the opportunity to learn about fMRI methods used in the field of vision science and for students to have hands-on experience to develop, design and analyze a research study on topics in the cognitive neuroscience field of high-level vision. In the first part of the course students will read recent fMRI journal papers and learn about common fMRI designs and analysis methods; in the second part of the course students will conduct a research study as a group to address a research question developed from readings. Students are expected to write a paper in a journal article format at the end of the course and to present their results in front of the class. Research topics will vary but with special focus on topics in object, scene and space recognition. Cross-listed with Neuroscience and Psychology. Instructor’s permission required.
Instructor(s): S. Park
Area: Natural Sciences, Social and Behavioral Sciences.

When we think about our ability to see, we tend to think about our eyes, but in fact vision happens mostly in the brain. This course explores the remarkable perceptual deficits that occur when the visual regions of the brain are damaged or fail to develop normally, focusing on what these perceptual malfunctions tell us about normal visual perception. Topics include visual system anatomy and physiology; functional specialization in the lower visual system as revealed by cerebral achromatopsia (color blindness resulting from brain damage) and akinetopsia (impaired motion perception); cortical plasticity in the visual system; spatial deficits in perception and action; and the implications of high-level visual deficits, including prosopagnosia (impaired face recognition), Charles Bonnet syndrome (complex visual hallucinations in blind areas of the visual field), blindsight (accurate responding to visual stimuli despite apparent inability to see them), and Anton’s syndrome (denial of blindness).
Instructor(s): M. McCloskey
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.317. Semantics I. 3 Credits.
This is an introduction to the study of meaning in natural language. We address the conceptual and empirical issues in semantic theory and introduce some formal machinery that has been developed to deal with such problems. After discussing foundational questions, we turn to formal semantics and pragmatics, as well as their interfaces with syntax and the lexicon. Specific topics include presupposition, type-driven composition, quantification, lexical aspect, argument structure, and lexical representations of meaning.
Prerequisites: AS.050.101 OR AS.050.107 OR AS.050.102 OR AS.050.128
Instructor(s): K. Rawlins
Area: Natural Sciences, Social and Behavioral Sciences.
AS.050.318. Practicum in Language Disorders-Community Based Learning.
This course provides the opportunity to learn about adult aphasias, language disorders which are one of the most common consequences of stroke. You will receive training in supportive communication techniques and work as a communication partner with an individual with aphasia for two hours per week. Three class meetings for orientation and reading assignments will be held on campus; training and practicum will be conducted at a local aphasia support center. Independent mode of transportation required. Co-listed as AS.080.400 in Neuroscience. Additional information can be found on the Department of Neuroscience’s website: http://krieger.jhu.edu/neuroscience/academics/practicums/practicum-in-language-disorders/. Interested students should contact the instructor. Find out more about the practicum site at http://www.scalebaltimore.org.
Prerequisites: AS.050.105 OR AS.050.203 OR AS.080.203 OR AS.050.311 OR instructor’s permission.
Instructor(s): B. Rapp
Area: Natural Sciences, Social and Behavioral Sciences.

Vision is central to our daily interactions with the world: we can effortlessly navigate through a city, comprehend fast movie trailers, and find a friend in a crowd. While we take the visual experience for granted, visual perception involves a series of complicated cognitive processes beyond just opening our eyes. The goal of this course is to introduce students to the field of visual cognition, including existing theoretical frameworks and recent research findings. We will explore questions such as: How do we see the visual world? Do we see and remember correctly what’s in the physical world? How many items can we keep track of and remember at a time? How is the visual system structured and what are the neural mechanisms underlying visual perception? Meets with AS.050.619.
Prerequisites: AS.200.101 OR AS.050.101 OR AS.080.203 OR AS.050.203
Instructor(s): S. Park
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.320. Syntax I.
Introduces the basic methods and means of analysis used in contemporary syntax investigations, practicing with data from different languages. Also offered as AS.050.620.
Prerequisites: Prereqs: AS.050.102 OR AS.050.240
Instructor(s): G. Legendre
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.321. Syntax II.
Building on AS.050.320, this course addresses and compares conceptions of syntactic theory that have emerged in the 1980s and 1990s. Discussion focuses on both the substantive and formal properties of the fundamental principles of syntactic theory, as well as the cross-linguistic evidence that has motivated them. When possible, connections will be made to other areas of linguistic inquiry such as processing, acquisition, and computation. The particular choice of topics and conceptions will vary from year to year but may include (1) the contrast between the Principles and Parameters view where syntactic theory is composed of a set of inviolable principles whose form admits a certain amount of cross-linguistic variation, and the Optimality Theory view where the principles are invariant though volatile, and cross-linguistic variation is determined by the relative importance of satisfying the various principles; (2) the role of structure building operations in grammar, and the differences between characterizations of well-formedness in terms of sequences of derivational steps and representational well-formedness requirements. Meets with AS.050.621
Prerequisites: AS.050.320(C) or instructor’s permission.
Instructor(s): G. Legendre
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.322. Semantics II.
This course extends the material in AS.050.317 to cover advanced but central topics in semantic and pragmatic theory, focusing on intensional semantics (especially possible world semantics and situation semantics). Empirical domains of interest in this class include modality, tense, grammatical aspect, conditionals, attitude and speech reports, questions, and free choice phenomena. Three core theoretical issues addressed in this class are the nature of a compositional account of the above intensional phenomena, the representations of possibilities involved, and the role of the syntax/semantics/pragmatics interface in such an account. Meets with AS.050.622
Prerequisites: AS.050.317(C) or instructor’s permission
Instructor(s): K. Rawlins
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.325. Phonology I. 3 Credits.
An introduction to the basic principles underlying the mental representation and manipulation of language sounds and their relation to human perception and vocal articulation: how units of sound are both decomposable into elementary features and combined to form larger structures like syllables and words. The role of rules and constraints in a formal theory of phonological competence and in accounting for the range of variation among the world’s languages. Also offered as AS.050.625.
Instructor(s): C. Wilson
Area: Natural Sciences, Social and Behavioral Sciences.

This course explores general issues and methodologies in cognitive science through the reading of classic works (from Plato and Kant through Skinner and Turing) and recent research articles to begin construction of a coherent picture of many seemingly divergent perspectives on the mind/brain. Recent brain-based computational models serve to focus discussion. Recommended Course Background: at least one course at the 300-level or higher in cognitive science, computer science, neuroscience, philosophy, or psychology. Co-listed with AS.050.626.
Instructor(s): P. Smolensky
Area: Natural Sciences, Social and Behavioral Sciences.
AS.050.332. Developmental Cognitive Neuroscience. 3 Credits.
Prerequisites: AS.050.101 (Cognition) or AS.050.339/639 (Intro to Cog. Development) or AS.200.132 (Introductory Developmental Psychology) or instructors permission required. In-depth examination of the current literature on cognitive development in the context of development cognitive neuroscience. Same as 050.632.
Prerequisites: AS.050.101 OR AS.050.339 OR AS.200.132 OR AS.050.105 OR Instructor’s Permission.
Instructor(s): B. Landau
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.333. Psycholinguistics. 3 Credits.
This course provides a broad survey of current research on language processing in adult native speakers and language learners. Topics include speech perception, word recognition, and sentence production and comprehension. We will discuss the nature of representations that are being constructed in real-time language use, as well as how the mental procedures for constructing linguistic representations could be studied by various behavioral and physiological measures. Also offered as AS.050.633.
Prerequisites: AS.050.102(C) OR AS.050.128(C) OR AS.050.240(C) OR AS.050.317(C) OR AS.050.320(C) OR AS.050.325(C)
Instructor(s): A. Omaki
Area: Natural Sciences, Social and Behavioral Sciences
Writing Intensive.

AS.050.335. Introduction to Connectionist Modeling of Cognition.
This course explores general issues and methodologies in cognitive science through the reading of classic works (from Plato and Kant through Skinner and Turing) and recent research articles to begin construction of a coherent picture of many seemingly divergent perspectives on the mind/brain. Recent brain-based computational models serve to focus discussion. (Same as AS.050.626) Recommended Course Background: at least one course at the 300-level or higher in cognitive science, computer science, neuroscience, philosophy, or psychology.
Instructor(s): D. Mathis
Area: Natural Sciences, Social and Behavioral Sciences.

This is a survey course in developmental psychology, designed for individuals with some basic background in psychology or cognitive science, but little or none in development. The course is strongly theoretically oriented, with emphasis on issues of nature, nurture, and development. We will consider theoretical issues in developmental psychology as well as relevant empirical evidence. The principle focus will be early development, i.e., from conception through middle childhood. The course is organized topically, covering biological and prenatal development, perceptual and cognitive development, the nature and development of intelligence, and language learning. Also listed as AS.050.639. Cross-listed with Neuroscience. Instructor’s approval required.
Instructor(s): J. Yarmolinskaya
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.345. Cognitive and Neural Basis of Executive Control.
This course discusses the concept of executive control, a general class of functions that support more specialized cognitive operations such as language and problem solving, and their neural underpinning. Discussion will include classification of executive functions, relationship to working memory, domain-generality or specificity of executive control functions, and experimental, neural, and computational approaches to exploring components of executive control, with a special emphasis on the role of cognitive control in the processing of language. The goal of this course is two-fold: to teach students the basic knowledge regarding cognitive and neural mechanisms of executive control, and more importantly to encourage them to put that knowledge to use by asking them to think critically about the readings, to participate in interactive discussions with questions they bring in each week based on the readings assigned for that week, and finally to propose one well thought-out question at the end of the semester and to write a short proposal on how to explore that question. As such, the course puts little emphasis on memorization and a strong emphasis on analytical abilities and integration.
Prerequisites: AS.200.207(C) OR AS.050.333(C) OR EN.550.111(C)
Instructor(s): N. Nozari
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.370. Mathematical Models of Language. 3 Credits.
This course will be devoted to the study of formal systems that have proven useful in the cognitive science of language. We will discuss a wide range of mathematical structures and techniques and demonstrate their applications in theories of grammatical competence and performance. A major goal of this course is bringing students to a point where they can evaluate the strengths and weaknesses of existing formal theories of cognitive capacities, as well as profitably engage in such formalization, constructing precise and coherent definitions and rigorous proofs. Also offered as AS.050.670.
Prerequisites: AS.050.101(C) OR AS.050.102(C) OR AS.050.128(C)
Instructor(s): K. Rawlins
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.371. Bayesian Inference.
This course introduces techniques for computational modeling of aspects of human cognition, including perception, categorization, and induction. Possible topics include maximum likelihood and Bayesian inference, structured statistical models (including hierarchical and graphical models), non-parametric models. The course emphasizes the close connections among data analysis, theory development, and modeling, with examples drawn from language and vision.
Instructor(s): C. Wilson
Area: Natural Sciences, Social and Behavioral Sciences.

Introduction to continuous mathematics for cognitive science, with applications to biological and cognitive network models: real and complex numbers, differential and integral multi-variable calculus, linear algebra, dynamical systems, numerical optimization. Meets with AS.050.672
Prerequisites: Calculus I Required: AS.110.106 OR AS.110.108
Instructor(s): P. Smolensky
Area: Natural Sciences, Quantitative and Mathematical Sciences.
Connectionism is an approach to Artificial Intelligence computation inspired by how the brain, a network of neurons, works. A connectionist model (or artificial neural network) is a collection of simple processing units that are massively interconnected with each other, and that represents knowledge in its connection pattern. Each processing unit has highly limited computational power but the collection of units as a whole has great computational power (as strong as the Turing machine). Connectionist models have been used to study diverse aspects of human cognition: attention, pattern recognition, memory, categorization, language processing, learning, and decision making. In this seminar, students will learn important concepts, principles, algorithms, and practical skills in connectionist modeling by actually doing connectionist modeling. Students will first play with toy problems to learn various types of connectionist modeling techniques, and will then carry out a team research project. In addition to practical skills, students will learn to be explicit about their assumptions and reasoning when making their (conceptual or implemented) models and to make new observable predictions that can be tested in experiments. Recommended Course Background: Experience with some programming language. Exceptions can be made by seeking instructor’s permission.
Instructor(s): P. Cho
Area: Natural Sciences, Quantitative and Mathematical Sciences.

Through a series of case studies, we will examine contemporary approaches to integrating the perspectives and research methods of multiple sub-disciplines of cognitive science. Also offered as AS.050.646.
Prerequisites: AS.050.326, or instructor’s permission required.
Instructor(s): P. Smolensky
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.501. Readings in Cognitive Science/Freshmen. 1 - 3 Credit.
Research current topics in cognitive science.
Instructor(s): Staff.

AS.050.502. Readings in Cognitive Science-Freshmen. 1 - 3 Credit.
Permission Required.
Instructor(s): Staff.

AS.050.503. Research in Cognitive Science/Freshmen. 1 - 3 Credit.
Research current topics in cognitive science.
Instructor(s): Staff.

AS.050.504. Research Cognitive Science-Freshmen. 1 - 3 Credit.
Permission Required.
Instructor(s): Staff.

Research current topics in cognitive science.
Instructor(s): Staff.

AS.050.506. Readings in Cognitive Science-Sophomores. 1 - 3 Credit.
Permission Required.
Instructor(s): Staff.

AS.050.507. Research in Cognitive Science/Sophomores. 1 - 3 Credit.
Research current topics in cognitive science.
Instructor(s): Staff.

Permission Required.
Instructor(s): Staff.

Research current topics in cognitive science.
Instructor(s): Staff.

Permission Required.
Instructor(s): Staff.

AS.050.511. Readings in Cognitive Science/Juniors. 1 - 3 Credit.
Research current topics in cognitive science.
Instructor(s): Staff.

AS.050.512. Readings in Cognitive Science-Juniors. 1 - 3 Credit.
Permission Required.
Instructor(s): Staff.

AS.050.513. Research in Cognitive Science/Juniors. 1 - 3 Credit.
Research current topics in cognitive science.
Instructor(s): Staff.

Permission Required,
Instructor(s): Staff.

AS.050.515. Readings in Cognitive Science/Seniors. 1 - 3 Credit.
Research current topics in cognitive science.
Instructor(s): Staff.

AS.050.516. Readings in Cognitive Science-Seniors. 1 - 3 Credit.
Permission Required.
Instructor(s): Staff.

Research current topics in cognitive science.
Instructor(s): Staff.

AS.050.518. Research in Cognitive Science-Seniors. 1 - 3 Credit.
Permission Required.
Instructor(s): Staff.

AS.050.572. Research-Intersession. 1 - 3 Credit.
Instructor(s): Staff.

Instructor(s): Staff.

Instructor’s permission required. (Also offered as AS.050.312.)
Instructor(s): S. Park
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.617. Semantics I.
This course is an introduction to the study of meaning in natural language. We address both the conceptual and empirical issues that a semantic theory must grapple with, as well as some of the formal machinery that has been developed to deal with such problems. After discussing foundational questions, we turn to formal semantics and pragmatics, as well as their interfaces with syntax and the lexicon. Specific topics covered include conversational implicature; presupposition, type-driven composition, quantification and scope, lexical aspect, argument structure, and the nature of lexical representations of meaning.
Instructor(s): K. Rawlins
Area: Natural Sciences, Social and Behavioral Sciences.
Vision is central to our daily interactions with the world: we can effortlessly navigate through a city, comprehend fast movie trailers, and find a friend in a crowd. While we take the visual experience for granted, visual perception involves a series of complicated cognitive processes beyond just opening our eyes. The goal of this course is to introduce students to the field of visual cognition, including existing theoretical frameworks and recent research findings. We will explore questions such as: How do we see the visual world? Do we see and remember correctly what's in the physical world? How many items can we keep track of and remember at a time? How is the visual system structured and what are the neural mechanisms underlying visual perception? Meets with AS.050.319. Recommended Course Background: AS.200.101, AS.050.101, or AS.080.203/AS.050.203
Instructor(s): S. Park.

AS.050.620. Syntax I.
Also offered as AS.050.320.
Instructor(s): G. Legendre.

AS.050.621. Syntax II.
Co-taught with AS.050.321. See description.
Instructor(s): G. Legendre
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.622. Semantics II.
Co-taught with AS.050.322. See description.
Instructor(s): K. Rawlins
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.625. Phonology I.
Also offered as AS.050.325. See description.
Instructor(s): C. Wilson
Area: Natural Sciences, Social and Behavioral Sciences.

This course explores general issues and methodologies in cognitive science through the reading of classic works (from Plato and Kant through Skinner and Turing) and recent research articles to begin construction of a coherent picture of many seemingly divergent perspectives on the mind/brain. Recent brain-based computational models serve to focus discussion. (Same as AS.050.326) Recommended Course Background: at least one course at the 300-level or higher in psychology.
Instructor(s): P. Smolensky.

Recommended Course Background: AS.050.101, AS.050.339/AS.050.639, AS.200.132, or instructor’s permission required.
Instructor(s): B. Landau.

Also offered as AS.050.333. See description.
Instructor(s): A. Omaki.

AS.050.635. Introduction to Connectionist Modeling of Cognition.
Connectionism is an approach to studying cognition in which cognitive processes are modeled by the behavior of interconnected networks of simple processing units. Connectionist models have shown the ability to provide a precise match to experimental data with human subjects, and have provided examples of how complex processes such as position-invariant face recognition could conceivably be implemented by networks of simple processing units. This course provides a hands-on introduction to connectionist modeling. In addition to readings, students will construct and run computer simulations of connectionist networks and study their properties, utilizing a public-domain neural network simulation package. We’ll study classic network architectures, as well as more recent developments. (Same as AS.050.335) Programming experience is helpful, but not required. Recommended Course Background: 100-level course in Cognitive Science or permission of instructor.
Instructor(s): D. Mathis.

Also offered as AS.050.339. Instructor approval required.
Instructor(s): J. Yarmolinskaya.

Also offered as AS.050.345. See description.
Instructor(s): N. Nozari.

It is recommended to have taken AS.050.626, but not required. Also offered as AS.050.446.
Instructor(s): P. Smolensky
Area: Natural Sciences, Social and Behavioral Sciences.

Also offered as AS.050.370. See description.
Instructor(s): K. Rawlins
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.671. Bayesian Inference.
Also offered as AS.050.371.
Instructor(s): C. Wilson
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.672. Foundations of Neural Network Theory.
Introduction to continuous mathematics for cognitive science, with applications to biological and cognitive network models: real and complex numbers, differential and integral multi-variable calculus, linear algebra, dynamical systems, numerical optimization. Meets with AS.050.372
Instructor(s): P. Smolensky.

Directed readings on current topics in cognitive science. Instructor approval required.
Instructor(s): Staff.

AS.050.800. Directed Readings.
Guided independent readings in special fields of cognitive science. Instructor(s): P. Smolensky.

Participants in this graduate seminar will read and discuss current research articles in cognitive neuropsychology of vision or language, and present their own research.
Instructor(s): M. McCloskey.
Permission required. Current issues and ongoing research on human cognition are discussed. 
Instructor(s): B. Rapp.

A specialized research seminar for individuals researching language acquisition, cognitive development and the interface between language and cognition. Students must actively carry out empirical or theoretical research in these areas. Permission required. 
Instructor(s): B. Landau.

Instructor(s): K. Rawlins.

Participants in this graduate seminar will read and discuss current research articles in language development and present their own research. Permission required. 
Instructor(s): G. Legendre.

Topics in phonological, morphological, syntactic, and/or semantic theory. Discussion of the current literature and specifically of the relevance of linguistic results for the study of the mind. Permission required. 
Instructor(s): A. Omaki; G. Legendre; K. Rawlins.

A critical analysis of current issues and debates in theoretical syntax. Discussion of on-going research. 
Instructor(s): G. Legendre.

AS.050.823. Research Seminar in Phonology.
Permission required. 
Instructor(s): C. Wilson.

AS.050.825. Research Seminar in Optimality Theory.
A specialized research seminar on constraint based theories of human language, including Optimality Theory, Harmonic Grammar, and Maximum Entropy models. 
Instructor(s): G. Legendre; P. Smolensky.

Readings and research presentations on varying topics in mathematics, computation, and formal linguistics with bearing on cognitive science. 
Instructor(s): C. Wilson.

AS.050.827. Research Seminar in Language Acquisition.
Focus is on current research in acquisition of syntax. 
Instructor(s): A. Omaki; G. Legendre.

This seminar will read on-going and recent papers on the cognitive neuroscience research of vision. Permission required. 
Instructor(s): S. Park.

Topics range from mathematical analysis of neural networks to computational studies of linguistic structure. Focus is ongoing research and current literature. 
Instructor(s): P. Smolensky.

AS.050.832. Research Seminar in Language Processes.
Current Topics in Human Language Processing, with discussion of recent developments in theory and experimental study. Permission required. 
Instructor(s): A. Omaki.

Current topics in any area of cognitive science, including language and vision, with discussion of recent developments in theory, experimental study, and computational modeling. 
Instructor(s): Staff.

AS.050.849. Teaching Practicum.
Permission required. Essential for Teaching Assistants. 
Instructor(s): Staff.

AS.050.850. Department Seminar.

Instructor(s): P. Smolensky.

Instructor permission required. Addresses professional issues such as research ethics, success on the job market and in an academic career, teaching and mentoring and differing professional standards in the sub-disciplines of cognitive science. 
Instructor(s): P. Smolensky.

Independent study. Intended for graduate students who have completed all degree requirements except for their dissertation but must remain or return to residency status in order to fulfill other obligations. Advisor or department approval required. 
Instructor(s): Staff.

Cross Listed Courses

Neuroscience

This course surveys theory and research concerning how the human brain carries out mental processes. The sections of this course correspond with the sections listed for AS.020.203. All sections will meet together on exams day and guest lecture days. Co-listed as AS.050.203 in Cognitive Science. 
Instructor(s): B. Rapp; S. Park
Area: Natural Sciences, Social and Behavioral Sciences.

AS.080.320. The Auditory System.
This course will cover the neuroanatomy and neurophysiology of the human auditory system from the ear to the brain. Behavioral, electrophysiological, and neuroimaging methods for assessing peripheral and central auditory function will be discussed. Acquired and developmental disorders of auditory function will be reviewed using clinical case studies. 
Prerequisites: AS.080.305 OR AS.080.203 OR AS.050.203 OR AS.200.141 OR AS.020.312 or permission of the instructor. 
Instructor(s): D. Boatman
Area: Natural Sciences.

Psychological Brain Sciences

Instructor(s): J. Halberda; L. Feigenson
Area: Social and Behavioral Sciences.
AS.200.367. Episodic Memory in Human and Nonhuman Animals. Episodic memory, or autobiographical memory, has been said to be a capacity that is uniquely human. Consisting of the what, when, and where components of our experiences, episodic memory is what makes each of us who we are. This course will explore each of these components individually—the psychology and neural underpinnings of each component—before discussing them in combination as episodic memory. Finally, we will visit one of the greatest ongoing debates in the memory literature: whether or not this ability is truly “uniquely human” or if our nonhuman animal counterparts also have this capacity. Throughout the course, we will draw on evidence from empirical articles based on studies in a variety of species including rodents, primates, and birds. **Prerequisites:** AS.200.101 OR AS.200.141 OR AS.080.105 OR (AS.080.305 AND AS.080.306) OR Permission required. **Instructor(s):** J. Asem **Area:** Natural Sciences, Social and Behavioral Sciences.

Morton K. Blaustein Department of Earth and Planetary Sciences

The Department of Earth and Planetary Sciences offers programs of study and research in a wide range of disciplines including the atmosphere, biosphere, oceans, geochemistry, geology and geophysics, and planets. The undergraduate program in Earth and Planetary Sciences is flexible and lets the student, in consultation with a faculty advisor, devise a program that is challenging, individual, and rigorous. The graduate program develops skills in research through independent investigation under the general guidance of one or more members of the faculty, backed up by relevant course work. The department gives particular emphasis to the integration of experimental investigation, theoretical calculation, and quantitative field observations.

The Department also offers an interdepartmental undergraduate program in Global Environmental Change and Sustainability. This program introduces students to the science of the Earth and its living and nonliving systems as well as how humans interact with Earth and its natural systems and how humans can use a variety of tools, such as policy, communication, individual and societal behavior change, and law to harm or help those systems. Students are exposed to theory, research, and the practical applications of both throughout their course work.

**Facilities**

The Department of Earth and Planetary Sciences is housed in Olin Hall, a modern building dedicated to the Earth sciences, nestled on a wooded knob on the western edge of campus. Its facilities include state-of-the-art instrumentation, a departmental library, and modern computer equipment. There are laboratories for crystallography, evolutionary biology/ecology, stable isotope geochemistry, materials science, and fluid and solid mechanics. Olin Hall also contains equipment for modern petrographic work (including a computer-controlled image analysis system), darkroom facilities, and a laboratory for sectioning rocks. There is also a substantial collection of rocks, minerals, and fossils. Facilities are available for a wide spectrum of fluid mechanical experiments, including thermal convection and solidification.

A JEOL 8600 electron microprobe in Olin Hall is available to all members of the department. Crystallographic facilities include a modern specimen preparation laboratory for transmission electron microscopy and single-crystal X-ray diffraction studies. The transmission electron microscopy laboratory houses state-of-the-art instruments capable of both high-resolution imaging at the atomic scale and microanalysis at the nanometer scale.

The department contains several computer laboratories containing clusters of workstations and personal computers, together with printers and scanners. These computers are used for numerical simulations, graphics applications, data manipulation, and word processing.

Field studies and excursions form an integral part of the program of instruction and research in geology and are closely integrated with the laboratory and course work. Situated at the fall line between the Coastal Plain and the Piedmont and only an hour’s ride from the Blue Ridge and Appalachians, Baltimore is an excellent location for a department with a field-oriented program in geology. The department has a permanent field station for geological research, Camp Singewald, in the Bear Pond Mountains of Washington County, Maryland, and a vehicle for field use.
## Earth and Planetary Sciences (EPS) Major

The EPS major is for undergraduates interested in the study of the physical, chemical, and biological processes that shape the Earth and the other planets. It is designed primarily for scientists who wish to have careers researching the science of the Earth and planets, although it is also suitable for students planning careers in the health professions. The GECS major is an interdepartmental program introducing students to the science of the Earth and its living and nonliving systems, as well as how humans interact with Earth and its natural systems, and how humans can use a variety of tools, such as policy, communication, individual and societal behavior change, and law to harm or help those systems.

In addition to major requirements, students are required to complete the university requirements for the B.A. degree. See Requirements for a Bachelor’s Degree (p. 20).

### Required Math & Science Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.110.106</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>AS.110.107</td>
<td>Calculus II (For Biological and Social Science)</td>
<td>4</td>
</tr>
<tr>
<td>AS.110.109</td>
<td>Calculus II (For Physical Sciences and Engineering)</td>
<td>4</td>
</tr>
<tr>
<td>AS.110.113</td>
<td>Honors Single Variable Calculus</td>
<td>4</td>
</tr>
<tr>
<td>AS.171.101</td>
<td>General Physics:Physical Science Major I</td>
<td>4</td>
</tr>
<tr>
<td>AS.171.103</td>
<td>General Physics I for Biological Science Majors</td>
<td></td>
</tr>
<tr>
<td>AS.171.107</td>
<td>General Physics for Physical Sciences Majors (AL)</td>
<td></td>
</tr>
<tr>
<td>AS.171.102</td>
<td>General Physics: Physical Science Majors II</td>
<td></td>
</tr>
<tr>
<td>AS.171.104</td>
<td>General Physics/Biology Majors II</td>
<td></td>
</tr>
<tr>
<td>AS.171.108</td>
<td>General Physics for Physical Science Majors (AL)</td>
<td></td>
</tr>
</tbody>
</table>

### EPS Required Elective Courses *

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.500.200</td>
<td>Computing for Engineers and Scientists</td>
<td>4</td>
</tr>
<tr>
<td>EN.550.291</td>
<td>Linear Algebra and Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>EN.570.108</td>
<td>Introduction Environmental Engineering</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.239</td>
<td>Emerging Environmental Issues</td>
<td>3</td>
</tr>
<tr>
<td>EN.600.107</td>
<td>Introductory Programming in Java</td>
<td>3</td>
</tr>
</tbody>
</table>

* Only one course numbered AS.271.xxx may apply towards the EPS major.

Courses recommended to enrich the educational background of the major:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.270.220</td>
<td>The Dynamic Earth: An Introduction to Geology</td>
<td>3</td>
</tr>
<tr>
<td>AS.270.224</td>
<td>Oceans &amp; Atmospheres</td>
<td>3</td>
</tr>
<tr>
<td>AS.270.221</td>
<td>The Dynamic Earth Laboratory</td>
<td>2</td>
</tr>
</tbody>
</table>

### Minor in EPS

The Earth and Planetary Sciences minor is for science undergraduates interested in applying their major discipline to Earth’s environment through geology, geochemistry, ecology, geobiology, oceanography, and atmospheric science. Students are expected to have at least 16 credits in Natural Sciences, Quantitative Studies, or Engineering courses. Students will take 12 credits in the department, at least six of which are at the 300-level. All courses must be taken for a letter grade and students must receive a grade of C- or better to apply the course towards the minor.

### Minor Requirements:

Three credits at any level of EPS courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.270.220</td>
<td>The Dynamic Earth: An Introduction to Geology</td>
<td>3</td>
</tr>
<tr>
<td>or AS.270.224</td>
<td>Oceans &amp; Atmospheres</td>
<td>3</td>
</tr>
</tbody>
</table>
Six credits at the 300- or 400-level of EPS courses 6
Sixteen credits of natural, quantitative, or engineering courses * 16

Total Credits 28

* Preferably biology, chemistry, physics, math. Additional AS.270.xxx courses may not apply here. No AS.271.xxx courses may apply towards this minor.

Global Environmental Change and Sustainability (GECS) Major

The major in GECS is an interdepartmental program designed to provide students with a solid knowledge base of the science of the Earth and its living and nonliving systems, as well as how humans interact with Earth and its natural systems, including social science tools of change, such as policy, communication, individual and social behavior change, and law. Students will be exposed to theory, research, and the practical applications of both throughout their course work. Requirements for the major include a total of 24 courses (81 credits) if the Science concentration is chosen and 25 courses (78 credits) for the Social Science concentration.

All GECS majors must complete 13 “core” courses listed in Table 1 below. Additionally, students will choose either the Science concentration or the Social Science concentration to determine their additional course requirements. For the Science concentration, majors complete the additional science core courses and requirements listed in Table 2a. For the Social Science concentration, majors complete the additional requirements as listed in Table 2b. All courses must be taken for a letter grade and students must receive a grade of C- or better to apply the course towards the major.

The GECS Senior Capstone Experience involves the research, planning and execution of a tangible sustainability project on or off-campus. While working in groups (the size of which will depend on the nature and scale of the project), GECS Seniors will research, design and create/implement a sustainability project or initiative on campus or in Baltimore. All GECS Seniors enroll in the Capstone Seminar both in the fall and in the spring. The seminars are designed to facilitate measured progress on the capstone projects and ensure that the final product is meaningful and exceptional. All majors will make a presentation of their capstone experience to involved faculty, advisors, and fellow students at the end of their Senior year.

Table 1: Required Courses for all GECS Majors

| AS.270.103 | Introduction to Global Environmental Change | 3 |
| AS.271.107 | Introduction to Sustainability | 3 |
| AS.271.506 | GECS Senior Capstone Seminar Part I (GECS Senior Capstone Seminar, Part I, Fall) | 3 |
| AS.271.505 | GECS Senior Capstone Seminar - Part II (Part II, Spring) | 3 |
| AS.110.106 | Calculus I | 4 |
| or AS.110.108 | Calculus I | 4 |
| AS.030.101 | Introductory Chemistry I | 3 |
| AS.030.105 | Introductory Chemistry Lab I | 1 |
| AS.180.102 | Elements of Microeconomics | 3 |
| Select one of the following: | | |
| EN.550.111 | Statistical Analysis I | |
Table 3: GECS Electives in Earth and Environmental Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.250.205</td>
<td>Introduction to Computing</td>
<td>3</td>
</tr>
<tr>
<td>AS.270.224</td>
<td>Oceans &amp; Atmospheres</td>
<td>3</td>
</tr>
<tr>
<td>AS.570.205</td>
<td>Introduction to Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>AS.270.210</td>
<td>Environmental Field Methods</td>
<td>3</td>
</tr>
<tr>
<td>AS.270.220</td>
<td>The Dynamic Earth: An Introduction to Geology</td>
<td>3</td>
</tr>
<tr>
<td>AS.270.221</td>
<td>The Dynamic Earth Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>AS.270.305</td>
<td>Energy Resources in the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>AS.270.307</td>
<td>Geoscience Modelling</td>
<td>4</td>
</tr>
<tr>
<td>AS.270.308</td>
<td>Population/Community Ecology</td>
<td>3</td>
</tr>
<tr>
<td>AS.270.311</td>
<td>Geobiology</td>
<td>3</td>
</tr>
<tr>
<td>AS.270.315</td>
<td>Natural Disasters</td>
<td>3</td>
</tr>
<tr>
<td>AS.270.318</td>
<td>Remote Sensing of the Environment</td>
<td>4</td>
</tr>
<tr>
<td>AS.270.332</td>
<td>Soil Ecology</td>
<td>3</td>
</tr>
<tr>
<td>AS.270.369</td>
<td>Geochem Earth/Environmen</td>
<td>3</td>
</tr>
<tr>
<td>AS.270.377</td>
<td>Climates Of The Past</td>
<td>3</td>
</tr>
<tr>
<td>AS.270.378</td>
<td>Present &amp; Future Climate</td>
<td>3</td>
</tr>
<tr>
<td>AS.270.405</td>
<td>The Hydrological Cycle</td>
<td>3</td>
</tr>
<tr>
<td>AS.271.360</td>
<td>Climate Change: Science &amp; Policy</td>
<td>3</td>
</tr>
<tr>
<td>AS.280.335</td>
<td>The Environment and Your Health</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.108</td>
<td>Introduction Environmental Engineering</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.239</td>
<td>Emerging Environmental Issues</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.328</td>
<td>Geography &amp; Ecology of Plants</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.353</td>
<td>Hydrology</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.395</td>
<td>Principles of Estuarine Environment: Chesapeake Bay</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.205</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>or EN.570.403</td>
<td>Ecology</td>
<td></td>
</tr>
<tr>
<td>EN.570.411</td>
<td>Engineering Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>EN.570.420</td>
<td>Air Pollution</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.443</td>
<td>Aquatic Chemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

* Students may substitute alternative, but equivalent, Physics courses. AS.171.101, 103, 105, or 107 may be used as Physics I and AS.171.102, 104, 106, or 108 may be used as Physics II.

Table 2b: Social Science Concentration Requirements

(Students complete either Table 2a (science concentration) OR 2b (social science concentration); pick one)

One course at any level in Earth and environmental sciences as listed in Table 3
One 300-level or higher course in Earth and environmental sciences as listed in Table 3
Four courses at any level in the social sciences as listed in Table 4
Six courses at the 300-level or higher in the social sciences as listed in Table 4

Table 2b: Social Science Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.570.443</td>
<td>Aquatic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.420</td>
<td>Air Pollution</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.411</td>
<td>Engineering Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>EN.570.403</td>
<td>Ecology</td>
<td></td>
</tr>
<tr>
<td>EN.570.205</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.353</td>
<td>Hydrology</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.395</td>
<td>Principles of Estuarine Environment: Chesapeake Bay</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.108</td>
<td>Introduction Environmental Engineering</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.239</td>
<td>Emerging Environmental Issues</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.328</td>
<td>Geography &amp; Ecology of Plants</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.353</td>
<td>Hydrology</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.395</td>
<td>Principles of Estuarine Environment: Chesapeake Bay</td>
<td>3</td>
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</tbody>
</table>

Table 4: GECS Electives in Social Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.070.132</td>
<td>Invitation to Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>AS.070.265</td>
<td>Anthropology of Media</td>
<td>3</td>
</tr>
<tr>
<td>AS.070.279/</td>
<td>Ecological Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.285</td>
<td>Understanding Aid: Anthropological Perspectives for Technology-Based Interventions</td>
<td>3</td>
</tr>
<tr>
<td>AS.070.327</td>
<td>Poverty’s Life: Anthropology of Health &amp; Economy</td>
<td>3</td>
</tr>
<tr>
<td>AS.130.177</td>
<td>World Prehistory: An Anthropological Perspective</td>
<td>3</td>
</tr>
<tr>
<td>AS.140.302</td>
<td>Rise of Modern Science</td>
<td>3</td>
</tr>
<tr>
<td>AS.140.311</td>
<td>Ecology, Health, and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>AS.180.101</td>
<td>Elements of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>AS.180.215</td>
<td>Game Theory and the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>AS.180.228</td>
<td>Economic Development</td>
<td>3</td>
</tr>
<tr>
<td>AS.180.241</td>
<td>International Trade</td>
<td>3</td>
</tr>
<tr>
<td>AS.180.252</td>
<td>Economics of Discrimination</td>
<td>3</td>
</tr>
<tr>
<td>AS.180.266</td>
<td>Financial Markets and Institutions</td>
<td>3</td>
</tr>
<tr>
<td>AS.180.301</td>
<td>Microeconomic Theory</td>
<td>4</td>
</tr>
<tr>
<td>AS.180.302</td>
<td>Macroeconomic Theory</td>
<td>4</td>
</tr>
<tr>
<td>AS.180.355</td>
<td>Economics of Poverty/Inequality</td>
<td>3</td>
</tr>
<tr>
<td>AS.190.102</td>
<td>Introduction To Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>AS.190.209</td>
<td>Contemporary International Politics</td>
<td>3</td>
</tr>
<tr>
<td>AS.190.220</td>
<td>Global Security Politics</td>
<td>3</td>
</tr>
<tr>
<td>AS.190.226</td>
<td>Global Governance</td>
<td>3</td>
</tr>
<tr>
<td>AS.190.227</td>
<td>U.S. Foreign Policy (U.S. Foreign Policy)</td>
<td>3</td>
</tr>
<tr>
<td>AS.190.280</td>
<td>Political Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>AS.190.281</td>
<td>Virtue, Labor, and Power (Classics of Political Thought II)</td>
<td>3</td>
</tr>
<tr>
<td>AS.190.301</td>
<td>Global Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>AS.190.320</td>
<td>Politics Of East Asia</td>
<td>3</td>
</tr>
<tr>
<td>AS.190.396</td>
<td>Capitalism and Ecology</td>
<td>3</td>
</tr>
<tr>
<td>AS.190.405</td>
<td>Food Politics</td>
<td>3</td>
</tr>
<tr>
<td>AS.190.411</td>
<td>Environment and Development in the Third World</td>
<td>3</td>
</tr>
<tr>
<td>AS.195.477</td>
<td>Intro To Urban Policy &amp; AS.195.478</td>
<td>0</td>
</tr>
<tr>
<td>AS.190.412</td>
<td>Political Violence</td>
<td>3</td>
</tr>
<tr>
<td>AS.190.426</td>
<td>Science and Expertise in Global Politics</td>
<td>3</td>
</tr>
<tr>
<td>AS.190.491</td>
<td>Game Theory in the Social Sciences (Game Theory in the Social Sciences)</td>
<td>3</td>
</tr>
<tr>
<td>AS.200.101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>AS.200.133</td>
<td>Introduction to Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>AS.200.222</td>
<td>Positive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>AS.220.206</td>
<td>Writing About Science I</td>
<td>3</td>
</tr>
<tr>
<td>AS.220.210</td>
<td>Introduction to Non-Fiction: Science as a Social Activity</td>
<td>3</td>
</tr>
<tr>
<td>AS.220.317</td>
<td>Writing about Science II</td>
<td>3</td>
</tr>
<tr>
<td>AS.230.101</td>
<td>Introduction Sociology</td>
<td>3</td>
</tr>
<tr>
<td>AS.230.150</td>
<td>Issues in International Development</td>
<td>3</td>
</tr>
<tr>
<td>AS.230.213</td>
<td>Social Theory</td>
<td>3</td>
</tr>
<tr>
<td>AS.230.221</td>
<td>Global Social Change (Global Social Change)</td>
<td>3</td>
</tr>
<tr>
<td>AS.230.265</td>
<td>Research Tools and Technologies for the Social Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>
** The lists of acceptable Earth and Environmental Science and Social Science Electives will be reviewed and updated annually by the Director, with guidance from the Advisory Committee. Courses no longer taught will be removed, although credit earned for courses that are removed will still count toward GECS major requirements as long as the course was on the list when it was taken, and new courses will be added. Relevant courses not included in the elective list may be able to be substituted for an elective with approval of the Director. Students wishing to make such a substitution should follow the procedure outlined on the major’s website.

**Honors in GECS Major**

To receive honors in GECS, you must have met the following criteria:

- Have a GPA of a 3.5 or higher in GECS courses.
- Receive an A on your capstone project.

**Minor in GECS**

The GECS minor consists of seven courses. All minors are required to take two core courses: Intro to Global Environmental Change provides the necessary content about the science of the Earth and its environments and Intro to Sustainability covers a thorough overview of the interactions between humans and the Earth’s systems and how those interactions could become sustainable. Students then have a choice of one of four other science courses that further explore a subset of interactions of humans with Earth’s living and nonliving systems, depending on the student’s area of interest. Students must choose two more courses from the list of Earth and Environmental Science Electives (Table 4) and two more courses from the list of Social Science Electives (Table 4). At least one course from each elective list must be upper level. A total of five Earth and Environmental Science courses provide the science basis of the minor, which is then rounded out with two relevant Social Science courses. Because students will be acquiring the methodological tools of their major discipline, this curriculum removes the science methodology required in the GECS major, while keeping the most important core content. All courses must be taken for a letter grade and students must receive a grade of C- or better to apply the course towards the minor.

Check the GECS major/minor web pages for latest information.

**Introductory Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.270.103</td>
<td>Introduction to Global Environmental Change</td>
<td>3</td>
</tr>
<tr>
<td>AS.271.107</td>
<td>Introduction to Sustainability</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select one of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.270.305</td>
<td>Energy Resources in the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>AS.270.308</td>
<td>Population/Community Ecology</td>
<td>3</td>
</tr>
<tr>
<td>AS.271.360</td>
<td>Climate Change: Science &amp; Policy</td>
<td>3</td>
</tr>
<tr>
<td>AS.280.335</td>
<td>The Environment and Your Health</td>
<td>3</td>
</tr>
</tbody>
</table>

**Earth and Environment Science Electives**

One course at any level in Earth and environmental sciences as listed in Table 3

One course at the 300-level or higher in the social sciences as listed in Table 3

**Social Science Electives**

One course at any level in the social sciences as listed in Table 4

One course at the 300-level or higher in the social sciences as listed in Table 4

**Total Credits**

21

**B.A./M.S. Option for Johns Hopkins GECS Majors**

Undergraduates majoring in Global Environmental Change and Sustainability (GECS) may apply for accelerated status toward an M.S. in Environmental Science and Policy (ESP). These students should declare their intention to pursue the M.S. during their junior year or early in their senior year of undergraduate study by contacting either the undergraduate GECS Director, Cindy Parker (ciparker@jhsph.edu)
or the Director of the ESP Program, Antoinette Winklerprins (antoinette@jhu.edu). GECS students may apply up to three courses taken as undergraduates toward the M.S. in Environmental Science and Policy thereby leaving only seven more courses to complete the M.S. following receipt of their B.A.

Application

GECS students may apply for the B.A./M.S. anytime during the senior year or up to one year following the conferral of their B.A. The application procedure is the same as that of other AAP applicants and details are found online at: http://advanced.jhu.edu/admissions/index.html. Students admitted to the B.A./M.S. program will be assigned a graduate advisor, but will continue to be advised by their GECS advisor for all matters concerning the B.A. degree.

Course Requirements For B.A./M.S.

GECS students will receive two separate degrees and so the requirements of both degrees must be fulfilled. Students may not earn the M.S. degree without completion of the B.A., however, students who do not complete the M.S. retain their B.A. GECS B.A./M.S. students must complete all the requirements of the M.S. in ESP and may opt for either the general ESP degree or a concentration. Up to three courses completed while an undergraduate can count toward the ten courses required for the M.S. Specifically, up to two of the following courses can be used to satisfy the corresponding core course requirements for the M.S. in Environmental Science and Policy.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.270.224</td>
<td>Oceans &amp; Atmospheres</td>
<td>3</td>
</tr>
<tr>
<td>AS.270.308</td>
<td>Population/Community Ecology</td>
<td>3</td>
</tr>
<tr>
<td>AS.271.403</td>
<td>Environmental Policymaking and Policy Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

(Note that the Environmental Policymaking and Policy Analysis course will be a combined GECS undergraduate and ESP masters class.)

If a student wishes to apply a third course to both their GECS B.A. and their ESP M.S., the course must be approved by the graduate advisor and must be at the 300- to 600- level with content germane to environmental science and policy.

Requirements for Admission

Applicants must submit transcripts, Graduate Record Examination scores (aptitude exam only), and supporting letters to show their ability to do advanced study. The applicant should have his/her GRE scores, verbal and quantitative aptitude, sent to the department before the January 15 deadline for filing applications for admission.

The department expects applicants for advanced degrees to have completed undergraduate training in the basic sciences and mathematics. Normally this includes mathematics through at least integral calculus and a year’s course each in physics, chemistry, and biology. Further undergraduate study in one or more of these subjects or in mathematics is highly desirable for all programs in the Earth sciences; additional mathematics is essential for geophysics, atmospheric sciences, and dynamical oceanography. Extensive undergraduate work in Earth sciences is not a requirement for admission. If students lack formal training in this area or have deficiencies in the other related sciences, they may be admitted but will have to allow additional time in the graduate program to make up for deficiencies in their preparation.

Requirements for Advanced Degrees

Candidates for the Ph.D. must take courses and meet requirements specified by their advisory committee; must pass a comprehensive examination before a departmental committee and an oral examination administered by the Graduate Board of the university; and must submit an acceptable dissertation involving significant original research. A minimum of two consecutive terms registered as a full-time student is required.

The department rarely accepts candidates for the M.A. degree alone, but Ph.D. students can, with the consent of their advisors, complete a program that will qualify them for the M.A. degree at the end of the second year. Candidates for this degree must pass a comprehensive examination before a departmental committee, and must satisfy the residency requirement specified above for the Ph.D. degree. A student’s advisor may require an essay demonstrating research capability.

For further information about graduate study in the Earth and planetary sciences contact the Chair, Department of Earth and Planetary Sciences.

Fields of Graduate Study and Research

The department offers numerous graduate fields: sedimentology, geochemistry and petrology, mineralogy and crystallography, paleobiology, solid Earth geophysics, oceanography, atmospheric sciences, and planetary astrophysics. Descriptions of these fields and their various programs are given below.

Petrology

Modern research in petrology requires a flexible approach combining thermodynamics, solution chemistry, experimental petrology, and careful field observation. The department offers a broad range of courses that provide a thorough background in these areas and a detailed review of research to date. In addition to the facilities available on campus, those at the Geophysical Laboratory and the Department of Terrestrial Magnetism of the Carnegie Institution of Washington, the Smithsonian Institution, the University of Maryland, and the U.S. Geological Survey in Reston are available to students and faculty through a cooperative arrangement.

The program in mineral igneous-petrology is concerned with the chemistry and physics of the origin and evolution of magma. All aspects of the generation, extraction, ascent, cooling, kinetics of crystallization, convection, differentiation, eruption, and flow are considered in detail. The results of high temperature melting experiments as well as detailed chemical analysis are applied to these problems. A nontraditional approach to petrological problems is emphasized through an analytical treatment of volcanological field work. Students are encouraged to take thermodynamics, fluid mechanics, and heat transfer, in addition to AS.270.395 Planetary Physics and Chemistry, AS.270.652 Physics Of Magma, and AS.270.604 Sem:Geophysical Petrology.

The program in metamorphic petrology emphasizes studies of petrogenesis involving field work, chemical, and stable isotope analysis of rocks and minerals, fluid inclusion studies, interpretation of textures and structures, laboratory phase equilibrium studies, and computer modeling of metamorphic processes. Analytical data from mineral assemblages are rigorously interpreted within the framework of chemical thermodynamics and transport theory.
Mineralogy and Crystallography

An understanding of crystal structure and the subsolidus behavior of minerals is fundamental to the interpretation of many geological phenomena. The program in mineralogy and crystallography stresses the application of crystallographic theory and experimental approaches to petrologically, environmentally, and geophysically relevant mineral systems.

Research in crystal chemistry utilizes X-ray techniques but more strongly emphasizes the application of high-resolution transmission electron microscopy, electron diffraction, and analytical transmission electron microscopy. The electron microscopy laboratory in the Department of Earth and Planetary Sciences is used to investigate the defects and mechanisms of solid-state reactions in minerals, mechanisms of crystal growth, the structures of fine-grained and disordered geological materials, the chemical and structural variations in synthetic run products and the structures of grain boundaries in rocks.

Geochemistry

The program in molecular surface geochemistry emphasizes fundamental research in how the Earth’s environment changes because of interactions between natural waters, minerals and rocks, and living organisms. It emphasizes understanding of the chemical reactions at water-electrolyte-mineral-biomolecule interfaces. Students are encouraged to undertake quantitative studies integrating field, laboratory, and theoretical methods that permit a predictive approach to a wide variety of geochemical and biogeochemical processes including weathering and soil formation, life in the oceans, the migration of toxic species in the environment, the binding of medical implants in the human body, and the role of mineral surface reactions in the origin of life. Collaborative research possibilities are available through joint projects with the geobiology program in the department, and at the Geophysical Laboratory of the Carnegie Institution of Washington.

The program in stable isotope geochemistry focuses on development and application of geochemical tools that allow for reconstruction and understanding of phenomena such as climate, ecology, biogeochemical cycling, tectonics, sedimentation, and metamorphism. Group members work on questions ranging from paleoenvironments of human evolution, history of the Tibetan Plateau and East Asian monsoons, global expansion of savanna grasslands, niche partitioning among fossil mammals, and temperatures of dolomite formation. Students may pursue their own research interests, and are encouraged to become proficient in all aspects of the science, including instrumentation and laboratory methods, fieldwork, theory, and modeling.

Sedimentology Systems

The teaching and research program in sedimentary systems is dedicated to understanding interactions between sediments, organisms, climate and tectonics in the Earth’s past. This program combines sedimentology, paleontology, geochronology, and geochemistry to study Earth history from sedimentary archives. Field and laboratory observations are equally essential to this kind of research, and students are expected to become proficient in both. Through course work and research students should develop literacy in a combination of disciplines, which may include but are not limited to stratigraphy, geochemistry, paleontology, ecology, geomorphology, geochronology, soil science, and meteorology. Interdisciplinary interactions are encouraged within the Earth and Planetary Science department and with members of other departments at Hopkins, such as the Department of Geography and Environmental Engineering in the School of Engineering and the Center for Functional Anatomy and Evolution in the Medical School.

Geobiology and Paleoclimate

Research emphases within this discipline include soil ecology, soil formation, biohydrolgy, plant-soil-animal interactions, biogeochemical cycling, paleoecology, and paleoclimateology. Methods of stable isotope geochemistry are used to investigate changes in the cycling of C, H, N, and O through Earth history. Students are invited to participate in ongoing collaborations with the Baltimore Ecosystem Study (Long-Term Ecological Research Site), Smithsonian Environmental Research Center, or to design an original research project under the advisement of our faculty. Instrumentation in the Department of Earth and Planetary Sciences includes stable isotope mass spectrometry, scanning electron microscopy, microprobe and transmission electron microscopy; fieldwork is ongoing at several international sites.

All Ph.D. students are expected to have a background of physics, chemistry, calculus, general biology, and sedimentary geology. Deficiencies can be made up in the first semesters at Hopkins. Students take a core program of statistics, Earth history, stable isotope geochemistry, and ecology. In conjunction with the Department of Geography and Environmental Engineering, Earth and Planetary Sciences offers course work opportunities in Aquatic Chemistry, Plant and Animal Ecology, Geobiology, Analytical Environmental Chemistry, and Sedimentary Geochemistry.

Oceans, Atmospheres, and Climate Dynamics

The oceans, atmospheres, and climate dynamics program focuses on the study of physical processes in the oceans and atmosphere, the interaction between the ocean, atmosphere and land surface, and their role in climate. The philosophy underlying the department’s program is a rigorous and thorough background in the physics of fluids and radiation, and their applications to climate and environmental problems, applied mathematics, laboratory experiments, and observations. Problems in radiative transfer and the dynamics of atmospheres and oceans are attacked by theory, laboratory or numerical experiments, and field observations. Johns Hopkins is a member of the University Corporation for Atmospheric Research.

The best preparation for graduate study in this program is an undergraduate degree in physics, applied mathematics, mechanical engineering, or another parent science such as chemistry or geology/geophysics. Prior course work in fluid dynamics, while highly desirable, is not mandatory to pursue graduate study in this area. It is essential to have a broad background in the parent sciences, specialization in one of them, and at least three years of undergraduate mathematics.

Research in physical oceanography focuses on the processes that maintain the global ocean circulation and the oceans’ role in climate and global biogeochemical cycling. In particular, attention is on the role of waves, eddies, and small-scale mixing in controlling the oceans’ part in Earth’s heat balance. We also study advection, stirring, and mixing processes in the interior ocean and their roles in dispersing atmospheric trace gases and nutrients.

Research in atmospheric dynamics focuses on large-scale dynamics, the transport of trace constituents, and understanding the composition of the global atmosphere (e.g., distributions of stratospheric ozone and tropospheric water vapor). Current interests include stratospheric vortex
dynamics, troposphere-stratosphere couplings, transport and mixing processes, and global modeling of chemical constituents.

Research on climate and radiation includes study of the global climate system and its response to radiative forcing due to changes in greenhouse gases and solar luminosity, the feedback effects of water vapor and clouds, and the radiative and hydrological effects of aerosols. These studies involve global and regional scale modeling, and the analysis and interpretation of satellite observations.

Research on climate also includes studies on the interplay between atmospheric variability and surface processes, including hydrological states and fluxes, human modification of the landscape, and ecosystem activities. This research employs satellite image analysis, numerical modeling, and field observation to build a process-based understanding of the ways in which climate shapes landscape and vice versa. Particular emphasis is devoted to the impact of climate variability on fresh water resources.

A new program of research, combining physical oceanography and atmospheric science, focuses on the role of ocean-atmosphere interactions in the climate of the North Atlantic region. The task is to isolate and understand the predictable mechanisms that govern mid-latitude climate oscillations lasting several years.

A new program of research in global biogeochemical cycling, focuses on applying and developing large-scale computational models that can be combined with observations remotely sensed data to characterize cycling of key elements (including carbon, nitrogen, and oxygen) in the earth system. Opportunities exist to link this work to the observational geochemistry work done in the department as well as to stimulate key periods and transitions in Earth History.

**Solid Earth Geophysics**

Solid Earth geophysics is the study of our planet’s interior. Our overarching goals are to understand the formation, structure, composition, and dynamics of the Earth as a whole, and their relationship to geological and surface environmental processes today, in the past, and in the future.

Modern geophysics requires an integrated approach that combines geology, solid and fluid mechanics, seismology, gravity, magnetism, and planetology. Students following the geophysics program are therefore encouraged to take advanced mathematics (including numerical modeling), classical physics, solid and fluid mechanics, as well as a broad range of EPS course work that includes geology, geochemistry, geophysics, and planetary science.

Some examples of broad-based geophysics research topics in EPS include study of Earth’s magnetic field, the surface expression of Earth’s “geodynamo,” which is powered by fluid flow in the Earth’s metallic core. Similarly, earthquakes arise from tectonic forces that are ultimately produced by large-scale motions of the Earth’s rocky interior, which moves at rates of a few cm per year. Much of earth’s surface topography, the presence of Earth’s ocean basins, and several physical and geochemical aspects of Earth’s surface environment, are a direct consequence of plate tectonics, which governs the internal dynamics of our planet. Volcanism and magma dynamics are other examples of fundamental processes that shape the Earth and its environment, a study that integrates geology, solid and fluid mechanics, and geochemistry.

Professors Olson and Marsh specialize in study of Earth’s interior and its influence on the surface environment, and Professor Strobel specializes in the study of the other planets, with emphasis on their atmospheres and magnetospheres.

**Planetary Atmospheres/Astrophysics**

The program in planetary astrophysics emphasizes the study of planetary atmospheres and magnetospheres. A broad range of fundamental problems in atmospheric chemistry, dynamics, physics, and radiation pertinent to the atmospheres of the giant planets and their satellites is addressed with the goal to understand the global structure of composition, pressure, temperature, and winds. The study of magnetospheric plasma interactions with extended satellite atmospheres is focused on the energy balance, ionospheric structure, and radiative output of their upper atmospheres, and the mass loading rates of the parent planets’ magnetospheres. The atmospheres and magnetospheres of the planets are investigated with the aid of theoretical models and the analysis and interpretation of data acquired by ground-based, Hubble Space Telescope, and satellite observations. Professor Strobel is an interdisciplinary scientist on the Cassini/Huygens Mission. An in-depth study of the Saturnian system is being conducted with the Cassini spacecraft and Huygens Probe. He is also a co-investigator on the New Horizons Pluto Kuiper-belt mission, which was successfully launched on January 19, 2006, and will arrive at Pluto in July 2015, after flying by Jupiter during February 2007 and performing observations of the Jovian system.

This research program is closely coordinated with the astrophysics program in the Department of Physics and Astronomy. Students are encouraged to take courses in astrophysics, chemistry, physics, and applied mathematics to gain the comprehensive background necessary for interdisciplinary research. The best undergraduate preparation is a broad background in physics, applied mathematics, and physical chemistry with a minimum of three years of course work in two of these fields. Advanced undergraduate courses in classical mechanics, fluid mechanics, electricity and magnetism, thermodynamics, and quantum mechanics are strongly recommended. The facilities of the Center for Astrophysical Sciences and the Space Telescope Science Institute are available for thesis research.

**Financial Aid**

The university makes available to the department a number of Gilman Fellowships, which provide for complete payment of tuition, together with Johns Hopkins’ fellowships and graduate assistantships that carry a nine-month stipend. Graduate assistantships cannot require more than 10 hours a week of service to the department, and all recipients of financial aid carry a full program of study. In addition, a number of special and endowed fellowships pay as much or more. In many areas of study, summer support is also available.

Applications for admission to graduate study and financial aid (including all supporting documents and GRE scores) should be submitted to the department before January 15.

For current faculty and contact information go to http://eps.jhu.edu/directory/

**Faculty**

**Chair**

Thomas W. N. Haine
physical oceanography.

**Professors**

Peter L. Olson  
geophysical fluid dynamics.

Darrell F. Strobel  
planetary atmospheres and astrophysics.

Dimitri Sverjensky  
molecular surface geochemistry and environmental geochemistry.

Darryn W. Waugh  
atmospheric dynamics.

**Associate Professor**

Anand Gnanadesikan  
biogeochemical oceanography.

**Assistant Professors**

Sarah Horst  
atmospheric chemistry, planetary atmospheres.

Naomi E. Levin  
sedimentary geology, stable isotope ecology.

Kevin Lewis  
planetary geology and geophysics.

Benjamin H. Passey  
geochronology, paleoecology, paleoclimate.

Benjamin Zaitchik  
climatology, surface hydrology.

**Professors Emeriti**

John M. Ferry  
metamorphic geology.

George W. Fisher  
global earth systems and religious ethics.

Bruce D. Marsh  
igneous petrology and geophysics.

David R. Veblen  
crystallography.

**Research/Teaching Faculty**

Albert Arking  
Principal Research Scientist: atmospheric sciences.

Linda Hinov  
Research Professor: quantitative stratigraphy and paleoclimatology.

Alexios Monopolis  
Lecturer: global change and sustainability.

Sakiko Olsen  
Senior Lecturer: metamorphic petrology.

Richard Stolarski  
Research Professor: atmospheric chemistry.

Katalin Szlavecz  
Research Professor: soil ecology.

**Joint Appointments**

Nathan Bridges  
Associate Research Professor, Applied Physics Laboratory.

Robert A. Dalrymple  
Professor, Civil Engineering.

Carlos E. Del Castillo  
Associate Research Professor, NASA Goddard Space Flight Center.

Jocelyne DiRuggiero  
Associate Research Professor, Biology.

Ciaran Harman  
Assistant Professor, Geography and Environmental Engineering.

Michael Harrower  
Assistant Professor, Near Eastern Studies.

Kevin J. Hemker  
Professor, Mechanical Engineering.

Markus Hilpert  
Associate Research Scientist, School of Public Health.

Takeru Igusa  
Professor, Civil Engineering.

Cindy L. Parker  
Assistant Professor, Environmental Health Sciences.

K.T. Ramesh  
Professor, Mechanical Engineering.

Kenneth Rose  
Professor, Functional Anatomy and Evolution.

William Swartz  
Associate Research Professor, Applied Physics Laboratory.

Peter Wilcock  
Professor, Geography and Environmental Engineering.

For current course information and registration go to https://isis.jhu.edu/classes/
Courses

AS.270.102. Freshman Seminar: Conversations with the Earth.
A discussion of topics on Earth’s origin, evolution, and habitability. Students will be introduced to the role that scientific thinking and process play in research and our understanding of Earth systems. We will cover a broad foundation of knowledge of Earth sciences, including solid earth, atmospheric, and oceanic systems, as well as topics concerning the origin of life, evolution, ecosystems, and mass extinctions. And we will discuss the relation of these systems to societal concerns such as climate change, energy resources, mineral and ore needs in industry, and nuclear waste storage and risk assessment. We are returning to the original seminar format for this class, with a limit of 15 students. We are looking for students who are willing to engage in frequent class discussion with instructors and classmates to ensure they acquire a broad understanding of the subject matter. This will be a 3 credit course with homework to be completed each week and a term paper submitted at the end of the semester.
Instructor(s): A. Charrier
Area: Natural Sciences.

AS.270.103. Introduction to Global Environmental Change.
A broad survey of the Earth as a planet, with emphasis on the processes that control global changes. Topics include: the structure, formation, and evolution of the Earth, the atmosphere, oceans, continents, and biosphere. Special attention is given to present-day issues, such as global climate change, natural hazards, air pollution, resource depletion, human population growth, habitat destruction, and loss of biodiversity. Open to all undergraduates.
Instructor(s): D. Waugh; P. Olson
Area: Natural Sciences.

AS.270.107. Introduction to Sustainability.
Will introduce interactions between global environment and humans, discuss meaning of sustainability, and introduce use of tools to attain sustainability such as policy, law, communication, marketing, research, advocacy, international treaties.
Instructor(s): C. Parker
Area: Natural Sciences.

AS.270.108. Oceans + Atmospheres.
This course is a broad survey of the Earth’s atmosphere and oceans, and their role in the environment and climate. Topics include: weather systems, atmosphere and ocean circulation, hurricanes and tornadoes, and global warming.
Instructor(s): A. Gnanadesikan; T. Haine
Area: Natural Sciences.

AS.270.110. Freshman Seminar: Sustainable + Non-Sustainable Resources.
An introduction to the important resources involved in the origin and production of oil, natural gas, coal, cement, metals and geothermal fluids.
Instructor(s): D. Sverjensky
Area: Natural Sciences.

AS.270.113. Freshman Seminar: Environmental Poisons.
An exploration of the occurrence and potential effects of poisons in the environment, from naturally occurring ones such as arsenic to those that may be introduced by mankind such as nuclear waste.
Instructor(s): D. Sverjensky
Area: Natural Sciences.

An introduction to planetary science and planetary exploration primarily for non-science majors. A survey of concepts from astronomy, chemistry, geology, and physics applied to the study of the solar system.
Instructor(s): D. Strobel; K. Lewis
Area: Natural Sciences.

AS.270.115. Environmental Photojournalism and Filmmaking in the Era of New Media.
Students will review critical literature focusing on new media, visual representation theory, the relationship between images and social change, the history and typology of environmental photography and film, and an overview of modern environmental history, sustainability issues and environmental problems. Over the course of the semester, students will blend these conceptual frameworks with new media production. Based in Baltimore, students will identify an environmental narrative, document their particular story through photography or film, develop a new media platform through which to communicate that narrative effectively, and write a final paper analyzing their images, narrative and communication strategies using the theoretical frameworks covered throughout the course. The course is designed with an emphasis on independent research and practice, interdisciplinary analysis and application. One hour class time, plus two hours per week of independent field work and media production (times TBD by student groups)
Instructor(s): A. Monopolis
Area: Natural Sciences.

AS.270.116. Freshman Seminar: An Introduction to Climate Change.
This course introduces the main physical components of the Earth’s climate systems and their documented and forecasted changes. The first part of the course presents evidences of climate change in Earth’s history, and introduces the main natural and anthropogenic drivers of climate change. The second part of the course focuses on future climates, and includes modules about climate modeling, building of emission scenarios, geoengineering, emission reductions and adaptability. The course is highly interdisciplinary, exploring the relationships among climate science, policy, ecology, economy and ethics. Freshmen Only. No prerequisites required.
Instructor(s): V. Aquila
Area: Natural Sciences.

AS.270.201. Dinosaurs.
This course covers all of the major groups of dinosaurs, from Triceratops to T. Rex and their relatives living, today birds. It will also cover the origins of the group, their near demise 65 million years ago, their behavior, growth and development, and a history of their study.
Instructor(s): D. Weishampel
Area: Natural Sciences.

AS.270.205. Introduction to Geographic Information Systems and Geospatial Analysis.
The course provides a broad introduction to the principles and practice of Geographic Information Systems (GIS) and related tools of Geospatial Analysis. Topics will include history of GIS, GIS data structures, data acquisition and merging, database management, spatial analysis, and GIS applications. In addition, students will get hands-on experience working with GIS software.
Instructor(s): X. Chen
Area: Engineering, Natural Sciences.
**AS.270.210. Environmental Field Methods.**
This course is designed to introduce students to field based environmental research with a focus on the ecology and geochemistry of the surface and sub-surface environment. Field activities will center around soils and the carbon cycle in the riparian ecosystem adjacent to the Homewood campus and on the urban ecology of the greater Baltimore region. Students will build skills in data collection, analysis and synthesis. Outdoor fieldwork is an essential part of the course.

**Prerequisites:** AS.270.103 OR AS.270.220.
Instructor(s): K. Szlavecz; N. Levin
Area: Natural Sciences.

**AS.270.220. The Dynamic Earth: An Introduction to Geology.**
Basic concepts in geology, including plate tectonics; Earth’s internal structure; geologic time; minerals; formation of igneous, sedimentary, and metamorphic rocks; development of faults, folds and earthquakes; geomagnetism. Corequisite (for EPS Majors): AS.270.221; optional for others.

**Prerequisites:** Prerequisite or Corequisite: AS.030.101 OR ( AS.171.101 AND AS.171.102 ) or equivalent. AS.270.221 is a corequisite for EPS majors.
Instructor(s): B. Passey
Area: Natural Sciences.

**AS.270.221. The Dynamic Earth Laboratory.**
This course is a hands-on learning experience for introductory geological concepts and techniques using geological tools, such as mineral/rock samples, microscopes, and maps. Field trips are its essential part.

**Prerequisites:** Corequisite: AS.270.220
Instructor(s): A. Charrier
Area: Natural Sciences.

**AS.270.222. Earth Materials.**
An introduction to the properties, occurrence, and origin of the basic constituents of the Earth, including minerals and rocks. Introductory training in the recognition of minerals and rocks in the laboratory and the field.

**Prerequisites:** Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): A. Charrier
Area: Natural Sciences.

**AS.270.224. Oceans & Atmospheres.**
A broad survey of the Earth’s oceans and atmospheres, and their role in the environment and climate. Topics covered include waves, tides, ocean and atmosphere circulation, weather systems, tornadoes and hurricanes, El Niño, and climate change. For science and engineering majors

**Instructor(s):** A. Gnanesikan; D. Waugh
Area: Natural Sciences.

**AS.270.301. Geochemical Thermodynamics.**
Principles of chemical thermodynamics. Concept of and criteria for equilibrium. Properties of real fluids and solids. Applications to geologic processes. Recommended Course Background: AS.270.341

**Prerequisites:** AS.270.222 or equivalent or permission of instructor
Instructor(s): J. Ferry
Area: Natural Sciences.

**AS.270.302. Aqueous Geochemistry.**
Thermodynamic basis for calculation of equilibria involving minerals and aqueous species at both low and high temperatures and pressures. Theoretical calculation of surface geochemical processes including adsorption and dissolution kinetics.

**Instructor(s):** D. Sverjensky
Area: Natural Sciences.

**AS.270.305. Energy Resources in the Modern World.**
This in-depth survey will inform students on the non-renewable and renewable energy resources of the world and the future prospects. Topics include petroleum, natural gas, coal, nuclear, hydropower, geothermal, solar, wind, biomass, and ocean energy. Global production, distribution, usage, and impacts of these resources will be discussed.

**Instructor(s):** J. Burgess
Area: Natural Sciences.

**AS.270.307. Geoscience Modelling.**
An introduction to modern ways to interpret observations in the context of a conceptual model. Topics include model building, hypothesis testing, and inverse methods. Practical examples from geophysics, engineering, and medical physics will be featured.

**Instructor(s):** T. Haine
Area: Natural Sciences.

**AS.270.308. Population/Community Ecology.**
This course explores the distribution and abundance of organisms and their interactions. Topics include dynamics and regulation of populations, population interactions (competition, predation, mutualism, parasitism, herbivory), biodiversity, organization of equilibrium and non-equilibrium communities, energy flow, and nutrient cycles in ecosystems. Field trip included. Permission of instructor.

**Prerequisites:** AS.270.103 or permission of instructor
Instructor(s): K. Szlavecz
Area: Natural Sciences.

**AS.270.309. Designing Sustainable Wellness.**
Limited to juniors, seniors and graduate students. Otherwise permission of instructor. This project-based course will explore and re-imagine interdisciplinary conceptual frameworks aimed at promoting “sustainable wellness” (the convergence of social and ecological sustainability) within the built environment (the space, structures and systems humans generate for living, working and playing). Beginning with a conceptual overview of sustainability, the science of happiness, and design/planning principles, students will review relevant case studies and complete a final, hands-on, community-based studio project.

**Instructor(s):** A. Monopolis; C. Parker
Area: Social and Behavioral Sciences.

**AS.270.311. Geobiology.**
A survey of the interactions between geological and biological processes at and near the Earth’s surface, covering topics such as biogeochemistry and nutrient cycles, soil chemistry, biomarkers, archives of paleobiology, and the evolution of life, with an emphasis on terrestrial systems. Recommended Course Background: AS.270.220

**Instructor(s):** N. Levin
Area: Natural Sciences.
AS.270.312. Mammalian Evolution.
An introduction to the evolutionary history and diversity of mammals, with emphasis on the first half of the Cenozoic - the beginning of the Age of Mammals. The course will focus primarily on the adaptive radiation of mammals (including our own order primates) that followed the extinction of the dinosaurs, exploring the origins and relationships of the major groups of mammals as well as the anatomical and ecological reasons for their success. Lectures will be supplemented with relevant fossils and recent specimens.
Instructor(s): K. Rose
Area: Natural Sciences.

AS.270.313. Isotope Geochemistry.
Instructor(s): B. Passey
Area: Natural Sciences.

AS.270.314. Planetary Tectonics and Geodynamics.
Fundamental physical processes relevant to interiors of terrestrial planets and icy satellites. Topics include: stress and strain; elasticity and flexure; rheology; internal structure; thermal evolution; fluid mechanics; tectonics; and faulting. Recommended Course Background: AS.110.108-AS.110.109 or equivalent; AS.171.101 or AS.171.105 or equivalent; AS.110.202 or equivalent.
Instructor(s): J. Roberts; O. Barnouin
Area: Natural Sciences.

AS.270.315. Natural Catastrophes.
A survey of naturally occurring catastrophic phenomena, with emphasis on the underlying physical processes. Topics include: hurricanes, tornadoes, lightning, earthquakes, tsunamis, landslides, and volcanic eruptions and climate change. Intended for students in science and engineering.
Instructor(s): P. Olson
Area: Natural Sciences.

AS.270.316. Planets.
This course will serve as an introduction to planetary science at a more advanced level than AS.270.114. Topics covered will include formation of the solar system, planetary interiors, surfaces and atmospheres, solar system exploration, and extrasolar planets. Recommended Course Background: AS.270.220 and AS.270.224.
Instructor(s): S. Horst
Area: Natural Sciences.

In this course, students examine the meaning and implications of biodiversity with a focus on disciplines associated with conservation biology, wildlife conservation and wildlife management, including taxonomy, genetics, small population biology, chemical and restoration ecology, and marine biology. This includes exploring how conservation biology differs from other natural sciences in theory and in application. Students learn the major threats to biodiversity and what natural and social science methods and alternatives are used to mitigate, stop, or reverse these threats. The course also includes the economic and cultural tradeoffs associated with each conservation measure at the global, national, regional, and local levels. One required field trip.
Instructor(s): J. Burgess
Area: Natural Sciences.

This course is an introduction to the use of remote sensing technology to study Earth’s physical and biochemical processes. Topics covered include remote sensing of the atmosphere, land and oceans, as well as remote sensing as a tool for policy makers. Also offered as 270.618
Instructor(s): B. Zaitchik; C. Del Castillo
Area: Natural Sciences.

AS.270.323. Ocean Biogeochemical Cycles.
This course will examine the cycling of trace chemicals in the ocean, consider what we can learn from the distributions of these chemicals about the ocean circulation, and ocean ecosystems. Topics covered will include oceanic biological productivity, open water cycling of nutrients and oxygen, ocean acidification and sediment cycling.
Instructor(s): A. Gnanadesikan
Area: Natural Sciences.

AS.270.325. Introductory Oceanography.
This class is an introduction to a wide range of physical, chemical, and biological phenomena in the world’s oceans. Underlying basic principles are exposed wherever possible. Topics covered include: seawater, waves, tides, ocean circulation, chemical oceanography, biogeochemical ocean processes, and remote sensing of the oceans. Recommended Course Background: freshman Physics, Chemistry, Calculus through ordinary differential equations.
Instructor(s): A. Gnanadesikan
Area: Natural Sciences.

AS.270.330. Atmospheric Chemistry.
This course will examine the structure and composition of the atmosphere and the processes that determine how the composition has changed in the past and might change in the future. Emphasis will be on the chemistry of the stratospheric ozone layer. The chemistry of the troposphere and air pollution will also be covered. Prerequisites: AS.110.106 Calculus I and AS.110.109 Calculus II
Instructor(s): R. Stolarski
Area: Natural Sciences.

AS.270.332. Soil Ecology.
The course introduces basic aspects of cycles and flows in the soil ecosystem, and provides students with an overview of the higher groups of soil organisms. Laboratory and field surveying methods are also covered.
Instructor(s): K. Sziavecz
Area: Natural Sciences.

AS.270.335. Planets, Life and the Universe.
This multidisciplinary course explores the origins of life, planets’ formation, Earth’s evolution, extrasolar planets, habitable zones, life in extreme environments, the search for life in the Universe, space missions, and planetary protection.
Prerequisites: Students may not register for this class if they have already received credit for AS.171.333 or AS.020.334.
Instructor(s): C. Norman; J. Diruggiero
Area: Natural Sciences.
The overall origin and evolution of the terrestrial-like planets in the Solar System is discussed and analyzed. As a starting point the detailed structure and dynamics of Earth is presented from the perspectives of seismology, gravity, geomagnetism, and volcanism. Extensions are also made to the origin, structure, and present state of the moons of Jupiter and Saturn and other icy bodies. Recommended Course Background: calculus through differential equations, physics, and chemistry, some grounding in Earth and/or Planetary Sciences.
Instructor(s): B. Zaitchik
Area: Natural Sciences.

AS.270.350. Sedimentary Geology.
Introduction to sedimentary processes and sedimentary rocks. Focus is placed on linking physical observations to earth surface processes. Fundamental tools for interpreting the sedimentary rock record, such as depositional models, geochronology, and chemostratigraphy are reviewed. Weekend field trips. Graduate and advanced undergraduate level. Recommended Course Background: AS.270.220 or instructor permission.
Instructor(s): N. Levin
Area: Natural Sciences.

This course will investigate the policy and scientific debate over global warming. It will review the current state of scientific knowledge about climate change, examine the potential impacts and implications of climate change, explore our options for responding to climate change, and discuss the present political debate over global warming.
Prerequisites: AS.270.103 or permission
Instructor(s): B. Zaitchik
Area: Natural Sciences.

An introduction to all aspects of Geochemistry: theoretical, experimental, and observational, including the application of geochemistry to issues such as the migration of toxic metals and nuclear waste.
Instructor(s): D. Sverjensky
Area: Natural Sciences.

AS.270.370. Climates Of The Past.
Earth’s climate history through study of forcing mechanisms, climate proxies, and paleoclimate modeling. Presentation of climate-sensitive archives will be followed by discussion of geochemical principles, climates through time, recent advances and emerging problems. For upper-level undergraduate and graduate students in the natural sciences. Recommended Course Background: AS.270.220 or instructor permission.
Instructor(s): L. Hinnov
Area: Natural Sciences.

AS.270.378. Present & Future Climate.
Intended for majors who are interested in the science that underlies the current debate on global warming, the focus is on recent observations one can glean from model simulations. Meets with AS.270.641.
Recommended Course Background: AS.110.108-AS.110.109 and AS.171.101-AS.171.102
Instructor(s): B. Zaitchik; D. Waugh
Area: Natural Sciences.

AS.270.395. Planetary Physics and Chemistry.
The fundamental principles governing the dynamic processes within and around the planets are treated in some detail. Core equations are developed and used to analyze nebula condensation, planetary accretion, convection in mantles and atmospheres, radiative and conductive heat transport, seismic waves, hurricanes, volcanism, and meteorite impacts, among others. Emphasis is on fundamentals and problem solving.
Prerequisites: AS.030.101; AS.171.101-102 or 103-104 or 105-106.
Instructor(s): D. Strobel
Area: Natural Sciences.

AS.270.396. Special Topics in Planetary Exploration.
Topics will vary from year to year based on current missions engaged in the exploration of our Solar System with the selection based on results that break new ground and rewrite textbooks. For the spring 2016 term the New Horizons Mission’s spacecraft flyby of the Pluto system will be the focus of the course. In addition to discussing results, the planning, execution of the observations, the retrieval, analysis, and interpretation of data will be presented to understand how missions evolve from concepts to the launch pad, and finally attainment of the science objectives. The fundamental principles necessary to understand chemical, geological, and physical processes within and around the planets will be introduced as needed. Recommended Course Background: Calculus, first year physics and chemistry, and introduction to differential equations are highly desirable.
Instructor(s): D. Strobel; K. Lewis
Area: Natural Sciences.

Transitioning from graduate school to a postdoc to a “permanent” job in the natural sciences requires a set of essential skills that are not covered as a formal component of most Ph.D. programs. This seminar will be a weekly discussion of career issues relevant to new scientists. Topics will include elements of good presentations, conferences, scientific writing and peer-review, employment trends, job interviews, and grant proposals. The class will conclude with a mock grant proposal review panel, conducted by the students. This seminar is aimed at graduate and advanced undergraduate students in the natural sciences planning careers in academia or industry.
Instructor(s): J. Roberts
Area: Natural Sciences.

AS.270.405. Modeling the Hydrological Cycle.
Survey of modeling techniques for hydrological monitoring, analysis and prediction, including applied exercises with commonly used models. Topics include the terrestrial water balance, rivers and floods, groundwater, atmospheric transport, and precipitation processes. Focus is on numerical methods applicable at the large watershed to global scale.
Instructor(s): A. Dezfuli; B. Zaitchik.
**AS.270.410. Planetary Surface Processes.**
This course explores processes that influence the evolution of planetary surfaces, including impact cratering, tectonics, volcanism, weathering, and sediment transport. These processes manifest themselves as structural deformation of planetary crusts due to loading by volcanoes, formation of craters by asteroid impacts, modification of surfaces by flowing landslides, rivers and glaciers, and the accumulation and transport of sand in dune fields on various planets. Emphasis is on the relationship to similar Earth processes, and the integrated geologic histories of the terrestrial planets, satellites, and asteroids. The focus will be on developing a physical understanding of these processes to interpret the surface characteristics and evolution of planets, satellites, asteroids, and comets from both qualitative assessments and quantitative measurements obtained from spacecraft data. A key component of the class will be the interpretation of these observations from recent and current planetary missions to the Moon, Mars, and other terrestrial bodies. Recommended Course Background: A sound knowledge of Calculus and Introductory Physics, and some prior knowledge of Earth and/or Planetary Science.
Instructor(s): K. Lewis
Area: Natural Sciences.

**AS.270.423. Planetary Atmospheres.**
Instructor(s): S. Horst
Area: Natural Sciences.

**AS.270.425. Earth & Planetary Fluids.**
An introductory course on the properties, flow, and transport characteristics of fluids throughout the Earth and planets. Topics covered include: constitutive relationships, fluid rheology, hydrostatics, dimensional analysis, low Reynolds number flow, porous media, waves, stratified and rotating fluids, plus heat, mass, and tracer transport. Illustrative examples and problems are drawn from the atmosphere, ocean, crust, mantle, and core of the Earth and other Planets. Open to graduate and advanced undergraduate students. Recommended Course Background: Basic Physics, Calculus, and familiarity with ordinary differential equations.
Instructor(s): P. Olson
Area: Natural Sciences.

**AS.270.495. Senior Thesis.**
Preparation of a substantial thesis based upon independent student research, supervised by at least one faculty member in Earth and Planetary Sciences. Open to Sr. departmental majors only. Required for department honors.
Instructor(s): A. Gnanadesikan; B. Passey; Staff
Area: Natural Sciences.

**AS.270.496. Senior Thesis.**
Preparation of a substantial thesis based upon independent student research, supervised by at least one faculty member in Earth and Planetary Sciences. Open to Sr. departmental majors only. Required for department honors.
Instructor(s): B. Passey; T. Haine.

**AS.270.501. Independent Study.**
An independent course of study may be pursued under the direction of an adviser on those topics not specifically listed in the form of regular courses.
Instructor(s): B. Marsh; B. Zaitchik; C. Parker; K. Szlavecz; Staff.

**AS.270.502. Independent Study.**
Instructor(s): A. Monopolis; P. Olson.

**AS.270.503. Independent Research.**
Instructor(s): B. Marsh; G. Ball; Staff.

**AS.270.504. Independent Research.**
Research under the direction of members of the Earth & Planetary Sciences Faculty.
Instructor(s): B. Passey; B. Zaitchik; K. Szlavecz; N. Levin.

**AS.270.505. GECS Senior Capstone Seminar.**
The GECS Senior Capstone Seminar will provide the intellectual time and space to bring together the knowledge and tools acquired during the four years of interdisciplinary work on the GECS curriculum into a coherent framework in preparation for careers, and/or graduate work. In addition to the culmination of the capstone project, final paper, and presentations, students will look at relevant current events through the lenses of science, social science and the humanities, and engage in in-depth readings and discussion of these issues.
Instructor(s): C. Parker.

**AS.270.507. Internship.**
Instructor(s): C. Parker.

**AS.270.571. Independent Research.**
Instructor(s): D. Waugh.

**AS.270.572. Independent Research.**
Instructor(s): B. Marsh; K. Szlavecz; N. Levin
Area: Natural Sciences.

**AS.270.595. Internship.**
Instructor(s): C. Parker; D. Sverjensky.

**AS.270.599. Independent Study.**
Instructor(s): A. Monopolis; B. Marsh; D. Sverjensky; K. Szlavecz; S. Stanley.

**AS.270.603. Geochemistry Seminar.**
A variety of topics of current interest involving mineral-fluid interactions will be reviewed.
Instructor(s): D. Sverjensky.

**AS.270.604. Sem:Geophysical Petrology.**
Discussion of present research topics in geophysics and igneous petrology.
Instructor(s): B. Marsh.

**AS.270.605. EPS Colloquium.**
A weekly seminar series in which graduate students present their latest research results and attend Departmental seminars. This course is required for all graduate students in the Department of Earth and Planetary Sciences.
Instructor(s): T. Wright.

**AS.270.606. EPS Colloquium.**
A weekly seminar series in which graduate students present their latest research results and attend Departmental seminars. This course is required for all graduate students in the Department of Earth and Planetary Sciences.
Instructor(s): T. Wright.
AS.270.607. Topics in African Climate.
Advanced research seminar on atmospheric dynamics, climate processes, and hydrology of the African continent.
Instructor(s): B. Zaitchik; N. Levin.

AS.270.610. Climate Modeling and Analysis.
Instructor(s): A. Arking
Area: Natural Sciences.

AS.270.611. Global Atmospheric Dynamics.
This course will examine the fluid dynamics that determine large-scale atmospheric circulation and variability using lan James’ “Introduction to Circulating Atmospheres.” Topics covered will include the dynamics of Hadley cells, mid-latitude jets, baroclinic instability, monsoon circulations, and low-frequency variability of the circulation.
Instructor(s): A. Gnanadesikan.

Transitioning from graduate school to a postdoc to a “permanent” job in the natural sciences requires a set of essential skills that are not covered as a formal component of most Ph.D. programs. This seminar will be a weekly discussion of career issues relevant to new scientists. Topics will include elements of good presentations, conferences, scientific writing and peer-review, employment trends, job interviews, and grant proposals. The class will conclude with a mock grant proposal review panel, conducted by the students. This seminar is aimed at graduate and advanced undergraduate students in the natural sciences planning careers in academia or industry.
Instructor(s): J. Roberts.

AS.270.615. Inversion Modeling & Data Assimilation.
This graduate class will introduce modern inverse modeling and data assimilation techniques. These powerful methods are used in atmospheric science, oceanography, and geophysics and are growing more widespread. Topics will include: singular value decomposition, Green’s function inversions, Kalman filtering, and variational data assimilation. The class will include lectures on concepts and theory, and practical experience in the computer laboratory. Permission of Instructor Required
Instructor(s): J. Roberts.

AS.270.616. Geodesy, Gravity, and Tides.
Introduces physical geodesy problems, and the interpretation of geod and gravity anomalies on Earth and other planets. Covers potential theory, measurement techniques from surface and spacecraft, planetary rotation, and tides. Recommended: AS.110.301 or EN.550.291 (or equivalent)
Prerequisites: ( AS.110.202 OR AS.110.211 or equivalent) AND ( AS.171.101 OR AS.171.105 or equivalent)
Instructor(s): J. Roberts
Area: Natural Sciences.

Also offered as 270.318
Instructor(s): B. Zaitchik; C. Del Castillo
Area: Natural Sciences.

AS.270.619. Regional Climate Analysis.
This seminar style course will address advanced topics in regional climate, including dynamic mesoscale models, climate change downscaling, seasonal forecasts, and statistical methods. Students will review relevant literature and collaborate to address modeling and analysis challenges.
Instructor(s): B. Zaitchik
Area: Natural Sciences.

AS.270.620. Seminar in Geophysical Turbulence and Transport.
Turbulence plays an important role in setting the structure of both atmospheres and oceans by transporting heat and momentum. It also plays a key role in mobilizing chemical species such as nutrients and aerosols that play key roles in the Earth System. This seminar will cover how we measure and model turbulence and its effects. For the Fall of 2015 the course will center around Planetary Boundary Layers, including topics such as scaling theories, large eddies in boundary layers and their simulation, and interactions with small-scale topographic features.
Instructor(s): A. Gnanadesikan.

AS.270.621. TEM: Practice and Applications.
A lab and lecture course covering the practical aspects of transmission electron microscopy. Electron diffraction, image formation, and analytical techniques are explained, and students are given an opportunity to gain hands-on microscopy experience. The detailed theory for these experiments is developed in 270.622.
Instructor(s): D. Veblen; K. Hemker.

Discussion of the physical principles that underlie earth remote sensing. Topics to include radiative transfer in Earth’s atmosphere, operating principles of active and passive remote sensing systems, and advanced methods for image analysis.
Prerequisites: AS.270.318 OR AS.270.618 or permission of instructors.
Instructor(s): B. Zaitchik; C. Del Castillo.

AS.270.625. Seminar in Biogeochemistry.
In-depth exploration of emerging topics in biogeochemistry, including themes relevant to the evolution of Earth’s biogeochemical cycles, global change, paleoecology, and paleoclimate.
Instructor(s): B. Passey
Area: Natural Sciences.

AS.270.626. Ocean General Circulation.
The aim of this course is to achieve conceptual understanding of the large scale low frequency ocean general circulation. The role of the ocean circulation in earth’s climate is emphasized throughout.
Instructor(s): T. Haine.

Discussion of current research topics in soil ecology and biogeochemistry.
Instructor(s): K. Szlavecz.

AS.270.628. Field Seminar.
Weekend field trip to explore regional geology. Students are required to prepare short presentations on field trip stops in advance of weekend trip. Attendance at organizational meetings is required. Open to E & PS graduate students and upper level E & PS undergraduate majors and minors. 2 Organizational meetings: February 4th and 18th, 12pm-1pm. Weekend trip April 17th-19th. Consult instructors for details.
Instructor(s): K. Lewis.

AS.270.629. Tracer Transport in Geophysical Flows.
This course examines the transport of substances in geophysical flows. Topics covered include fundamental transport processes, transport in simple flows, and use of chemical tracers to infer transport properties. These concepts will be illustrated by case studies in a variety of geophysical flows, including the flow in atmospheres, oceans, lakes, and groundwater.
Instructor(s): D. Waugh.
AS.270.630. Physics and Chemistry of Aerosols.
This course will cover fundamentals of aerosol physics and chemistry. Topics covered will include aerodynamics and diffusion of aerosol particles, condensation and evaporation, particle size distributions, optics of small particles, characterization of particle composition, and the diversity of aerosols found in planetary atmospheres. Recommended Course Background: Basic Physics and Chemistry Calculus.
Instructor(s): S. Horst.

AS.270.633. Advanced Topics in Isotopic Geochemistry.
Consent of instructor required. In depth exploration of selected systems in stable isotope geochemistry, and examination of the physical basis of stable isotope fractionation. Topics vary annually.
Instructor(s): N. Levin
Area: Natural Sciences.

Instructor(s): D. Veblen.

AS.270.641. Present and Future Climate.
Meets with AS.270.378.
Prerequisites: (AS.110.108 AND AS.110.109) AND (AS.171.101 AND AS.171.102)
Instructor(s): B. Zaitchik; D. Waugh
Area: Natural Sciences.

AS.270.642. Surface Geochemistry.
Instructor(s): D. Sverjensky.

AS.270.644. Physics of Climate Variability.
This course is an advanced-level review of the ways in which climate varies on time scales of seasons to decades, including El Nino, the Pacific Decadal Oscillation, the Indian Ocean Dipole Mode, the North Atlantic Oscillation and others. Topics covered will include, depending on class's interest: 1) Methods for isolating climate modes. (2) Key dynamic and thermodynamic processes involved in causing such fluctuations, including atmospheric and oceanic wave propagation, air-sea interaction and changes in the thermohaline circulation. (3) Impacts of climate modes on biogeochemical cycling, including some that are used by paleoclimatologists to reconstruct past variability. Geophysical understanding and links to fundamental mechanisms are emphasized. Format will consist of a mix of lectures and paper discussions.
Instructor(s): A. Gnanadesikan
Area: Natural Sciences.

AS.270.645. Earth System Modeling.
Introduces students to using comprehensive Earth System Models. Students will learn about how such models are structured and configure experiments with such a model, based on their interests.
Instructor(s): A. Gnanadesikan.

AS.270.647. Earth's Interior.
Mechanical processes in Earth's core and mantle with applications to plate tectonics, the thermal and chemical evolution of the Earth, and generation of Earth's magnetic field.
Instructor(s): P. Olson; Staff.

AS.270.652. Physics Of Magma.
The principles of viscous fluid flow, heat conduction and convection are treated in reference to all aspects of the mechanics of magma. Emphasis is placed on understanding petrologic processes as observed in rocks and rock sequences.
Instructor(s): B. Marsh
Area: Natural Sciences.

AS.270.653. Earth and Planetary Fluids II.
A sequel to AS.270.425 concentrating on planetary-scale atmospheric and oceanic circulation. Physical understanding of the underlying fluid dynamics will be emphasized.
Instructor(s): N. Paldor.

AS.270.661. Planetary Fluid Dynamics.
Recommended Course Background: AS.270.646 or equivalent.
Instructor(s): D. Strobel
Area: Natural Sciences.

Instructor(s): S. Horst.

Instructor(s): K. Szlavecz
Area: Natural Sciences.

AS.270.696. Special Topics in Planetary Exploration.
Topics will vary from year to year based on current missions engaged in the exploration of our Solar System with the selection based on results that break new ground and rewrite textbooks. For the spring 2016 term the New Horizons Mission's spacecraft flyby of the Pluto system will be the focus of the course. In addition to discussing results, the planning, execution of the observations, the retrieval, analysis, and interpretation of data will be presented to understand how missions evolve from concepts to the launch pad, and finally attainment of the science objectives. The fundamental principles necessary to understand chemical, geological, and physical processes within and around the planets will be introduced as needed.
Instructor(s): D. Strobel; K. Lewis
Area: Natural Sciences.

AS.270.807. Research.
Instructor(s): T. Haine.

AS.270.808. Research.
Instructor(s): T. Haine.

AS.271.107. Introduction to Sustainability.
Will introduce interactions between global environment and humans, discuss meaning of sustainability, and introduce use of tools to attain sustainability such as policy, law, communication, marketing, research, advocacy, international treaties.
Instructor(s): C. Parker
Area: Natural Sciences.

Please note, class will meet Saturday, Jan. 23 in the event of inclement weather. This course is for freshmen ONLY. This course is designed to provide students with a strong understanding of the principles of sustainability, how they are applied at Johns Hopkins and in the City of Baltimore, and identify their role within the sustainability sphere. Topics covered include exploration of the fundamentals of sustainability, theory and application; how sustainability principles are embedded in operations in the City and at Hopkins; appreciation for the varieties of viewpoints and perspectives; and developing long-term strategies.
Prerequisites: Students may enroll in one B'More course only.
AS.371.188 OR AS.371.189 OR AS.100.285 OR AS.140.318 OR AS.300.100 OR AS.360.108 OR AS.360.122 OR AS.360.171.
Instructor(s): A. Pennington
Area: Natural Sciences.
AS.271.120. Environmental Photojournalism.
Environmental cognition, consciousness and communication are produced, reproduced, interpreted and remembered with the support of visual representations and, in particular, photography. Images increasingly structure our experience of nature, environmental problems, human-environmental relations, and ecological awareness. Students will review critical literature focusing on visual representation theory, the relationship between images and social change, and the history and typology of environmental photography. A basic understanding of modern environmental history, sustainability issues and environmental problems is required. Students will identify environmental narratives in Baltimore, document their stories through photojournalism, have their images critiqued in class, and develop a final documentary project focusing on one particular environmental narrative. The class is designed with an emphasis on independent research and practice, interdisciplinary analysis and application.
Instructor(s): A. Monopolis
Area: Humanities, Social and Behavioral Sciences.

AS.271.107 OR AS.271.107
Instructor(s): A. Monopolis; C. Parker
Area: Social and Behavioral Sciences.

AS.271.304. Sustainable Food Systems.
This course will critically examine the crucial role food systems have played in shaping human history and global environmental change. Of particular interest will be the mutually impactful relationships between food and climate change, population growth, and urbanization. The sustainability of these systems and relationships will be assessed through a lifecycle analysis of food system processes: cultivation, distribution, trade, preparation, consumption, and disposal. The theoretical dimension of this course will be complimented by an experiential learning component involving relevant and related field excursions and on-campus labs.
Instructor(s): A. Monopolis; A. WinklerPrins
Area: Social and Behavioral Sciences.

AS.271.301. Climate Change Adaptation in the Developing World.
This course considers the way in which people and their livelihoods are adapting to climate change in sensitive regions of the developing world. The course will include an overview of climate systems and climate change science, although it will emphasize vulnerability assessment from an ecosystem and livelihood perspective. Using a case-study approach, the focus will be on key economic sectors of agriculture, water resources, forest systems and tourism. A focus of the course is how to develop an informed approach to climate change adaptation that can drive both national policy and international development and donor efforts to create sustainable responses that serve both the local country and global needs. Students will consider adaptive capacity in specific countries, evaluating the feasibility and sustainability of current adaptation strategies, differentiate national and international efforts and effects of adaptation; learn key tools for climate change assessment, review and critique climate data sources for developing countries, and compare climate change adaptation to the developed world. GECS Majors Only. Prerequisites: Intro to Sustainability, Intro to Global Environmental Change, or Climate Change: Science and Policy.
Prerequisites: AS.271.304. Sustainable Food Systems.
Instructor(s): A. Monopolis; C. Parker
Area: Social and Behavioral Sciences.

This course integrates environmental literature, outdoor excursions, nature writing, and ecocriticism. Students will survey a range of authors that have written about nature, environmental issues and sustainability. These include, among others, Aldo Leopold, Henry David Thoreau, Lao Tzu, Edward Abbey, Vandana Shiva, Bill Bryson, Terry Tempest Williams and Michael Pollan. Students will define and explore the concepts of nature, sustainability, and a sense of place. Weekly field trips to Baltimore’s parks and green spaces will encourage students to discover their own sense of place and environmental worldview through careful exploration, observation and reflection. Throughout the course, using a journal, students will write short, ecocritical essays and reflect on their experiences, perspectives, and insights.
Instructor(s): A. Monopolis
Area: Humanities, Social and Behavioral Sciences.

AS.271.309. Designing Sustainable Wellness.
This course examines the convergence of social and environmental sustainability within the built environment. The built environment refers to the space, structures and systems humans generate for living, working and playing. This includes everything from homes and office buildings, to neighborhoods and cities, to green spaces and parks. It also includes hard infrastructure, such as energy, transportation and water systems, and soft infrastructure, such as formal human services (e.g. health, education, recreation). More recently, the term has expanded to include conditions related to public health, such as walkability, bikability, and access to healthy foods. This course will examine the conceptual frameworks that support the creation of built environments, assess their impact on environmental and social well-being, and re-imagine methodologies and designs that may better promote “sustainable wellness” or, socio-ecological sustainability, in the future. Through case studies and a final design-based project, students will learn and apply the fundamental principles behind socio-ecologically sustainable design. The course is designed with an emphasis on interdisciplinary analysis and systems thinking. The course is geared towards GECS majors, in addition to students interested in psychology, design, architecture and urban planning.
Instructor(s): A. Monopolis
Area: Engineering, Social and Behavioral Sciences.

Prereq: 270.103 or permission of instructor. This course will investigate the policy and scientific debate over global warming. It will review the current state of scientific knowledge about climate change, examine the potential impacts and implications of climate change, explore our options for responding to climate change, and discuss the present political debate over global warming.
Instructor(s): B. Zaitchik; D. Waugh
Area: Natural Sciences.
AS.271.401. Environmental Ethics.
Environmental Ethics is a philosophical discipline that examines the moral relationship between human beings and the natural environment. Beginning with an analysis of their own values, students will explore complex ethical questions, philosophical paradigms and real-life case studies. Through readings, films, seminar discussions and debates, this course will help students strengthen their ability to communicate viewpoints rooted in ethical principles. Afterwards, students will apply these tools to an examination of contemporary environmental issues, ranging from natural resource depletion, pollution, species extinction, environmental justice, climate change, and overpopulation. This course is geared towards Global Environmental Change & Sustainability and Philosophy majors.
Instructor(s): A. Monopolis
Area: Humanities, Social and Behavioral Sciences.

The water, energy and food (WEF) nexus is a topic of growing interest in the research and policy communities. This course will survey WEF concepts and principles, introduce tools of analysis, and engage students in case studies of critical WEF issues in the United States and internationally.
Instructor(s): B. Zaitchik.

This course provides students with a broad introduction to US environmental policymaking and policy analysis. Included are a historical perspective as well as an analysis of future policymaking strategies. Students examine the political and legal framework, become familiar with precedent-setting statutes such as NEPA, RCRA, and the Clean Air and Clean Water Acts, and study models for environmental policy analysis. Cost benefit studies, the limits of science in policymaking, and the impact of environmental policies on society are important aspects of this course. A comparison of national and international policymaking is designed to provide students with the proper perspective. This course is taught in conjunction with an identical graduate course. All students will be expected to perform at a graduate level.
Instructor(s): H. Serassi; R. Solomon
Area: Social and Behavioral Sciences.

Instructor(s): A. Monopolis.

AS.271.502. Independent Study.
Instructor(s): Staff.

AS.271.505. GECS Senior Capstone Seminar - Part II.
The GECS Senior Capstone Seminar will provide the intellectual time and space to bring together the knowledge and tools acquired during the four years of interdisciplinary work on the GECS curriculum into a coherent framework in preparation for careers, and/or graduate work. In addition to the culmination of the capstone project, final paper, and presentations, students will look at relevant current events through the lenses of science, social science and the humanities, and engage in in-depth readings and discussion of these issues.
Instructor(s): A. Monopolis; C. Parker.

AS.271.506. GECS Senior Capstone Seminar Part I.
The GECS Senior Capstone Seminar will provide the intellectual time and space to bring together the knowledge and tools acquired during the four years of interdisciplinary work on the GECS curriculum into a coherent framework in preparation for careers, and/or graduate work. Part I of this module will include the initial, research and planning phase of the capstone project. Part II, during the Spring semester, will involve the application and implementation phase.
Instructor(s): A. Monopolis.

AS.271.508. Internship.
Instructor(s): C. Parker; Staff.

AS.271.570. Independent Study-Intersession.
Instructor(s): C. Parker.

East Asian Studies
The East Asian Studies major is interdisciplinary and interdepartmental. Its primary purpose is to introduce undergraduates to the knowledge, language skills, and research methods they will need to enter various academic and professional paths relating to China, Japan, and Korea. Majors in East Asian Studies engage in intensive Chinese, Japanese and/or Korean language study through the Center for Language Education and work with faculty on such topics as China in the global economy, nationalism in East Asia, Korean identity and culture, modern Japanese history and politics, Chinese urban history, and women in East Asia. Students are encouraged to pursue original research projects in East Asia with the support of intersession and summer travel grants, stipends for conference presentations, a senior thesis honors option, and seminars that bring together research scholars, faculty, graduate students and undergraduates in a manner that is distinctly Hopkins. Alumni of the program are making their mark around the world in business and finance, academia, law, international development, medicine and public health, engineering, media, public service, and the arts.

China-STEM
Forward thinking and interdisciplinary, Johns Hopkins-China STEM embodies the best of the Johns Hopkins tradition. Building upon well-established partnerships in China and expertise in a variety of technical disciplines, the program addresses the increasing demand for advanced Chinese language education in specialized fields of study. Students, researchers, and practitioners who understand the language, culture, and context of China could significantly enhance their ability to discover new theories, new partnerships, and new practices.

The summer program is designed for undergraduate and graduate students, post-doctoral fellows, and researchers who seek to enhance their Chinese language proficiency for scientific, technological, engineering, and medical (STEM) disciplines. Over the course of eight weeks, students are immersed in rigorous language training, coupled with experiential research trips to laboratories, hospitals, and academic institutions in Nanjing and Beijing.

Complete information on the program, and the application process can be found at: http://krieger.jhu.edu/chinastem/

Hopkins in Nanjing (HIN)
Developed by the East Asian Studies Program at Hopkins in collaboration with the JHU Study Abroad Office and Nanjing University, the fall semester program will include intensive language study as well as two content courses. Students take nine credits of intensive Chinese
language courses at Nanjing University. The two content courses are taught by Hopkins faculty in English and vary each year depending on faculty specializations.

Having our own in-house study abroad program gives us more control over the content and quality of study abroad courses, ensuring that our students have a rigorous and challenging semester abroad curriculum tailored to their academic needs. The program also obviates the need for Hopkins undergraduates to transfer their study abroad credits, a process that many students have found frustrating. It also provides an opportunity for qualified undergraduate majors to conduct research in Nanjing in preparation for writing an honors thesis. In addition, it helps our undergraduates realize the goal of passing the qualifying language examinations for Hopkins Nanjing Center.

Successful applicants must have at least a 3.0 cumulative GPA, and have completed at least 4 semesters of college-level Mandarin (or the equivalent). Undergraduates with junior standing will be given preference in selection. Although the program initially only served Hopkins undergraduates, it is now open to undergraduates from several other institutions as well. For more information and application instructions, visit krieger.jhu.edu/east-asian/study-abroad/hopkins-in-nanjing/

**Hopkins in Tokyo**

In fall 2012, a full-year undergraduate exchange program began with the University of Tokyo, and it is off to a great start. This new study abroad program was designed with Hopkins’ East Asian Studies majors and Japanese language students in mind. As with other departmental study abroad programs at Hopkins, students’ credits and grades will be transferred between the two universities.

This is a direct exchange program between our universities, rather than a program run by Hopkins. For each Hopkins student who attends the University of Tokyo, one University of Tokyo student will attend Hopkins. Each Hopkins student has a Japanese student as his/her personal tutor. The tutors assist students in both academic matters and in daily life.

Limited to 1-3 students per year, admission to the University of Tokyo program is competitive. Students must have completed 4 semesters of college-level Japanese or the equivalent, have a term GPA of 3.0 or above, and submit two faculty references, one of which should be from a Japanese language instructor. For more information and application instructions, visit krieger.jhu.edu/east-asian/study-abroad/hopkins-in-tokyo/

### Requirements for the B.A. Degree

(See also Requirements of a Bachelor’s Degree (p. 20).)

The curriculum of the East Asian Studies major consists of a balanced mixture of language and area studies. The requirements changed significantly for students who entered the University in Fall 2013. Students who entered JHU before Fall 2013 should see the requirements in the archived catalog (http://web.jhu.edu/registrar/catalog) of their year of entry.

Students select from among three discipline-based focus areas - history, political science, or sociology - or create an individualized focus area. In addition to solid language training and content courses about the region, EAS majors receive training in the methods and theory of the particular academic discipline they select as a focus area. If they choose, East Asian Studies majors may double major in International Studies, as the requirements of each of the three focus areas overlap with those of International Studies. The individualized focus area requires consultation and approval of the director of undergraduate studies.

#### Requirements for the B.A. Degree

##### One East Asian Survey Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.100.243 China: Neolithic to Song</td>
<td>3</td>
</tr>
<tr>
<td>or AS.100.347 Early Modern China</td>
<td>3</td>
</tr>
<tr>
<td>or AS.100.348 20th-Century China</td>
<td>3</td>
</tr>
</tbody>
</table>

##### Three Additional East Asian Studies Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two East Asian Studies courses at any level</td>
<td>6</td>
</tr>
<tr>
<td>One East Asian Studies course at the 300- or 400-level</td>
<td>3</td>
</tr>
</tbody>
</table>

##### East Asian Foreign Language

Four courses in an East Asian Language at any level

Two courses in an East Asian Language at the third-year level or higher **

##### One Focus Area - History, Political Science, or Sociology

**History focus area**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.100.193 Undergraduate Seminar In History</td>
<td>3</td>
</tr>
<tr>
<td>AS.100.194 Undergraduate Seminar in History</td>
<td>3</td>
</tr>
<tr>
<td>One East Asian history course at any level</td>
<td>3</td>
</tr>
<tr>
<td>One East Asian history course at the 300- or 400-level</td>
<td>3</td>
</tr>
</tbody>
</table>

**Political Science focus area**

Two core courses at the 100- or 200-level; in two of the following subfields - American Politics, Comparative Politics, International Relations, or Political Theory.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One East Asian political science or sociology courses at any level</td>
<td>3</td>
</tr>
<tr>
<td>One East Asian political science or sociology course at the 300- or 400-level</td>
<td>3</td>
</tr>
</tbody>
</table>

**Sociology focus area**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One East Asian sociology or political science course at any level</td>
<td>3</td>
</tr>
<tr>
<td>One East Asian sociology or political science course at the 300- or 400-level</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.230.101 Introduction Sociology</td>
<td>3</td>
</tr>
<tr>
<td>or AS.230.202 Research Methods for the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>or AS.230.205 Introduction to Social Statistics</td>
<td>3</td>
</tr>
<tr>
<td>or AS.230.213 Social Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

* Or students may take another East Asian survey course as approved by the director of undergraduate studies from the History or History of Science & Technology Departments.

** If a student completes third year level language courses in one language and more advanced courses in that language are not available, the student may, with permission from the EAS Director, substitute other EAS courses for up to two of the required language courses

### Honors

- Honors in the major may be earned by maintaining a GPA of 3.7 in the major and writing a senior honors thesis by taking a two-semester seminar, AS.310.431 Senior Thesis Seminar: East Asian Studies and AS.310.432 Senior Thesis Seminar: East Asian Studies.
The thesis seminar is a total of six credits and may count toward two of the required EAS courses.

**Other Departmental Requirements**

No major requirements may be taken satisfactory/unsatisfactory. All courses required for the major must be passed with a grade of C- or higher. The University encourages students enrolled in this program to take advantage of foreign study options. Courses and programs must be pre-approved by the student's East Asian Studies advisor. Transfer credit policy: Up to six classes may be transferred from study abroad programs or other schools upon approval of the major advisor.

For current faculty and contact information go to http://krieger.jhu.edu/east-asian/directory/

**Faculty**

**Director**
Erin Chung
Associate Professor (Political Science)

**Professors**

Lingxin Hao
(Sociology)

Tobie Meyer-Fong
(History)

William T. Rowe
(History)

Kellee S. Tsai
(Political Science)

**Associate Professors**

Joel Andreas
(Sociology)

Rebecca M. Brown
(History of Art)

Marta Hanson
(History of Medicine)

Ho-Fung Hung
(Sociology)

**Assistant Professor**

Yulia Frumer
(History of Science and Technology)

**Associated Faculty**

Victoria Cass
Visiting Associate Professor (Humanities Center).

Aiguo Chen
Lecturer (Center for Language Education).

Yuki Johnson
Teaching Professor and Director (Center for Language Education).

Choonwon Kang
Lecturer (Center for Language Education).

Satoko Katagiri
Lecturer (Center for Language Education).

Huei Ying Kuo
Senior Lecturer (Sociology) and Director of Research (East Asian Studies Program)

Lu Li
Lecturer (Center for Language Education).

Liman Lievens
Lecturer (Center for Language Education).

Makiko Nakao
Lecturer (Center for Language Education).

Nan Zhao
Lecturer (Center for Language Education).

For current course information and registration go to https://isis.jhu.edu/classes/

**Courses**

**AS.310.103. Modern Japan - 1800 to the Present.**
An introduction to the history of Japan from the 18th century to the present. In lectures and discussion we will draw upon a combination of primary source materials (political documents, memoirs, oral histories, journalism, fiction, film) and scholarly writings in order to gain insight into the complex and tumultuous process by which Japan became an industrialized society, a modern nation-state, and a world power.
Instructor(s): A. Bronson
Area: Humanities, Social and Behavioral Sciences.

**AS.310.104. Pacific Crossings: East Asia and the US from the 19th Century to the Present.**
This course examines the connections between US and East Asian history from the 19th century to the present day. We will explore how cultural exchange and confrontation shaped humanitarian, nationalist, and socialist projects in the US, China, Korea, and Japan. Readings include memoirs, travelogues, essays, and novels that provide a window into transpacific history.
Instructor(s): A. Bronson
Area: Humanities, Social and Behavioral Sciences.

**AS.310.105. Medicine and Society in China: From the Song to the Republican Period.**
This course introduces students to medical history in China in relation to gender history, legal history, publishing history, and literature from the Song to the Republican period.
Instructor(s): Y. Zhang
Area: Humanities.
**AS.310.108. Introduction to Chinese Fiction and Drama.**
This course will introduce Chinese fiction and drama from the Tang dynasty (618-906) to the early Republican period (1911-1949), such as the romantic dramas of Tang Xianzu and the uncanny tales of Pu Songling. Students will draw connection between these vibrant literary genres and the cultural and socio-historical events that shaped imperial China. Key topics include story-telling, romance, urban culture, gender, reincarnation, and many more. Students will acquire skills in how to read, analyze and discuss the rich legacy of Chinese fiction and drama in translation and to think critically about these writings. Reading materials are all in English.
Instructor(s): F. Joo
Area: Humanities.

**AS.310.114. Introduction to East Asian Religions.**
This survey course explores the ideas and practices of various East Asian religious traditions. It covers not only major religious teachings - Confucianism, Buddhism, Daoism, and Shinto - but also touches upon other folkloric traditions, such as shamanism, in order to understand the rich diversity of East Asian religions. Using a variety of methodologies such as art history, literature, history, and anthropology and materials such as paintings, tales, and historical documents, students will be introduced to the doctrines and practices of major religious traditions, as well as themes relating to family, gender, the nation state building, and imperialism.
Instructor(s): F. Joo
Area: Humanities.

**AS.310.115. Ghost Tales from China and Japan, 14th-19th Centuries.**
We cannot express our own experience of death – only imagine life after death. How did people in the past conceptualize the world of the dead? Ghost tales will teach us what we imagine as the experience of dead and life after death. This course aims to introduce students to a variety of ghost stories in Late Imperial China and Tokugawa Japan and connect their literary imagination of the dead to the cultural, socio-historical, and religious context of each society as well as to the broad East Asian tradition of supernatural narratives. While we also touch upon earlier traditions on narrating the dead, most of the stories in class readings are from the Ming (1368-1644) and Qing (1644-1911) dynasties of China, and the Tokugawa period (1600-1868) of Japan. Key issues include family, gender, sexuality, body, medicine and many more. Although we will also take a look at visual and theatrical representations of the dead, we will primarily focus on literary texts about ghostly phenomena. Film screenings required. All readings are in English.
Instructor(s): F. Joo
Area: Humanities.

**AS.310.116. Romantic Love in Chinese Literature.**
This course aims to introduce students to a variety of literary texts featuring romantic love from the 9th to the mid-20th centuries in China. The target materials cover a wide range of literary products from Bo Juji’s court poem to the modern Shanghai novella by the woman writer Zhang Ailing (Eileen Chang). As we read romance in a variety of narrative forms such as fiction, drama, and poetry, we will examine changing ideas about marriage, love, sexuality, family, emotion, and morality within the literary discourse as well as in society. Thus, students are expected to connect various literary texts about romance to their socio-historical, literary, and political surroundings. At the same time, we will discuss the shifting significance of romance for writers and reading public and consider how literary texts formed ideas about romance in society. The course is organized chronologically and thematically. Reading assignments are all in English.
Instructor(s): F. Joo
Area: Humanities.

**AS.310.117. Love and Illusion in Japanese Literature. 3 Credits.**
This course aims to introduce students to a variety of literary texts featuring love and illusion from the 12th to the 21st century Japan. We will explore how enchantment and disenchantment play in the literary imagination of romantic love within Japanese literary history. The target texts cover a wide range of literary products from medieval noh drama to the modern novelist Izumi Kyoka’s gothic tales and further to a contemporary Murakami Haruki’s novella. By reading a variety of narrative forms such as diary literature, drama, epic, poetry, and modern fiction, we will examine changing ideas about marriage, love, sexuality, religion, and modernity within the literary discourse.
Instructor(s): F. Joo
Area: Humanities.

**AS.310.118. Japanese Popular Culture. 3 Credits.**
This course will examine Japanese popular culture as a way to discuss contemporary Japanese society. We will investigate a wide range of cultural products - from literature, anime and manga to theater, music, fashion and food – and question how these items are created, circulated, and consumed in Japanese society as well as by individuals. Since many Japanese cultural products also quickly move beyond the national borders in the age of globalization, we will also discuss the global consumption of Japanese popular culture. Topics include gender, sexuality, family, fan community, global capitalism, mass media, race and power. Film screenings and group projects are required. Reading materials are all in English.
Instructor(s): F. Joo
Area: Humanities.

**AS.310.203. Women Writers from East Asia, 11th to 19th Centuries.**
Introduction to women-authored texts in East Asia, 11th to 19th centuries. Historical and literary significance of their output in Chinese, Japanese, and Korean societies.
Instructor(s): F. Joo
Area: Humanities.
AS.310.204. Rural Development in Asia.
We will examine the transformation of the Asian countryside from the beginning of the twentieth century up until the present by looking at agrarian structure, economic and social development, collectivization and decollectivization, rural industrialization, agribusiness, sustainable agriculture, and rural unrest. Course materials combine theoretical readings with empirical case studies. While theoretical readings examine global processes involving Asia and elsewhere, case studies cover several Asian countries, with an emphasis on China and India.
Instructor(s): B. Gurel
Area: Humanities, Social and Behavioral Sciences.

AS.310.207. Mapping Migrations in East Asia.
This seminar introduces students to the phenomenon of migration in Japan, South Korea, and Taiwan from theoretical, empirical, and comparative perspectives. The objectives of the course are to understand the 1) historical context behind present-day migrations in East Asia; 2) different patterns of migration flows and their consequences on receiving countries; 3) various theoretical frameworks for migration. The course is divided into three parts. In the first part, the course will examine theoretical approaches to migration, structured around the question of whether East Asia as a region represents a distinct model of migration. In the second, students will explore the empirical cases in greater detail by comparing and contrasting the different types of migrations. The third part addresses the responses to migration by host governments and societies and the implications of migration on citizenship and identity. Recommended Course Background: any class related to the history or politics of Japan, Korea, Taiwan, and/or China.
Instructor(s): D. Kim
Area: Humanities.

AS.310.214. Empire and Hierarchy in East Asia.
This course investigates the spectrum of unequal political authority in international politics. Empire, as one pole of hierarchical politics, persists in today’s multilateral, rule-based order. We will examine the theoretical foundations of hierarchy and empire in the study of international politics in East Asia. In addition, we will look at why empires arose at particular junctures, and contemporary directions in the debate on empire.
Instructor(s): J. Wang
Area: Humanities, Social and Behavioral Sciences.

This course explores the global circulation of political ideas and the formation of transnational social, intellectual, and aesthetic movements in Japan, China, and Korea from the 1880s to the 1980s.
Instructor(s): A. Bronson
Area: Humanities, Social and Behavioral Sciences.

AS.310.221. Introduction to Eastern Religious Traditions.
This course serves as an introduction to Hinduism, Jainism, Buddhism, Sikhism, Confucianism, and Daoism. Successful completion of this course will provide students with a critical understanding of these six traditions.
Instructor(s): J. Valentine
Area: Humanities, Social and Behavioral Sciences.

AS.310.303. A World Upturned: Cultures of Catastrophe in Japan.
Focusing on earthquake science and earthquake lore, radioactive mutation and nuclear decimation, this course will consider the relationship between technological culture and large-scale cataclysm. In addition to treating a broad array of written, graphic, and filmic representations of Japan’s past and potential catastrophes, we will also be keeping a close and careful eye on present developments in Japan’s 2011 earthquake/tsunami/nuclear disaster.
Instructor(s): R. Sayre
Area: Humanities, Social and Behavioral Sciences.

In this advanced undergraduate seminar on urban life and the anthropology of aesthetics, we will develop tools with which to think and write about city life in Japan and abroad. ‘Architectonic’ is a philosophical term referring to the ability to pull otherwise autonomous ideas together into a single coherent whole. In this course we will employ methodologies culled from class readings, lectures, web-based resources, and class discussions to collectively construct a digital patchwork of writings and images that will serve as the classes’ own quasi-coherent whole, or ‘architectonic’ of city life in Tokyo.
Instructor(s): R. Sayre
Area: Humanities, Social and Behavioral Sciences.

This survey course is designed to introduce students to Southeast Asia -- the ten member countries of the Association of Southeast Asian Nations (ASEAN) plus Australia and New Zealand. Southeast Asia is an integral part of the broader region of East Asia and a geographic bridge to the Indian subcontinent (South Asia). Southeast Asia has been one of the great success stories in the saga of modernization and development of post-colonial Afro-Asia over the last six decades. Its resulting economic importance is matched by its strategic significance given the presence of imbedded jihadist networks and the emergence of China as a regional great power and aspirant superpower. Nevertheless, the region has been largely overlooked by senior foreign policy and defense officials in Washington. This course will equip students to fill that void by examining the region from the perspective of national security strategy -- broadly understood in its multiple dimensions. Students will be challenged to formulate some element of a viable U.S. national security strategy for the region.
Instructor(s): M. Ott
Area: Social and Behavioral Sciences.

This course introduces students to China’s contemporary political history and current political system. It helps students develop a critical understanding of China’s governance institutions and processes, political economy, and state-society relations. The course focuses primarily on China’s domestic politics but also covers China’s changing role in Asia and the world.
Instructor(s): Y. Yang
Area: Humanities, Social and Behavioral Sciences.
A dramatic rise of popular protests in China today has spurred lively discussions about the causes, dynamics, and impact of these protests. This course will provide students with an opportunity to understand these issues by discussing the social, institutional and cultural background of protests, major forms of protest, social groups involved, government responses, and social implications of various kinds of protests. The first part of the course will explore significant socio-economic changes since 1978 and the effects of these changes on China’s social structure and stratification. This part will also examine changes in governance and political systems in the reform era and review important theories of contentious politics. The second part will examine protests by distinct social groups, including peasants, workers, homeowners, and ethnic minority groups, pro-democratic activists, among others. This part will identify similarities and differences in the demands and actions of different groups, introduce the major forms of popular resistance, and explore how the state deals with them accordingly. The course will conclude with discussion of the outcomes of social protests in China and make a cross-national comparison between protests in China and other authoritarian states. By taking China as an example, this course will enhance students’ knowledge about forms of popular contention and government responses in an authoritarian regime as well as help students develop analytical and critical thinking skills with regard to contentious politics.
Instructor(s): Y. Li
Area: Social and Behavioral Sciences.

AS.310.308. The Frontier in Late Imperial China. 3 Credits.
The tremendous expansion of Chinese frontiers during the late imperial period forced the state and those who lived within it to grapple with complex problems of governance, ethnicity, and the geographic extent of “China”. Issues and concerns associated with the massive Chinese frontiers have extended into the present; hence, no one can appreciate the current problems plaguing China’s northwestern, southwestern, or coastal regions without an understanding of its historical antecedents. This seminar is designed to introduce major scholarly works and theoretical frameworks on the Chinese frontier.
Instructor(s): J. Bandy
Area: Humanities
Writing Intensive.

Program Fee: $6,400 InterSession Abroad Program. This course provides students with a concise overview of modern Japanese political history. Attention is also given to important cultural aspects and the way in which they inform politics. First part of course consists of lectures held at Homewood and the second part takes place on location in Japan. Permission required, course must be taken for a letter grade. Open to program applicants only.
Instructor(s): F. Bauwens
Area: Humanities, Social and Behavioral Sciences.

AS.310.315. First Year Classical Chinese, First Semester.
Readings in prose and poetic texts of the pre-Qin period. Class emphasizes language acquisition, especially grammar and vocabulary memorization. In addition we will read and discuss works in western languages that treat the culture and writers of the Ancient period. Biweekly quizzes included. A final translation project required. Recommended Course Background: 2 years mandarin or the equivalent.
Instructor(s): F. Joo
Area: Humanities.

AS.310.316. First Year Classical Chinese: Language and Literature of the Ancient Period.
Readings in prose and poetic texts of the Zhou and Han Dynasties. Class emphasizes language acquisition, especially grammar and vocabulary memorization. In addition we will read and discuss works in western languages that treat the culture and writers of the Ancient period. Quizzes and Tests (Midterm and Final) will cover both language and cultural data. A short paper also required.
Instructor(s): V. Cass
Area: Humanities.

This course introduces the basic syntax, grammar and vocabulary of Classical Chinese or Literary Chinese (guwen##/wenyan wen ##), the written language from Old Chinese to the early twentieth century. Classical Chinese, which differs substantially form modern colloquial Chinese, is the language in which traditional Chinese historical, philosophical, religious and literary works are written. The structure, grammar and vocabulary of Classical Chinese still has large influence on modern Chinese formal documents and newspaper. Therefore, studying Classical Chinese is crucial not only to those who wish to understand original Chinese texts correctly but also to anyone who wants to attain a high level of reading proficiency in modern Chinese.
Prerequisites: AS.373.111 OR AS.373.112 OR AS.373.115 OR AS.373.116 AND AS.373.211 AND AS.373.212 OR AS.373.215 OR AS.373.216
Instructor(s): F. Chao
Area: Humanities.

AS.310.334. Southeast Asia: Contestations, Continuities, Changes.
‘Southeast Asia’ designates a geographical region comprised of countries such as Thailand, Indonesia, Malaysia, Vietnam, the Philippines, and Singapore. These countries are often more different than alike, and their cultural, ethnic, religious and political diversity resists easy reduction. As such, this is not a survey course of the area. Rather, we will examine elements of the Southeast Asian experience that speak to contemporary debates on cultural, political, and religious diversity in globalization’s second wave, and what it can teach us about assimilation, acculturation, and acceptance. We will try to get a feel of the variegated texture of Southeast Asian societies through historically and theoretically oriented texts drawn from different disciplines. Specifically, we will concentrate on responses to European colonialism, nationalist identity formations, and the impact of these histories upon contemporary contentions over the role of religion in public life, migratory practices, and second-wave globalization.
Instructor(s): D. Kwek.

We will examine how major political events, players, norms and institutions have shaped US-Asia relations in the modern era.
Instructor(s): Staff
Area: Social and Behavioral Sciences.
**AS.310.356. The Buddhist Experience.**
This course is a survey of Buddhist practice across Asia, covering a span of nearly 2500 years (from ca 500 BCE until the present). In addition to studying the origins of Buddhism in India and its eventual spread across Asia, we will examine unique local interpretations of Buddhism. Particular focus will be on manifestations of Buddhism in art and material culture. Students will gain a critical understanding of the role of texts, art, doctrine, and practice play in the overall Buddhist experience. This course is a survey of Buddhist practice across Asia, covering a span of nearly 2500 years (from ca 500 BCE until the present). In addition to studying the origins of Buddhism in India and its eventual spread across Asia, we will examine unique local interpretations of Buddhism. Particular focus will be on manifestations of Buddhism in art and material culture. Students will gain a critical understanding of the role of texts, art, doctrine, and practice play in the overall Buddhist experience.
Instructor(s): J. Valentine
Area: Humanities, Social and Behavioral Sciences.

**AS.310.431. Senior Thesis Seminar: East Asian Studies.**
Students may earn honors in the East Asian Studies major by maintaining a 3.7 average in the major and completing a senior thesis by taking the year-long AS.310.431 & AS.310.432 Senior Thesis Seminar: East Asian Studies. Students are required to secure the mentorship of an adviser among the EAS faculty before asking for permission to enroll in the course.
Instructor(s): E. Chung
Area: Humanities, Social and Behavioral Sciences.

**AS.310.432. Senior Thesis Seminar: East Asian Studies.**
This course is the continuation of Senior Thesis Course AS.360.431 for students completing their thesis in the East Asian Studies program.
Instructor(s): E. Chung
Area: Social and Behavioral Sciences.

**AS.310.435. International Relations Theory and the Margins: The Case of East Asia.**
This course explores how the concept of international relations was introduced, challenged, and negotiated in East Asia. Implicitly comparative, the course illuminates the divergent understanding of familiar terms such as order, hierarchy, history, community, border/territoriality, and law, in light of the East Asian modernity. Students will be asked to reflect on questions of identity in relation to China, Korea, and Japan and to ponder the extent to which those identities may be translated and understood to Western categories. Specifically this course will consider the role played by Sino-centrism, the rise of Japan later, and Westernization in shaping international relations in East Asia. Implicitly comparative, the course illuminates the divergent understanding of familiar terms such as order, hierarchy, history, community, border/territoriality, and law, in light of the East Asian modernity. Students will be asked to reflect on questions of identity in relation to China, Korea, and Japan and to ponder the extent to which those identities may be translated and understood to Western categories. Specifically this course will consider the role played by Sino-centrism, the rise of Japan later, and Westernization in shaping international relations in East Asia.
Instructor(s): H. Koyama.

**AS.310.501. Independent Study - East Asia.**
Students carry out an independent research project involving East Asia.
Instructor(s): J. Andreas.

**AS.310.592. Summer Internship. 1 Credit.**
Instructor(s): W. Rowe
Area: Social and Behavioral Sciences.

**AS.310.600. Advanced Topics in East Asian Studies.**
This interdisciplinary seminar gives graduate students in East Asian Studies opportunities to present and receive comments on their dissertation chapters, prospectuses, conference papers, and/or potential publications.
Instructor(s): E. Chung
Area: Humanities, Social and Behavioral Sciences.

**Cross Listed Courses**

**History of Art**

**AS.010.211. Monuments of Asia.**
An examination of selected architectural monuments from across Asia, including the Indian subcontinent, Southeast Asia, China, Japan, and Korea. Ancient to contemporary.
Instructor(s): R. Brown
Area: Humanities.

**AS.010.305. Global Modern Art: Africa, Asia, the Pacific and the Americas.**
Artists around the world grappled with the modern, working through local concerns and struggles but continually engaged with counterparts in Europe, North America, and across the “global South.” This course will introduce art, artists, movements, and institutions of modernism from approximately 1880 to the present and from outside of the northern Atlantic while critically examining the very notion of “global modernism.”
Instructor(s): R. Brown
Area: Humanities.

**AS.010.311. Japanese Print Culture and Western Collecting.**
The first half of this seminar will examine issues in Japanese print culture, especially the development and circulation of ukiyo-e prints, during the Edo and Meiji periods (1615-1912). Topics will include technological innovations, the role of publishers, censorship, and prints as didactic objects. The second half of the course will explore the popularity of Japanese prints in the West, including their impact on Japonisme and incorporation into Western collections Cross-list with East Asian Studies
Instructor(s): H. Snow
Area: Humanities.

**AS.010.351. Asian Art After 1945.**
This course examines the art and architecture of East, South, and Southeast Asia produced since the mid-twentieth century. We will engage with theoretical, visual, and political developments in the recent art of this region, reading statements by artists and architects, discussing the rising commercial and international profile of contemporary Asian art, and exploring established and emerging art histories of this period. Cross-list with East Asian Studies
Instructor(s): R. Brown
Area: Humanities.

**AS.010.353. Key Moments in East Asian Politics & Visual Culture.**
Examines key political moments in China, Japan, and Korea from 1850 to the present, focusing on the way visual imagery shapes these events. Includes: Japanese occupation of Korea, Hiroshima and Nagasaki bombings, 1989 Tiananmen square protests, North Korean propaganda.
Instructor(s): R. Brown
Area: Humanities.

**AS.010.411. A Continued History of Chinese Painting, 1400-1800.**
This course examines Chinese painting between 1400 and 1800, a time when this art emerged as both a practice and a means of cultural analysis within Chinese society. Changes in both representational modes and the forms of art-historical consciousness, as reflected in the art criticism of Chinese literati, will be emphasized. Other topics include the shaping of lived environments through interior display, garden-building, and new visions of urban space.
Instructor(s): L. Liu.
**English**

**AS.060.118. Asian American Literature and Film.**
This course offers students a survey of Asian American literature, film and cultural politics. Throughout the course we will evaluate the literary and filmic productions of Asian Americans in order to ask a series of questions: Who is American? Who is Asian American? How does “Asian American” work as a category that uncovers contestations over the meaning of ethnic, sexual, and national identity? We will look at a diverse array of Asian American groups while paying attention to the formation of Asian American subjectivities across differences and the intersections of ethnicity, sexuality, class and gender. Cross-listed with Film and Media Studies
Instructor(s): R. Neutill
Area: Humanities.

**History**

**AS.100.219. Chinese Cultural Revolution.**
The Cultural Revolution was Mao Zedong’s last attempt to transform Chinese society spiritually and structurally. The events of this period were marked by social upheaval, personal vendettas, violence, massive youth movements, and extreme ideological pressure. This course will explore the Cultural Revolution from a variety of perspectives, focusing on the relationship between events in China from 1966-1976, and their interpretation in China and the West during the Cultural Revolution decade and since.
Instructor(s): T. Meyer-Fong
Area: Humanities, Social and Behavioral Sciences.

**AS.100.220. Freshman Seminar: Politics, Information, and the State in Early Modern China and Japan.**
This introductory seminar examines culture and politics in early modern East Asia (ca. 1500-1900) by looking at changing modes of communication and attitudes about state control of information and ideology. Freshmen Only.
Instructor(s): E. Mokros
Area: Humanities, Social and Behavioral Sciences.

**AS.100.243. China: Neolithic to Song.**
This class offers a broad overview of changes in China from Neolithic times through the Song Dynasty (roughly from 5000 BCE through the 13th century CE) and will include discussion of art, material culture, and literature as well as politics and society. Close readings of primary sources in discussion sections and extensive use of visual material in lectures will help students gain firsthand perspective on the materials covered. Not open to students who have previously taken AS.100.208.
Cross listed with East Asian Studies
Prerequisites: If you have completed AS.100.208 you may not enroll in AS.100.243.
Instructor(s): T. Meyer-Fong
Area: Humanities, Social and Behavioral Sciences.

**AS.100.248. Japan in the World.**
This course is an introduction to Japan’s history from 1800 to the present with emphasis on the influences of an increasing global circulation of ideas and people. Topics include the emperor system, family and gender, imperialism, World War II, the postwar economy, and global J-pop.
Instructor(s): H. Kim
Area: Humanities, Social and Behavioral Sciences.

**AS.100.330. National Identity in 20th Century China & Japan.**
Using primary sources, including literature and film, we will explore the changing ways in which ideologues, intellectuals, and ordinary citizens defined national identity in 20th century China and Japan. Cross-listed with WGS and East Asian Studies
Instructor(s): T. Meyer-Fong
Area: Humanities, Social and Behavioral Sciences.

**AS.100.347. Early Modern China.**
The history of China from the 16th to the late 19th centuries.
Instructor(s): W. Rowe
Area: Humanities, Social and Behavioral Sciences.

**AS.100.348. 20th-Century China.**
The history of China from the last years of the Qing Empire to the post-Mao reforms.
Instructor(s): W. Rowe
Area: Humanities, Social and Behavioral Sciences.

**AS.100.381. Religion, Medicine, and the Mind in Japan.**
This seminar explores the relationship between religion and medicine in treating disorders of the mind and soul throughout Japanese history. We will consider such topics as animal spirit possession, Buddhism, family-based care, psychotherapy, gender, and social withdrawal.
Instructor(s): H. Kim
Area: Humanities, Social and Behavioral Sciences.

**AS.100.385. Mobility and Encounter in the Medieval Indian Ocean.**
This seminar discusses forms of mobility and exchange- trade and travel, conquest and religious transformation, diasporas and migration, the spread of practices and technologies- across the Indian Ocean from the 8th to 16th centuries.
Instructor(s): T. El-leithy
Area: Humanities, Social and Behavioral Sciences.

**AS.100.411. Readings in the History of Public Health in the 20th and 21st Centuries.**
The students will read major and some minor works in the history of global public health and will each develop their own concept of how and why the major institutions, professions, and practices associated with public health have evolved over the past long century. To help the students focus on their ideas, they will write three essays on particular aspects of the history.
Instructor(s): L. Galamios
Area: Humanities, Social and Behavioral Sciences.

**AS.100.422. Society & Social Change in 18th Century China.**
Reading knowledge of Chinese recommended but not required. Cross listed with East Asian Studies
Instructor(s): W. Rowe
Area: Humanities, Social and Behavioral Sciences.

**AS.100.424. Women & Modern Chinese History.**
This course examines the experience of Chinese women, and also how writers, scholars, and politicians (often male, sometimes foreign) have represented women’s experiences for their own political and social agendas. Cross listed with East Asian Studies.
Instructor(s): T. Meyer-Fong
Area: Humanities, Social and Behavioral Sciences.
AS.140.437. Late Imperial China: History and Fantasy.
Students in this seminar will look at the ways in which Chinese and Western scholars, novelists, film-makers, and artists have represented China’s Late Imperial period. We will look at the way foreigners have imagined China, and the ways in which Chinese writers past and present have fancifully, nostalgically, and inventively rendered their personal and national pasts. The course will explore issues of historical, geographical, and literary imagination. Cross-listed with East Asian Studies
Instructor(s): T. Meyer-Fong
Area: Humanities, Social and Behavioral Sciences.

AS.140.470. Monuments and Memory in Asian History.
Instructor(s): T. Meyer-Fong
Area: Humanities, Social and Behavioral Sciences.

AS.140.479. Problems in Chinese Urban History.
Reading and discussion of works in Western languages on the role of cities in Chinese society, from the Tang dynasty (628-906 A.D.) to the present.
Instructor(s): W. Rowe
Area: Humanities, Social and Behavioral Sciences.

AS.140.482. Historiography Mod China.
A survey of assumptions and approaches in the study of modern Chinese history, as written by Chinese, Japanese, and Western historians.
Instructor(s): W. Rowe
Area: Humanities, Social and Behavioral Sciences.

AS.100.614. Seminar in Modern Chinese History.
A seminar covering major milestones in research on late imperial and modern Chinese history, primarily in English. Open to undergraduates with the permission of the instructor.
Instructor(s): W. Rowe
Area: Humanities, Social and Behavioral Sciences.

AS.140.659. Women and Modern Chinese History.
Graduate students only. This course examines the experience of Chinese women, and also how writers, scholars, and politicians (often male, sometimes foreign) have represented women’s experiences for their own political and social agendas. Cross-listed with East Asian Studies.
Instructor(s): T. Meyer-Fong
Area: Humanities, Social and Behavioral Sciences.

History of Science Technology
AS.140.146. History of Public Health in East Asia.
This course examines the history of disease, epidemics, and public health responses in East Asia from the 17th-20th centuries. This public health history emphasizes the interactions, connections, and comparisons among China, Japan, Korea, and Taiwan.
Instructor(s): M. Hanson
Area: Humanities, Social and Behavioral Sciences.

AS.140.305. From the Compass to Androids: History of Science, Technology, and Medicine in Asia.
The course explores the history and cultural context of science, medicine, and technology in East Asia, from the ancient Chinese science to the latest scientific and technological developments in Japan.
Instructor(s): Y. Frumer
Area: Humanities, Social and Behavioral Sciences.

Students will study the most recent anthropological, philosophical, and historical scholarship on medicine in traditional and modern Chinese society. They will approach the topic from several angles including medical pluralism, the range of healers, domestic and literate medicine, gender, emergence of new disciplines, public health and the history of disease. The course relies on secondary sources and primary sources in English translation. Cross-listed with East Asian Studies.
Instructor(s): M. Hanson
Area: Humanities, Social and Behavioral Sciences.

AS.140.354. Science, Technology and Society in Modern East Asia.
The course aims to survey the history of science and technology in East Asian countries—China, Japan, and Korea—since the late 19th century. Since Japan was the only nation in East Asia that succeeded in modernizing itself by adopting western science, technology and politics, it will be studied first. The Chinese and Korean cases then will be reviewed from different angles. The course will emphasize the mutual influence between science & technology and society to answer how they became major industrial powers in the 21st century. Cross-listed with East Asian Studies.
Instructor(s): D. Kim; Y. Li
Area: Humanities, Social and Behavioral Sciences.

AS.140.357. Science Fiction Movies in the East and West.
What is a science fiction (SF) movie? How did SF movies and developments in science and technology influence each other during the twentieth century? What is the use of SF movies for societies? And why are SF movies much more popular in some countries than in others? By watching and analyzing classic and contemporary SF movies from the US, the Soviet Union, Japan, China, and other countries, we will search for answers to these questions. Special emphasis will be given to analyzing how historical, political, and cultural environments in different countries have influenced the production and acceptance of SF movies.
Instructor(s): D. Kim
Area: Humanities, Social and Behavioral Sciences.

Juxtaposing Japanese environmental history and its reflection in popular media, the course will explore the intersection between technology, environment, and culture. The course will be accompanied by relevant movie screenings.
Instructor(s): Y. Frumer
Area: Humanities, Social and Behavioral Sciences.

Philosophy
AS.150.227. Introduction to Asian Philosophy.
What is the nature of reality? What is the mind? What is the meaning of life? How ought we to live? In this course, we will explore how some of the better known philosophical systems of India, China and Japan have attempted to answer these most central philosophical questions. We will focus on the following systems: Nyaya, Samkhya-Yoga, Vedanta, Buddhism, Carvaka, Confucianism, Taoism, and Zen.
Instructor(s): B. Miller
Area: Humanities.
Political Science

AS.190.315. Asian American Politics.
This course examines issues of political identity, political incorporation, and political participation of Asian Americans. Themes include Asian American panethnicity, the struggle for immigration and citizenship, Asian American electoral politics, political activism and resistance since the 1960s, and the impact of Asian Americans on the politics of race and ethnicity in the United States.
Instructor(s): E. Chung
Area: Social and Behavioral Sciences.

AS.190.320. Politics Of East Asia.
Examines some of the central ideas and institutions that have transformed politics in the contemporary world through the lens of East Asia, focusing on Japan, South Korea, Taiwan, and China. Topics include state-society relations, late development, nationalism, democratization, political culture, social movements, and globalization.
Instructor(s): E. Chung
Area: Social and Behavioral Sciences.

This course introduces students to the major debates and issues of postwar Japanese politics. Topics include nationalism, electoral politics, civil society, and immigration.
Instructor(s): E. Chung
Area: Social and Behavioral Sciences.

AS.190.341. Korean Politics.
This course introduces students to the historical and institutional foundations of modern South Korean politics. Topics include nationalism, political economic development, civil society, globalization, and ROK-DPRK relations. (CP)
Instructor(s): E. Chung
Area: Social and Behavioral Sciences.

This upper-level seminar examines some of the major debates and issues of postwar Japanese and South Korean political economy. Topics include nationalism, gender politics, civil society, immigration, and US-Japan-South Korea trilateral relations.
Instructor(s): E. Chung
Area: Social and Behavioral Sciences.

AS.190.442. Civil Society.
This course explores classic and contemporary debates on the concept of civil society and critically examines its analytical value in light of recent developments. Topics include the relationship between civil society, the state, and markets, the role of civil society in development and democratization, social capital, and global civil society. This course is open to graduate students from any discipline. Advanced undergraduate students must obtain permission from the instructor and are expected to keep up with graduate students during class discussions.
Instructor(s): E. Chung.

AS.190.610. Advanced Topics in Contemporary Chinese Politics.
This seminar is structured around key concerns in China’s domestic politics, including the politics of economic reform, central-local-relations, corruption, increasing inequality, the role of intellectuals, the rise of quasi-governmental organizations, various channels for political participation and protest, and other contemporary issues. Undergraduates who wish to be enrolled in this class must have taken AS.190.348 and by permission only.
Instructor(s): K. Tsai
Area: Social and Behavioral Sciences.

This course examines China’s foreign relations since the beginning of the economic reforms. Readings will draw on a diversity of perspectives, both Chinese and non-Chinese, to examine China’s foreign policy debates and strategic choices.
Instructor(s): G. Christoffersen
Area: Social and Behavioral Sciences.

This course is concerned with the relationship between energy security and human security. It will study the energy issues of East Asian countries as they make difficult energy policy choices, attempting to achieve simultaneously economic growth, energy security, and environmental sustainability.
Instructor(s): G. Christoffersen
Area: Social and Behavioral Sciences.

This course examines key issues in U.S.-Chinese relations. We will take an in-depth look at the politics, policies, and topics surrounding strategic balancing, trade, energy, nuclear proliferation on the Korean Peninsula, relations across the Taiwan Strait, China’s rise and the response of the United States and its allies. We will place the relationship between the United States and China in the context of its geopolitical implications not only for the two countries but also for the international system.
Instructor(s): P. Leon
Area: Social and Behavioral Sciences.

This course examines the extent to which globalization is reshaping state-society relations in contemporary East Asia, and how East Asian societies and political systems respond to, and influence, aspects of globalization in turn. Topics to be explored include the origins and trajectories of developmental states in East Asia, macroeconomic and industrial policy-making, social unrest and political organizing, export-led growth and shifting liberalization, the East Asian financial crisis and its aftermath, and today's East Asian political and economic landscapes in a globalizing world.
Instructor(s): P. Leon
Area: Social and Behavioral Sciences.

AS.191.348. Chinese Foreign Policy.
The domestic sources of, and international constraints on, Chinese foreign policy-making will be examined. We will also study the development and evolution of Chinese foreign policy objectives and their implementation during and after the Cold War.
Instructor(s): P. Leon
Area: Social and Behavioral Sciences.
**AS.191.348. Domestic Politics of Contemporary China.**
This course examines salient issues in the domestic politics of contemporary China. It begins with a brief historical overview of China's developments that led to the revolutions of 1911 and 1949, as well as the Cultural Revolution. The main part of the course will explore the era of economic reform and opening that began in the late 1970s and that still continues today. Topics include the relationship between business and politics, obstacles to economic and political reforms, the interplay between foreign relations and domestic politics, institutional and bureaucratic sources of policy-making, the social and political impact of economic growth, the relationship between central and provincial governments, and the questions of political opening and leadership transitions.
Instructor(s): P. Leon
Area: Social and Behavioral Sciences.

**AS.191.359. Size Matters: Small, medium and large states in global politics.**
Do large states dictate the terms in global politics? Are small states doomed to vulnerability in an anarchic world? And are medium states stuck in-between, incapable of exerting any real influence? This course explores whether size is a determinant of foreign policy, security calculus, democratic or authoritarian proclivity, and success in global political economy.
Instructor(s): J. Wang
Area: Social and Behavioral Sciences.

**AS.191.366. Chinese Domestic Politics.**
This course provides an introduction to the key institutions and relationships that make up the modern Chinese political system. The course will examine both theoretical and historical understandings of Chinese politics, considering alternative models of Chinese politics. It examines a range of current Chinese domestic governance issues: the political impact of the economic reforms, state-society relations, the legitimacy of the Communist Party, and Chinese understandings of politics.
Instructor(s): G. Christoffersen
Area: Social and Behavioral Sciences.

**AS.191.368. International Relations of the Asia-Pacific.**
This course will introduce and analyze the international relations of the Asia-Pacific, weighing the various approaches that scholars use for theoretical understanding and policy prescription. From the 19th c. to the 21st c., realist balance of power politics have prevailed. Since the early 20th c., liberal-institutionalism has emerged to challenge realist assumptions in both Track I and Track II organizations such as the Institute of Pacific Relations, APEC, the ASEAN Regional Forum, East Asian Summit, and CSCAP. Constructivism questions these older approaches, focusing on national and regional identity formation in explaining foreign policy outcomes. The course will consider realist, institutionalist and constructivist approaches to Pacific Asia in examining prospects for peace and stability.
Instructor(s): G. Christoffersen
Area: Social and Behavioral Sciences.

**Sociology**

**AS.230.166. Chinese Migration in Modern World History 1500’s-2000’s.**
This interdisciplinary course applies theories of economic sociology to examine the effects of Chinese overseas migration on modern world economy from the sixteenth century to the contemporary era. It examines the contribution of overseas Chinese to the development of capitalism in the following junctures: the East-West economic integration in the pre-modern era, China's modern transformation after the Opium War (1839-1842), the making of US national economy in the early twentieth century, as well as the postwar economic miracles in the Pacific Rim, among others. Special Note: Fulfills History requirement for GSCD track students.
Instructor(s): H. Kuo
Area: Social and Behavioral Sciences.

**AS.230.175. Chinese Revolutions.**
This course introduces the origins, operation and impacts of five major revolutions in modern China between 1850 and 1950. These include the Taiping Rebellion, the republican revolutions, federalist and southern automatic movements, labor strikes as well as peasant rebellions. It draws on the existing historiography that examines China's transition from an empire to a republic, impacts of western and Japanese influences to China, as well as the continuity and change of Chinese social organizations. Cross list with International Studies and East Asian Studies. Fulfills IS History requirement.
Instructor(s): H. Kuo
Area: Social and Behavioral Sciences.

**AS.230.217. Chinese Overseas in Global History.**
This course examines the topics of Chinese overseas migration after the long sixteenth century. It investigates the following themes: First, the making of Chinese maritime frontier in the longterm trade and migration across the South China Sea and beyond; Second, economic functions of Chinese overseas networks in the East-West integration from the early modern era to the ongoing wave of globalization; Third, politics of identity and heritage in Chinese overseas communities. Course may not be taken by students that previously took AS.230.166.
Prerequisites: Course may not be taken by students that previously took AS.230.166.
Instructor(s): H. Kuo
Area: Social and Behavioral Sciences.
**AS.230.228. Colonialism in Asia and Its Contested Legacies.**
This seminar examines the theories and historiography of colonialism in Asia, with special focus on the development of British Straits Settlements and Hong Kong as well as Japanese Taiwan. We will review the competing discourses about the impact of colonial dominations in these areas from the 1800s to the present-day. In the beginning of the era, the British built up the economic linkage between Hong Kong and Penang, Malacca as well as Singapore to sustain its dominance throughout the “Far East.” In the middle of the period, the expanding Japanese empire developed Taiwan as a foothold to compete with the British interests in South China and Southeast Asia. Hong Kong and the Straits Settlements, especially Singapore, became the contested terrain where two colonial powers vied for their influences in the region. The competition was not only about trade, but about the construction of a new East Asian regional order after the end of the Chinese hegemony. In the end of the period, the intervention of the US power in postwar Asia facilitated the retreat of the colonial establishments, British and Japanese ones included. The course that compares the colonial establishments and discourses on colonial legacies among the three areas points out that colonialism constituted an inalienable part of Asian history. Cross listed International Studies (CP) and East Asian Studies. Fulfills History requirement for IS GSCD track students only.
Instructor(s): H. Kuo
Area: Social and Behavioral Sciences.

**AS.230.275. Revolution, Reform and Social Inequality in China.**
This course explores various aspects of social inequality in China during the Mao Zedong and the post-Mao reform eras. We will examine inequality within villages, the rural/urban divide, urban inequality, education and health policies, and gender and ethnic inequality. Each of these issue areas will be tackled analytically, but the aim is also to understand what it was/is like to live in China during and after the Mao era. Formerly offered as AS.230.321.
Instructor(s): J. Andreas
Area: Social and Behavioral Sciences.

**AS.230.285. Maritime East Asia.**
This course examines the transnational connections among merchants and migrants in the waters of East and Southeast Asia from a historical and comparative perspective. We will explore how diplomatic ties, long-distance trade and migration contributed to the making of cosmopolitan cities such as Quanzhou (Zayton), Malacca, Fort Zeelandia (Formosa), Batavia, Manila, Singapore and Hong Kong in the region from the tenth century onwards. The course will close with an examination of how the transnational connections are relevant to understand inter-state competition in Asia’s long twentieth century. Key subjects to be introduced include tribute trade system, trading diasporas, Euro-Chinese co-colonialism, pan-Asianism, as well as history and historiography of maritime silk road.
Instructor(s): H. Kuo
Area: Social and Behavioral Sciences.

**AS.230.328. Social Problems in Contemporary China.**
In this course we will examine contemporary Chinese society, looking at economic development, rural transformation, urbanization and migration, labor relations, changes in class structure and family organization, health care, environmental problems, governance, and popular protest. The course is designed for both graduate and undergraduate students. Undergraduates must have already completed One-Child Policy. Dean’s Teaching Fellowship; Cross listed with East Asian Studies. Fulfills History requirement for IS GSCD track students only.
Instructor(s): H. Kuo
Area: Social and Behavioral Sciences.

**AS.230.336. Family, Gender and Sexuality in China.**
This course examines social changes in China since the beginning of the People’s Republic (1949) through the lenses of family, gender and sexuality. The first half of the course focuses on understanding family institutions, women’s status, gender relations and sexualities in connection with major historical transitions between 1949 and the present. The second half includes readings and discussions around several thematic topics regarding family, gender and sexuality in contemporary China in the broader context of politics, economy, and social norms.
Instructor(s): Y. Dong
Area: Social and Behavioral Sciences.

**AS.230.344. Health and Society in Contemporary China.**
This course explores the social and health consequences of systemic transformations in China, including collapse of the urban work-unit system, resurgence of infectious disease, and implementation of the One-Child Policy. Dean’s Teaching Fellowship; Cross listed with East Asian Studies, Public Health and International Studies.
Instructor(s): R. Core
Area: Social and Behavioral Sciences.

**AS.230.372. Social Protest in Contemporary China.**
This class introduces popular resistance in post-1978 China, examining its socioeconomic, political, and cultural background, various types of protests by multiple social groups, and outcomes of protests. Cross listed with Dean’s Teaching Fellowship.
Instructor(s): Y. Li
Area: Social and Behavioral Sciences.

**AS.230.377. Colonialism and Anti-Colonialism.**
This seminar examines the theories and historiography of colonialism and anti-colonial movements. It focuses on the establishment of the colonial division of labor, comparative colonialism, identity formation, and nationalism as well as anti-colonial movement.
Instructor(s): H. Kuo
Area: Social and Behavioral Sciences.

**AS.230.415. Social Problems in Contemporary China.**
This course examines social changes in China since the beginning of the People’s Republic (1949) through the lenses of family, gender and sexuality. The first half of the course focuses on understanding family institutions, women’s status, gender relations and sexualities in connection with major historical transitions between 1949 and the present. The second half includes readings and discussions around several thematic topics regarding family, gender and sexuality in contemporary China in the broader context of politics, economy, and social norms.
Instructor(s): Y. Dong
Area: Social and Behavioral Sciences.

**AS.230.435. The China Boom.**
This course addresses the origins, global impacts, and demise of China’s economic ascendency as a world economic and political powerhouse at the turn of the twenty-first century. The course will cover the historical origins of the China boom and impacts of the boom on global political economic order. It will also address the social-political imbalances within China that contribute to the global financial crisis and recent slowdown of the Chinese economy. Particular topics include late imperial and Maoist legacies’ relation to contemporary economic growth, stages of China’s capitalist development, China’s outward investment in the developing world, formation and limits of US-China economic symbiosis, and China’s participation in global governance, among others.
Instructor(s): H. Hung
Area: Social and Behavioral Sciences.
Humanities Center

AS.300.207. A Mix of Voices: Chinese Literatures from Late Imperial through Modern.

This course examines the arts and culture of China from 1368-2000, with major focus on writers. We will begin with artists of the Ming (1368-1644) and Qing (1644-1911), focusing first on canonical voices: court poets, authors of classical fiction, literati essayists, calligraphers and painters. Outside of the court urban artists observed a dramatically changing world around them. Fiction, drama, memoir and mass-produced arts explored new social alignments and freedoms. The twentieth century brought revolution and party governance, along with arts born of mass media: periodicals, film and wood block print. Finally, post-Mao avant-garde artists both retrieved traditional aesthetics and explored new venues and visions. This look at the literature of China will require both close reading of texts as well as an interdisciplinary examination of the cultural factors that shape literatures.

Instructor(s): V. Cass
Area: Humanities.

AS.300.384. Modern Korean Literature and Film.

We will examine twentieth century Korean culture through short stories that are canonical in modern Korean literature and through a series of films associated with New Korean Cinema. One aim of the course is to gain a sense of the history against which the literary and cinematic artifacts obtain their representative artistic status. A second aim is to inquire into the relationship between written and filmed texts in order to see the limits and advantages of one medium over another for representing national culture. No prior familiarity with Korean language is required.

Instructor(s): S. Rhee
Area: Humanities.

AS.300.408. Lyric Modernity.

A comparative literature course on modern lyric and poetics. The main issue of the course is how the lyric voice is constructed and sustained under the pressures of modernization in the United States, Europe, and Korea. We will also emphasize issues of translation and the relationship of music and poetry. Readings will include texts by Adorno, Benjamin, Grossman, von Hallberg and Waters, and poems by Dickinson, Rilke, and Kim among others. All readings available in English. Cross-listing requested with East Asian Studies, GRLL, and English

Instructor(s): S. Rhee
Area: Humanities.

Interdepartmental

AS.360.244. Korean Culture: Past and Present.

This course will provide an introduction to Korean society and culture through a close study of the recent and highly acclaimed film Chunhyang, which is a theatrical version of a famous 18th century Korean literary work. It provides a complex and visually effective window into late Korean traditional culture, educational system, family and gender issues, literature, and the performing arts. Through class work and readings, students will be able to study the concept of culture as a complex, intricate, and interrelated fabric of meanings and symbols. In this regard, the study of Korea will allow students to begin to acquire the tools to understand many cultures as well as current developments in South and North Korean inter-relations.

Instructor(s): S. Oh
Area: Humanities, Social and Behavioral Sciences.


Instructor(s): J. Andreas
Area: Humanities, Social and Behavioral Sciences.
AS.373.212. Second Year Heritage Chinese II.
For students who have significant previously-acquired ability to understand and speak Modern Standard Chinese. Course focuses on reading and writing. Teaching materials are the same as used in AS.373.115-116; however, both traditional and simplified versions of written Chinese characters are used. Continuation of AS.373.211. Recommended Course Background: AS.373.211 or permission required. 
Prerequisites: Prereq: AS.373.211 or equivalent.
Instructor(s): A. Chen
Area: Humanities.

AS.373.215. Second Year Chinese.
Consolidation of the foundation that students have laid in their first year of study and continued drill and practice in the spoken language, with continued expansion of reading and writing vocabulary and sentence patterns. Students will work with both simplified and traditional characters. Note: Students who have native-like abilities in comprehension and speaking should take AS.373.211-212. Cross-listed with East Asian Studies
Prerequisites: AS.373.116 or equivalent.
Instructor(s): A. Chen; Y. Chen
Area: Humanities.

AS.373.216. Second Year Chinese II.
Consolidation of the foundation that students have laid in their first year of study and continued drill and practice in the spoken language, with continued expansion of reading and writing vocabulary and sentence patterns. Students will work with both simplified and traditional characters. Note: Students who have native-like abilities in comprehension and speaking should take AS.373.211-212. Recommended Course Background: AS.373.215 or Permission Required. Cross-listed with East Asian Studies
Prerequisites: Prereq: AS.373.215 or equivalent.
Instructor(s): A. Chen; Y. Chen
Area: Humanities.

AS.373.313. Third Year Heritage Chinese.
This course is a continuation of AS.373.312. Students need to have native-level fluency in speaking and understanding Chinese. The course focuses on reading and writing. In addition to the textbooks, downloaded articles on current affairs may also be included on a regular basis. Recommended Course Background: AS.373.313 or Permission Required. Lab required.
Prerequisites: Prereq: AS.373.211 AND AS.373.212 or instructor's permission
Instructor(s): Y. Chen
Area: Humanities.

AS.373.314. Third Year Heritage Chinese II.
This course is a continuation of AS.373.313. Students need to have native-level fluency in speaking and understanding Chinese. The course focuses on reading and writing. In addition to the textbooks, downloaded articles on current affairs may also be included on a regular basis. Recommended Course Background: AS.373.313 or Permission Required. Lab required.
Prerequisites: AS.373.313 or equivalent
Instructor(s): Y. Chen
Area: Humanities.

AS.373.315. Third Year Chinese.
This two-semester course consolidates and further expands students’ knowledge of grammar and vocabulary and further develops reading ability through work with textbook material and selected modern essays and short stories. Class discussions will be in Chinese insofar as feasible and written assignments will be given. Cross-listed with East Asian Studies
Prerequisites: Prereq: AS.373.216 or equivalent
Instructor(s): A. Chen
Area: Humanities.

AS.373.316. Third Year Chinese II.
This two-semester course consolidates and further expands students’ knowledge of grammar and vocabulary and further develops reading ability through work with textbook material and selected modern essays and short stories. Class discussions will be in Chinese insofar as feasible, and written assignments will be given. Continuation of AS.373.315. Recommended Course Background: AS.373.315 or permission required.
Prerequisites: Prereq: AS.373.315 or equivalent.
Instructor(s): A. Chen
Area: Humanities.

AS.373.415. Fourth Year Chinese.
This course is designed for students who finished AS.373.316 with a C+ or above (or equivalent). Readings in modern Chinese prose, including outstanding examples of literature, newspaper articles, etc. Students are supposed to be able to understand most of the readings with the aid of a dictionary, so that class discussion is not focused primarily on detailed explanation of grammar. Discussion, to be conducted in Chinese, will concentrate on the cultural significance of the readings’ content. Cross-listed with East Asian Studies
Prerequisites: AS.373.315
Instructor(s): J. Yin
Area: Humanities.

AS.373.416. Fourth Year Chinese II.
Continuation of AS.373.415. Readings in modern Chinese prose, including outstanding examples of literature, newspaper articles, etc. Students should understand most of the readings with the aid of a dictionary, so that class discussion need not focus primarily on detailed explanations of grammar. Discussion, to be conducted in Chinese, will concentrate on the cultural significance of the readings’ content. Recommended Course Background: AS.373.415 or Permission Required. Cross-listed with East Asian Studies
Prerequisites: Prereq: AS.373.415 or equivalent.
Instructor(s): N. Zhao
Area: Humanities.

The main focus of this course is to expand the student’s knowledge of four essential skills in Chinese language and to deepen the student’s knowledge of Chinese culture. The course is taught based on various written and visual materials (including newspapers, journals, TV, movies, and short novels) to improve students’ reading comprehension, maintain conversation skills through class discussion, increase understanding of the culture and society of China, and enhance writing ability through short compositions and a writing project. Recommended Course Background: Completion of four years of Chinese language or permission required.
Area: Humanities.
AS.378.452. Topics in Chinese Media II.
The main focus of this course is to expand the student’s knowledge of four essential skills in Chinese language and to deepen the student’s knowledge of Chinese culture. The course is taught based on various written and visual materials (including newspapers, journals, TV, movies, and short novels) to improve students’ reading comprehension, maintain conversation skills through class discussion, increase understanding of the culture and society of China, and enhance writing ability through short compositions and a writing project. Continuation of 373.451. Recommended Course Background: AS.373.451 or its equivalent.
Area: Humanities.

AS.378.491. 5th Year Chinese.
Fifth Year Chinese is designed for students who finished fourth year regular or third year heritage Chinese course at JHU or its equivalent and wish to achieve a higher advanced proficiency level in Chinese. The goal of the course is to help students further develop their listening, speaking, reading and writing skills cohesively and to enhance students’ understanding of Chinese culture and society through language learning. Instructor: N Zhao
Prerequisites: AS.373.416 or AS.373.314 or equivalent.
Instructor(s): J. Chen.

AS.378.115. First Year Japanese.
This course is designed for students who have no background or previous knowledge in Japanese. The course consists of lectures on Tuesday/Thursday and conversation classes on Monday/Wednesdays/Fridays. The goal of the course is the simultaneous progression of four skills (speaking, listening, writing, and reading) as well as familiarity with aspects of Japanese culture. By the end of the year, students will have basic speaking and listening comprehension skills, a solid grasp of basic grammar items, reading and writing skills, and a recognition and production of approximately 150 kanji in context. Knowledge of grammar will be expanded significantly in AS.378.215. No Satisfactory/Unsatisfactory. Student may choose to attend either lecture at 10:30 am or 12 pm on TTh. Cross-listed with East Asian Studies
Instructor(s): M. Johnson; Y. Nagata

AS.378.116. First Year Japanese II.
This course is designed for students who have no background or previous knowledge in Japanese. The course consists of lectures on Tuesday/Thursday and conversation classes on Monday/Wednesdays/Fridays. The goal of the course is the simultaneous progression of four skills (speaking, listening, writing, and reading) as well as familiarity with aspects of Japanese culture. By the end of the fall term, students will have basic speaking and listening comprehension skills, a solid grasp of basic grammar items, reading and writing skills, and a recognition and production of approximately 60 kanji in context. Knowledge of grammar will be expanded significantly in 2nd year Japanese. May not be taken Satisfactory/Unsatisfactory. Recommended Course Background: AS.373.115
Prerequisites: Prereq: AS.378.115 or equivalent.
Instructor(s): M. Johnson; S. Katagiri.

Training in spoken and written language, increasing their knowledge of more complex patterns. At completion, students will have a working knowledge of about 250 Kanji. Recommended Course Background: AS.378.115 and AS.378.116 or equivalent.
Prerequisites: AS.378.116 or equivalent.
Instructor(s): M. Nakao
Area: Humanities.

AS.378.216. Second Year Japanese II.
Continuation of Beginning Japanese and Intermediate Japanese I. Training in spoken and written language, increasing students’ knowledge of more complex patterns. At completion, students will have a working knowledge of about 250 Kanji. Lab required. Recommended Course Background: AS.378.215 or equivalent.
Prerequisites: Prereq: AS.378.215 or equivalent.
Instructor(s): M. Nakao
Area: Humanities.

AS.378.315. Third Year Japanese.
Emphasis shifts toward reading, while development of oral-aural skills also continues apace. The course presents graded readings in expository prose and requires students to expand their knowledge of Kanji, grammar, and both spoken and written vocabulary. Cross-listed with East Asian Studies
Prerequisites: AS.378.215-216
Instructor(s): M. Nakao
Area: Humanities.

AS.378.316. Third Year Japanese II.
Emphasis shifts toward reading, while development of oral-aural skills also continues apace. The course presents graded readings in expository prose and requires students to expand their knowledge of Kanji, grammar, and both spoken and written vocabulary. Lab required. Continuation of AS.378.315. Recommended Course Background: AS.378.315 or equivalent.
Prerequisites: Prereq: AS.378.315 or equivalent.
Instructor(s): M. Nakao
Area: Humanities.

This course is designed for students who have already studied 1st-year Japanese grammar and wish to develop a thorough knowledge of Japanese grammar in order to advance all aspects of language skills to a higher level. It is also appropriate for graduate students who need to be able to read materials written in Japanese. Recommended Course Background: AS.378.115-116 or equivalent.
Instructor(s): M. Johnson
Area: Humanities.

Continued from 378.396: Fundamentals of Japanese Grammar. This course is designed for students who have already studied 1st-year Japanese grammar and wish to develop a thorough knowledge of Japanese grammar in order to advance all aspects of language skills to a higher level. It covers complex grammatical items introduced in the 2nd year level from a higher level, linguistic perspective. It is also appropriate for graduate students who need to be able to read materials written in Japanese.
Prerequisites: 378.116 or equivalent or 378.396
Instructor(s): M. Johnson
Area: Humanities.

By using four skills in participatory activities (reading, writing, presentation, and discussion), students will develop reading skills in modern Japanese and deepen and enhance their knowledge on Kanji and Japanese culture. Recommended Course Background: AS.378.315 and AS.378.316 or equivalent.
Prerequisites: AS.378.316 or equivalent.
Instructor(s): Y. Nagata
Area: Humanities.
AS.378.416. Fourth Year Japanese II.
By using four skills in participatory activities (reading, writing, presentation, and discussion), students will develop reading skills in modern Japanese and deepen and enhance their knowledge on Kanji and Japanese culture. Lab required. Recommended Course Background: AS.378.415
Prerequisites: Prereq: AS.378.415 or equivalent.
Instructor(s): Y. Nagata
Area: Humanities.

This course is designed for graduate students (particularly in East Asian Studies) and undergraduate students whose proficiency level is higher than 4th-year Japanese as offered at Johns Hopkins University or equivalent and those who plan to pursue studies utilizing written Japanese materials. Students will learn effective methods for reading Japanese materials, varying from works of literature to modern academic articles on topics of students’ interest. Cross-listed with East Asian Studies.

AS.378.612. Readings in Japanese Studies II.
This course is designed for graduate students (particularly in East Asian Studies) and undergraduate students whose proficiency level is higher than 4th-year Japanese as offered at Johns Hopkins University or equivalent and those who plan to pursue studies utilizing written Japanese materials. Students will learn effective methods for reading Japanese materials, varying from works of literature to modern academic articles on topics of students’ interest. Cross-listed with East Asian Studies.

AS.380.101. First Year Korean.
Introduces the Korean alphabet, hangeul. Covers basic elements of the Korean language, high-frequency words and phrases, including cultural aspects. Focuses on oral fluency reaching limited proficiency where one can handle simple daily conversations. No Satisfactory/ Unsatisfactory. Cross-listed with East Asian Studies
Instructor(s): J. Song.

AS.380.102. First Year Korean II.
Focuses on improving speaking fluency to limited proficiency so that one can handle simple daily conversations with confidence. It provides basic high-frequency structures and covers Korean holidays. Continuation of AS.380.101. Recommended Course Background: AS.380.101 or permission required.
Prerequisites: Prereq: AS.380.101 or equivalent.
Instructor(s): J. Song.

AS.380.201. Second Year Korean.
Aims for improving oral proficiency and confident control of grammar with vocabulary building and correct spelling intended. Reading materials of Korean people, places, and societies will enhance cultural understanding and awareness. Project due on Korean cities. Existing demonstrable skills in spoken Korean preferred.
Prerequisites: Prereqs: AS.380.101 and AS.380.102
Instructor(s): J. Song
Area: Humanities.

AS.380.202. Second Year Korean II.
Aims for improving writing skills with correct spelling. Reading materials of Korean people, places, and societies will enhance cultural understanding and awareness, including discussion on family tree. Continuation of AS.380.201. Recommended Course Background: AS.380.201 or equivalent.
Prerequisites: Prereq: AS.380.201 or equivalent.
Instructor(s): J. Song
Area: Humanities.

AS.380.301. Third Year Korean.
Emphasizes reading literacy in classic and modern Korean prose, from easy essays to difficult short stories. Vocabulary refinement and native-like grasp of grammar explored. Project due on Korean culture. Cross-listed with East Asian Studies
Prerequisites: AS.380.202 or equivalent.
Instructor(s): J. Song
Area: Humanities.

AS.380.302. Third Year Korean II.
Emphasizes reading literacy in classic and modern Korean prose. By reading Korean newspapers and professional articles in one’s major, it enables one to be well-versed and truly literate. Continuation of AS.380.301. Cross-listed with East Asian Studies Prerequisite: AS.380.301 or equivalent.
Prerequisites: Prereq: AS.380.301 or equivalent.
Instructor(s): J. Song
Area: Humanities.

Program in Museums and Society
AS.389.369. Encountering the Art of East Asia: Museum Display, Theory and Practice.
Students reconsider the exhibition and interpretation of East Asian Art at the Walters Art Museum, developing a pilot installation to suggest a new permanent display. M&S Practicum Course. Class meets at the Walters Art Museum (extended time to allow for travel). Cross-listed with East Asian Studies.
Instructor(s): R. Mintz
Area: Humanities.

Geography Environmental Engineering
EN.570.407. Comparison of Environmental Challenges and Governance in China and the US.
In cooperation with the School of the Environment at Nanjing University, Nanjing, China, this course will study China’s environmental challenges and governance in the context of America’s own environmental challenges and governance system. Case studies will involve greenhouse gas emissions and a comparison of water quality issues in Tai Lake and the Chesapeake Bay. We will consider how developments may shape business, government, and culture, and the ways in which China and America may learn from one another. The class sessions will be conducted in part “live,” in part by teleconference with Nanjing University, and in part by web (including communications with Nanjing University students and faculty). The objectives for the course are to 1) Provide students with basic information and concepts-of law, business, and governance needed to understand 21st century environmental challenges and governance challenges; 2) Provide students exposure to important environmental problems facing both China and America; 3) Provide students with alternative frameworks needed to sift through and understand the wealth of information about environmental challenges and opportunities faced by China in the globalized world; and 4) Encourage students to learn to observe and think independently about how to frame and address questions of China environmental challenges and governance which may be key to the 21st century.
Instructor(s): E. Bouwer; H. Alavi
Area: Social and Behavioral Sciences.

Economics
The Department of Economics offers programs designed to improve the understanding of important economic problems and to provide the tools
needed for the critical analysis of these problems and for dealing with them in practice.

On the undergraduate level, the department provides both for those who want to become professional economists and for those interested in a specialty related to economics, such as business, law, government, history, health care management, or environmental engineering. Still other students are simply interested in improving their understanding of society or making informed assessments of economic policies as citizens or making wise decisions about personal finances.

On the graduate level, the department provides advanced training for students preparing for careers as professional economists. The program encompasses such fields as macroeconomics, microeconomic theory, econometrics, labor economics, international economics, industrial organization, economic development, and public finance, with an emphasis on the application of economic theory and quantitative methods. Because of the small number of graduate students admitted, they can work closely with faculty in graduate courses and seminars, and have easy and informal access to faculty members.

The introductory courses AS.180.101 Elements of Macroeconomics and AS.180.102 Elements of Microeconomics are open to all students. Courses at the 200-level have Elements of Economics (AS.180.101 and AS.180.102) as prerequisites.

AS.180.301 Microeconomic Theory and AS.180.302 Macroeconomic Theory courses have AS.180.101 and AS.180.102 as well as Calculus I (AS.110.106 or equivalent) as prerequisites. All 300-level courses above 301 and 302 have Microeconomic and/or Macroeconomic Theory (AS.180.301, AS.180.302) as prerequisites (or, with permission of the instructor, corequisites), as well as Elements of Economics and Calculus. Some 300-level courses have additional prerequisites; see individual course listings. Independent study is available, subject to the consent of the department and of the faculty member with whom the student wants to work.

Subject to the consent of the instructor, graduate courses at the 600-level are open to qualified undergraduates. The 600-level courses for which advanced undergraduates are most likely to be qualified are AS.180.601 Microeconomic Theory I and AS.180.603 Macroeconomic Theory I.

Requirements for the B.A. Degree
(Also see Requirements for a Bachelor's Degree. (p. 20))

For both the economics major and minor, a minimum grade of C- or better is required for all courses meeting the requirements and courses may not be taken satisfactory/unsatisfactory. Courses from study abroad or taken at other universities may count towards requirements only if they are approved by the department's director of undergraduate studies. Internships, independent studies, and intersessions courses do not apply toward major or minor requirements. Summer courses at universities other than Johns Hopkins DO NOT count toward the major or minor, except with prior approval of the Director of Undergraduate Studies for Economics.

Major Requirements:

**Economics Core**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AS.180.101</td>
<td>Elements of Macroeconomics *</td>
<td>3</td>
</tr>
<tr>
<td>AS.180.301</td>
<td>Microeconomic Theory</td>
<td>4</td>
</tr>
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<td>AS.180.302</td>
<td>Macroeconomic Theory</td>
<td>4</td>
</tr>
<tr>
<td>AS.180.334</td>
<td>Econometrics</td>
<td>3</td>
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**Economics Electives**

Three 200- or 300-level economics courses ** 9
Two 300-level economics courses 6

**Mathematics**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>AS.110.106</td>
<td>Calculus I</td>
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<tr>
<td>or AS.110.108</td>
<td>Calculus I</td>
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**Statistics**

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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EN.550.111</td>
<td>Statistical Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>or EN.550.112</td>
<td>Statistical Analysis II</td>
<td></td>
</tr>
<tr>
<td>or EN.550.211</td>
<td>Probability and Statistics for the Life Sciences</td>
<td></td>
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<tr>
<td>or EN.550.310</td>
<td>Probability &amp; Statistics for the Physical and Information Sciences &amp; Engineering</td>
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<tr>
<td>or EN.550.311</td>
<td>Probability and Statistics for the Biological Sciences and Engineering</td>
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<tr>
<td>or EN.550.420</td>
<td>Introduction to Probability</td>
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<tr>
<td>or EN.550.430</td>
<td>Introduction to Statistics</td>
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<tr>
<td>or AS.280.345</td>
<td>Public Health Biostatistics</td>
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</tbody>
</table>

* Students who use exam credits to satisfy the AS.180.101 Elements of Macroeconomics and/or AS.180.102 Elements of Microeconomics requirements must take additional courses in the department to reach a total of 10 courses in the department.

** Please note: 180.203 "Faculty Research in Economics", a S/U one-credit course, does not count as one of these three courses.

Additional Notes for Students

- EN.550.111 (p. 217) Statistical Analysis I or equivalent (any of the Statistics courses listed above) is a prerequisite for Econometrics.
- The Senior Honors Thesis sequence (AS.180.521 (p. 217) Econometrics, AS.180.521 (p. 217) Research in Economics and AS.180.522 (p. 217) Senior Thesis) cannot be used to satisfy any of the requirements for the major.

Course Scheduling

**Students who may major in economics:**

Freshman or sophomore year: *

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>AS.180.101</td>
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<td>3</td>
</tr>
<tr>
<td>AS.180.102</td>
<td>Elements of Microeconomics</td>
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<tr>
<td>AS.110.106</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>EN.550.111</td>
<td>Statistical Analysis I</td>
<td></td>
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</tbody>
</table>

Economics students interested in accelerated B.A. program and/or early admissions to graduate study:

Freshman year: **

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>AS.180.101</td>
<td>Elements of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>AS.180.102</td>
<td>Elements of Microeconomics</td>
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</tr>
</tbody>
</table>
Students planning graduate study in economics will find useful:

- AS.110.106 Calculus I
- AS.110.201 Linear Algebra
- AS.110.202 Calculus III
- EN.550.311 Probability and Statistics for the Biological Sciences and Engineering

Related work in other social sciences, history, mathematics, operations research, and computer programming

* Students trying to take these courses after freshman or sophomore year are likely to run into serious schedule conflicts in the junior and senior years because of the need to fulfill the prerequisites for advanced courses.
** Consult with faculty at an early stage.

### Honors Program in Economics

Departmental honors are awarded to those students who satisfy the following requirements:

- All economics courses applied to the major have been taken in the department.
- AS.180.521 Research in Economics and AS.180.522 Senior Thesis. The thesis may not be counted as one of the five economics electives.
- A grade point average of at least 3.5 for all economics courses.

### Minor in Economics

Students with a major in another department may be awarded a minor in economics with satisfactory work in the following courses:

- AS.180.101 Elements of Macroeconomics
- AS.180.102 Elements of Microeconomics

Four economics courses at the 200- or 300-level (not including AS.180.203)

No substitution of courses in other departments for economics electives may be made. Students who use exam credits to satisfy the AS.180.101 (http://e-catalog.jhu.edu/departments-program-requirements-and-courses/arts-sciences/economics) Elements of Macroeconomics and/or AS.180.102 (http://e-catalog.jhu.edu/departments-program-requirements-and-courses/arts-sciences/economics) Elements of Microeconomics requirements must take additional courses in the department to reach a total of 6 courses.

### Center for Financial Economics (CFE)

Founded in 2008 and housed in the Economics Department in the Krieger School of Arts and Sciences at Johns Hopkins, the Center for Financial Economics blends the study of finance and economics, providing in-depth training and cutting-edge research in both. The dual research and teaching missions of the Center are premised on the belief that a deep understanding of modern economies requires an integrated treatment of finance and the broader economic forces driving economic progress. The recent financial crisis vividly illustrates the vital need for improved understanding of these issues on the part of practitioners, policymakers, and academics.

The CFE offers an undergraduate minor, producing expertise in finance within the context of a top-notch liberal arts education. The minor will equip students with a thorough foundation in the workings of financial markets and their role in the broader economy, providing a foundation for careers in finance, business, academics, and government. The Center is working toward offering a financial economics major and a Ph.D. in financial economics.

### The Minor in Financial Economics

The main objective of the minor is to provide students with training in the conceptual framework, guiding concepts, and technical tools of modern finance. The broader goal is to provide insights into the large and the small—the macro and micro—of how this framework helps us understand the workings of the economy. The minor in financial economics includes four required courses and two elective courses chosen from the list below.

#### Required Courses

- AS.180.101 Elements of Macroeconomics 3
- AS.180.102 Elements of Microeconomics 3
- AS.180.263 Corporate Finance 3
- AS.180.367 Investment-Portfolio Management 3

#### Elective Courses (Select two of the following) 6

- AS.180.242 International Monetary Economics
- AS.180.261 Monetary Analysis
- AS.180.266 Financial Markets and Institutions
- AS.180.336 Macroeconomic Strategies
- AS.180.370 Financial Market Microstructure
- AS.180.373 Corporate Restructuring
- EN.660.203 Financial Accounting

Total Credits 18

The minor is open to all majors. A minimum grade of C- or better is required for all courses and they may not be taken satisfactory/unsatisfactory. One cannot take both the economics and financial economics minor. For economics majors, there is a restriction on double-counting: the two elective courses counting toward the minor cannot also count toward the economics major.

### Requirements for Admission

To apply for admission, an application must submit an official transcript of all academic work beyond secondary school and at least two letters of recommendation from previous instructors. Applicants must submit scores from the Graduate Record Examination. All applicants who have not done their undergraduate work in a university where English is the sole language of instruction must take the TOEFL. We have a minimum required score of 100 on the Internet-based test (IBT), or 250 on the computer-based test (CBT), or 600 on the old paper-based test (PBT).

Students should have knowledge of economic theory and statistics and a strong background in mathematics including differential and integral calculus and linear algebra. Admission decisions are primarily based on GRE scores (especially quantitative), academic record (especially in economics and mathematics courses), and letters of recommendation.
We especially welcome applications from under-represented minorities, as diversity is important in our graduate program.

**Requirements for the M.A. Degree**

The department does not admit students from outside Johns Hopkins University who intend to work only for an M.A. However, it does offer this degree as an intermediate step toward the Ph.D. or as a final degree to some of those who do not complete their doctoral work.

Beyond the general university requirements, the department requires for the master’s degree either two years of satisfactory graduate course work or one year of satisfactory graduate course work and an acceptable master’s essay.

**Requirements for the Ph.D. Degree**

The departmental requirements for the doctor’s degree include the following:

- Basic course work in economic theory, mathematical methods of economics, and econometrics, and additional work in specialized branches of economics depending on his/her previous training and special interests. Candidates may take relevant work in related departments, such as History, Mathematics, Mathematical Sciences, Political Science, Sociology, Anthropology, and Public Health.
- The comprehensive examination. Administered by the department, this consists of two written examinations designed to test the candidate’s grasp of micro- and macroeconomics, and a research paper. The written examinations are usually taken at the beginning of the third term, and the research paper is submitted during the fourth term.
- A dissertation. This should be an original investigation worthy of publication, prepared under the supervision of one or more members of the faculty. The candidate must submit the dissertation in final typed form at least three weeks before the date of the Graduate Board Oral Examination.

**Financial Aid**

The department offers a variety of forms of financial support to graduate students enrolled in the Ph.D. program. Students may receive full or partial tuition fellowships, which may be accompanied by cash stipends or teaching assistantships. The department guarantees financial aid for a minimum of five years of graduate study conditional on satisfactory performance and often for a sixth year as well. In the 2013-2014 academic year, full stipends or assistantships will carry an award of approximately $21,000 per year. The T. Rowe Price Fellowship, established by the T. Rowe Price Associates Foundation to honor the memory of Mr. Price, is awarded to an entering graduate student each year. It covers tuition and adds several thousand dollars to the basic stipend for three years and provides for a teaching assistantship thereafter. At the same time, it is possible that the department will be able to offer one or more of the university’s Owen Fellowships to its outstanding graduate applicants. This fellowship consists of a stipend of $27,000 toward the student’s first three years. Although aid is provided on a yearly basis subject to the availability of financial support from the university, it is the department’s policy to continue aid for at least four and usually five years, provided the student is making satisfactory progress.

**Carl Christ Fellowship**

In the academic year 1989–90, the department established the Carl Christ Fellowship fund to honor one of its faculty members for his distinguished service and achievements. The proceeds of the fund are used to support outstanding graduate students at the dissertation stage of their research.

For further information about graduate study in economics, contact the director of graduate admissions, Department of Economics.

For current faculty and contact information go to http://econ.jhu.edu/directoryindex/faculty/

**Faculty**

**Chair**

Robert A. Moffitt
Krieger-Eisenhower Professor: labor economics, applied econometrics, public finance, population economics.

**Professors**

Laurence M. Ball
Macroeconomics.

Christopher Carroll
Macroeconomics.

Gregory Duffee
Carl Christ Professor: finance.

Jon Faust
Louis J. Maccini Professor, Director of the Center for Financial Economics: econometrics, macroeconomics, financial economics.

Mark Gersovitz
Development economics, public finance.

Bruce Hamilton
Professor Emeritus; Urban Economics, Public Finance, Labor Economics.

Yingyao Hu
Micro-econometrics and it’s Applications, Non-classical Measurement Error.

Olivier Jeanne
International macroeconomics.

Edi Karni
Scott and Barbara Black Professor: economics of uncertainty and information, microeconomic theory, decision theory.

M. Ali Khan
Abram G. Hutzler Professor: mathematical economics, microeconomic theory, intellectual history.

Jonathan Wright
Time series econometrics, empirical macroeconomics, finance.

**Assistant Professors**

Jorge Balat

Ying Chen
This course introduces the basic tools of macroeconomics and teaches how they are applied to real world economic policy. Throughout the course, the main goals will be to a) study economic aggregates such as the overall price level, the unemployment rate and the GDP b) understand how they relate to each other. Attention will be given to fiscal and monetary policies. We will also analyze the recent financial crisis and its impact on the economic activity.
Instructor(s): R. Barbera
Area: Social and Behavioral Sciences.

AS.180.102. Elements of Microeconomics.
An introduction to the economic system and economic analysis with emphasis on demand and supply, relative prices, the allocation of resources, and the distribution of goods and services, theory of consumer behavior, theory of the firm, and competition and monopoly, including the application of microeconomic analysis to contemporary problems.
Instructor(s): B. Hamilton
Area: Social and Behavioral Sciences.

AS.180.104. Seminar in Financial Literacy.
The Seminar in Financial Literacy is a two-week seminar designed to introduce Hopkins undergraduates to the financial services industry. The goal is to provide an introduction to a variety of topics in finance, with a practical focus on exposing the students to employment options in the industry. The Seminar will consist of two weeks of lectures, delivered by distinguished Hopkins alumni, followed by a three-day trip to New York City during which we will visit various firms in the industry. By the end of the seminar, students should have developed an understanding of the structure and jargon of the financial services industry. Hence, they should be poised to profit from the firm visits and networking receptions that will take place on the trip to NYC.
Application/Registration for Experiential Learning courses/trips must be processed at the Career Center, Garland Hall 3rd Floor. -REGISTER CAREER CENTER NOT ISIS-
Prerequisites: AS.180.101
Instructor(s): D. Garcia Molina
Area: Social and Behavioral Sciences.
AS.180.117. Game Theory in Social Sciences.
Game Theory is the study of multiple person decision problems that are characterized by the social situations in which the well being of a decision maker depends not only on his own actions but also on those of others. Such problems arise frequently in economics, political science, business, military science, history, biology, etc. In this course, I will introduce the basic tools of game theoretic analysis with an emphasis on applications. In particular, you will first learn how to model different social situations as games and related equilibrium concepts. Then, you will see various examples from different fields. And, we will play several games in the class. Game theory has emerged as a branch of mathematical economics and is still quite mathematical. In this course, I will emphasize the conceptual analysis and applications, and keep the level of mathematical technicalities at the minimum. In a nutshell, we will use mostly the verbal and graphical tools.
Instructor(s): M. Uyanik
Area: Social and Behavioral Sciences.

AS.180.171. Topics in Political Economy.
Societies make their key economic decisions under the constraints imposed by their political institutions. This course studies the interaction between economics and politics in public policy design, with topics ranging from fiscal policy to international development. Some recurring questions include why inefficient policies get enacted and how different political institutions give rise to different policy outcomes.
Instructor(s): L. Karakas
Area: Social and Behavioral Sciences.

In recent years, the assumptions of traditional finance models that market participants are generally rational and prices of securities accurately reflect all available information came under challenge. The field of behavioral finance argues that financial markets are best understood with models in which at least some agents are not fully rational. In this course, we will examine behavioral finance models and their practical applications. This course is based on Harvard Business School cases. Recommended Course Background: AS.180.102
Instructor(s): A. Scherbina

The purpose of this course is to provide students an insight of how Economics can help to understand individual’s legal behavior, and how the Law can affect the way economic agents behave. The course will be divided in two parts, the first one will study the economics of litigation, while the second one will study the social implications of a change in the law. For the first part we will study how litigation costs, information of the parties involved, tort regimes, and the size of the stakes in dispute affect the outcome of a litigation process. For the second part we will study actual courts decisions and their social implications such as welfare participation, business ventures and public policy making.
Prerequisites: AS.180.102 OR AS.180.301
Instructor(s): E. Garcia Morales
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

AS.180.203. Faculty Research in Economics.
This course will consist of a series of informal lectures by various professors in the Department of Economics. Each lecture will consist of a description of a professional research project which he/she has undertaken over the course of his/her profession career. S/U grading only.
Prerequisites: Prereqs: AS.180.101 AND AS.180.102
Instructor(s): B. Hamilton.

This course provides an introduction to game theory with an emphasis on applications. Applications in economics, political science, business, military science, history, biology, theology and recreation will be covered. No prior knowledge of game theory is presumed and the required mathematical background is minimal (high school algebra and one term of calculus will be sufficient).
Instructor(s): L. Karakas
Area: Social and Behavioral Sciences.

AS.180.228. Economic Development.
Diagnostic test on Elements of Economics is required to be taken in the second week. A review of the historical experience in presently developed economies, model of development, planning techniques, and development policies. The course is aimed at identifying major economic questions relevant to less developed economies and to showing how economic analysis can be used further to understand the obstacles to development and to formulate appropriate policies.
Prerequisites: AS.180.101 AND AS.180.102
Instructor(s): M. Gersovitz
Area: Social and Behavioral Sciences.

Theory of comparative advantage and the international division of labor: the determinants and pattern of trade, factor price equalization, factor mobility, gains from trade and distribution of income, and theory and practice or tariffs and other trade restrictions. Recommended Course Background: AS.180.101.
Prerequisites: AS.180.102.
Instructor(s): T. Bertrand
Area: Social and Behavioral Sciences.

AS.180.242. International Monetary Economics.
This course presents International Monetary Economics theory and applies it towards gaining an understanding of recent events and current policy issues. The theory presented in this course covers a broad range of topics including exchange rate determination, monetary and fiscal policy in an open economy, balance of payments crises, the choice of exchange rate systems, and international debt. The insights provided by these theoretical frameworks will enable us to discuss topics such as the current global financial crisis, global financial imbalances, the Chinese exchange rate regime, and proposed changes in the international financial architecture.
Prerequisites: AS.180.102; AS.180.101
Instructor(s): O. Jeanne
Area: Social and Behavioral Sciences.

For centuries, international trade has been a source of intense debate within and among nations. Proponents of free trade claim that trade benefits all nations in terms of higher incomes, lower consumer prices, and greater product variety. Opponents point to the painful economic adjustments that accompany the removal of trade barriers. In recent years, the debate has expanded to include labor rights, the environment, health and safety, intellectual property, and national sovereignty. Through the lens of economic theory, we will evaluate the arguments put forth by proponents and opponents of free trade. We will apply these theories to several case studies, with a particular focus on the conflicts that have arisen since the establishment of the World Trade Organization.
Prerequisites: Prereq. AS.180.102
Instructor(s): P. Seneviratne
Area: Social and Behavioral Sciences.
AS.180.252. Economics of Discrimination.
This course examines labor market discrimination by gender, race and ethnicity in the United States. What does the empirical evidence show, and how can we explain it? How much of the difference in observed outcomes is driven by differences in productivity characteristics and how much is due to discrimination? How do economists theorize about discrimination and what methodologies can be employed to test those theories? What has been the impact of public policy in this area; how do large corporations and educational institutions respond; and what can we learn from landmark lawsuits? The course will reinforce skills relevant to all fields of applied economics, including critical evaluation of the theoretical and empirical literature, the reasoned application of statistical techniques, and analysis of current policy issues.
Prerequisites: AS.180.102
Instructor(s): B. Morgan
Area: Social and Behavioral Sciences.

AS.180.261. Monetary Analysis.
This course analyzes the financial and monetary system of the U.S. economy and the design and implementation of U.S. monetary policy. Among other topics, we will examine the role of banks in the economy, the term structure of interest rates, the stock market, the supply of money, the role of the Federal Reserve in the economy, the objectives of monetary policy in the United States and current monetary policy practice.
Prerequisites: AS.180.101 and AS.180.102
Instructor(s): L. Ball
Area: Social and Behavioral Sciences.

AS.180.263. Corporate Finance.
This course is an introduction to the financial management of a corporation. Students study the following broad questions. How should a firm decide whether to invest in a new project? How much debt and equity should a firm use to finance its activities? How should a firm pay its investors? How do taxes affect a firm's investment and financing decisions? What determines the value of a firm? The emphasis throughout the course is on the economic principles that underlie answers to these questions.
Prerequisites: AS.180.101 AND AS.180.102
Instructor(s): G. Duffee
Area: Social and Behavioral Sciences.

AS.180.266. Financial Markets and Institutions.
Understanding design and functioning of financial markets and institutions, connecting theoretical foundations and real-world applications and cases. Basic principles of asymmetric information problems, management of risk. Money, bond, and equity markets; investment banking, security brokers, and venture capital firms; structure, competition, and regulation of commercial banks. Importance of electronic technology on financial systems.
Prerequisites: AS.180.101 AND AS.180.102
Instructor(s): J. Faust
Area: Social and Behavioral Sciences.

AS.180.276. Economics of the Internet.
This course explores the Internet from an economist’s perspective, with the objective of understanding the effects on pricing and competitive behavior brought about by lower search and transaction costs in online markets. Unique features of information goods, product differentiation, market dynamics, reputation, and online auctions are among the topics examined. Dean’s Teaching Fellowship course.
Instructor(s): L. Tiererova
Area: Social and Behavioral Sciences.

Application of economic concepts and analysis to the health services system. Review of empirical studies of demand for health services, behavior of providers, and relationship of health services to population health levels. Discussion of current policy issues relating to financing and and resource allocation.
Prerequisites: AS.180.102
Instructor(s): D. Bishai
Area: Social and Behavioral Sciences.

AS.180.301. Microeconomic Theory.
An introduction to the modern theory of allocation of resources, starting with the theories of the individual consumer and producer, and proceeding to analysis of systems of interacting individuals, first in the theory of exchange, then to systems which include production as well.
Prerequisites: Corequisite/Prerequisite: AS.180.101 180.101 must be taken EITHER BEFORE (prerequisite) enrolling in 180.301 or AT THE SAME TIME (corequisite).;Prerequisites: AS.180.102 AND (AS.110.106 OR AS.110.107 OR AS.110.108 OR AS.110.109 OR equivalent)
Instructor(s): A. Trujillo; Y. Chen
Area: Social and Behavioral Sciences.

The course provides a treatment of macroeconomic theory including a static analysis of the determination of output, employment, the price level, the rate of interest, and a dynamic analysis of growth, inflation, and business cycles. In addition, the use and effectiveness of monetary and fiscal policy to bring about full employment, price stability, and steady economic growth will be discussed.
Prerequisites: Coreq for AS.180.302: AS.180.102[C];AS.180.101 and Calculus 1 or equivalent
Instructor(s): A. Korinek
Area: Social and Behavioral Sciences.

AS.180.303. Topics in International Macroeconomics and Finance.
The course will review selected topics in international macroeconomics and finance. The topics for the Fall of 2015 include: financial globalization; international portfolio diversification; the problems posed by “sudden stops” in capital flows to emerging markets; global imbalances and global demand rebalancing; how different exchange rate regimes have fared in the global financial crisis; sovereign default in the light of the Argentine experience; and the ongoing Russian currency and financial crisis. The course involves mathematical modeling as well as data analysis.
Prerequisites: AS.180.101 AND AS.180.102
Instructor(s): O. Jeanne
Area: Social and Behavioral Sciences.

AS.180.305. Time Series Analysis in Economics.
The objective of this course is to study time series with a focus on forecasting. While econometric theory is briefly touched, most of the emphasis is on applied time series modeling and forecasting. Students at the end of the course will be able to use Eviews to model and forecast time series using macroeconomic or financial data.
Area: Humanities.

This course uses data from the sports industry to test standard microeconomic theories of individual and firm behavior. The major focus of this course will be applied empirical analysis.
Instructor(s): B. Phelan
Area: Social and Behavioral Sciences.
In this seminar, we will discuss broad ranging views on the future of finance. Most classes will involve presentations by and discussions with experts in the field on their perspectives regarding how finance will evolve in light of the current turmoil and rapidly changing conditions. We will place an emphasis on bringing in speakers with a wide range of views, including controversial vies. Speakers will come from the finance industry, government, and academics. The grade will be based on classroom participation and a term paper.
Prerequisites: AS.180.301 AND (AS.180.263 OR AS.180.367)
Instructor(s): J. Wright; R. Barbera.

AS.180.308. Financial Regulations in the US.
This course begins with the time of the great Framers and adopts a historical approach to U.S. financial regulations. By examining all major crises and the respective policy responses, the course will provide a narrative on the evolution of the regulatory landscape in America. Students will also be exposed to influential academic papers that address the essentiality (and even the redundancies and failures) of key aspects of financial regulations, including deposit insurance, bank capital and liquidity requirements, and supervisory rules. Dean’s Teaching Fellowship course. Recommended courses: AS.180.261 and AS.180.266
Instructor(s): H. Nguyen
Area: Social and Behavioral Sciences.

AS.180.309. Economics of Uncertainty and Information.
In this course we'll discuss the theory of decision making in the face of risk, the theory of risk aversion and its applications to financial and insurance markets. Building on the theory of individual decision making under risk, we will study the economic implications of asymmetric information, the type of market failures produced by adverse selection and moral hazard problems, and the models that were advanced to analyze these problems, including incentive contracts, screening and signaling equilibria.
Prerequisites: AS.180.301
Instructor(s): E. Karni.

The course explores the economic rationale for, and consequence of, antitrust laws. In addition to economic analysis we will study landmark antitrust cases.
Prerequisites: AS.180.301
Area: Social and Behavioral Sciences.

Students study economic principles and state-of-the-art mathematical models used to value fixed securities and their derivatives. The course emphasizes advanced practical applications as well as theory. Students will develop their own computer code for price fixed-income instruments and evaluate their risks.
Prerequisites: AS.180.367
Instructor(s): G. Duffee
Area: Social and Behavioral Sciences.

AS.180.320. The Marginal Revolution.
This course aims to answer the question “Who, when and where do modern economic theories come from?” By looking at the innovative concept of “marginalism” developed by Walras, Jevons, and Menger in the 1870’s, we can put contemporary ideas in an historical perspective as well as gain a richer understanding of today’s economics discipline. The class uses both primary and secondary sources, and will be discussion oriented.
Prerequisites: AS.180.301
Instructor(s): N. Johnson
Area: Humanities, Social and Behavioral Sciences.

The goal of this course is to use economic models to investigate life events such as going to school, getting married, and having children. The course will focus on individual behavior and outcomes in six important stages of the life cycle: early childhood, schooling, adolescence, marriage and divorce, child bearing years, and retirement. While the course is designed to introduce students to a variety of economic theory and empirical techniques, the material is designed to prepare upper level students to write a proposal on an original research question.
Prerequisites: AS.180.301
Instructor(s): G. Pauley
Area: Social and Behavioral Sciences.

AS.180.328. Economics of Auctions.
A successfully designed auction depends on the idiosyncrasies of the market being studied. Students will learn the core auction formats and some classic theoretical results that provide a benchmark for even the most recent auctions research. Additionally, students will learn simple empirical strategies that allow these models (and the behavior they predict) to be married with real world data. Students will develop the tools needed for analyzing and conducting auctions research.
Prerequisites: AS.180.301
Instructor(s): J. Balat
Area: Social and Behavioral Sciences.

AS.180.334. Econometrics.
Introduction to the methods of estimation in economic research. The first part of the course develops the primary method employed in economic research, the method of least squares. This is followed by an investigation of the performance of the method in a variety of important situations. The development of a way to handle many of the situations in which ordinary least squares is not useful, the method of instrumental variables, concludes the course.
Prerequisites: EN.550.111 OR EN.550.420 OR EN.550.310 OR AS.280.345 OR EN.560.435 OR EN.550.311; Prereq or Coreq: AS.180.301 or AS.180.302
Instructor(s): E. Krasnokutskaya
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

AS.180.335. Topics in Econometrics.
Area: Social and Behavioral Sciences.

Will sketch out a strategy for anticipating economic turning points. Business cycle basics, monetary policy/financial market/real economy interactions will be reviewed. Long-term growth issues will be explored.
Prerequisites: AS.180.101 AND AS.180.102 AND AS.180.302 or Perm. Req’d.
Instructor(s): R. Barbera
Area: Social and Behavioral Sciences.
AS.180.346. Identification and Estimation in Econometrics.
This is an advanced undergraduate course, introducing a list of frontier theories and methods of identification and estimation for popular econometric models. The course is designed as preparation material for undergraduate students who in the future plan to advance to graduate studies in economics, business, public health, public policies and international studies. Recommended Course Background: AS.180.301.
Prerequisites: AS.180.334
Instructor(s): Y. Sasaki
Area: Social and Behavioral Sciences.

AS.180.350. Economics of Social Networks.
A detailed analysis of why certain social networks are likely to emerge and what the structure of these networks means for a wide range of social and economic interactions.
Prerequisites: AS.180.301
Instructor(s): M. Smirnov
Area: Social and Behavioral Sciences.

AS.180.351. Labor Economics.
The course discusses various issues in labor markets from the perspective of economic theory. We first study the major forces at work that shape labor market behavior; firms' labor demand and workers' labor supply. Then we discuss the equilibrium behavior of employment and wages. Using these tools, we also cover various applied topics in labor economics, such as minimum wage regulations, male-female wage differentials, human capital investment, worker mobility, and unemployment.
Prerequisites: Prereq: AS.180.301
Instructor(s): Y. Takahashi
Area: Social and Behavioral Sciences.

Empirical data may not contain all the variables suggested by economic theories. This course introduces methodologies to identify and estimate economic models containing unobservables. Recommended Course Background: AS.180.301 and AS.180.334.
Instructor(s): Y. Hu
Area: Social and Behavioral Sciences.

AS.180.355. Economics of Poverty/Inequality.
This course focuses on the economics of poverty and inequality. It covers the measurement of poverty and inequality, facts and trends over time, the causes of poverty with inequality with a focus on those related to earnings and the labor market, and public policy toward poverty and inequality, covering both taxation and government expenditure and programs. By the nature of the material, the course is fairly statistical and quantitative. Students should have an intermediate understanding of microeconomic concepts. Basic knowledge of regression analysis is also helpful.
Prerequisites: AS.180.301
Instructor(s): R. Moffit
Area: Social and Behavioral Sciences.

AS.180.363. Sex, Drugs and Dynamic Optimization: The Economics of Risky Behavior.
We apply the tools of economic analysis to understand behaviors that are enjoyable today, but may have negative consequences in the future.
Prerequisites: AS.180.301 AND AS.180.302 AND AS.180.334 or permission of the instructor
Instructor(s): N. Papageorge
Area: Social and Behavioral Sciences.

AS.180.367. Investment-Portfolio Management.
Prerequisites: Prereqs: AS.180.301 AND ( EN.550.111 OR EN.550.112 OR EN.550.310 OR EN.550.311 OR EN.550.420 OR EN.550.430)
Instructor(s): J. Wright
Area: Social and Behavioral Sciences.

Seminar on quantitative concepts, decision-making, and strategy in business organizations. Overall context is ‘value’ – how it is measured and maximized long term. Microeconomic theory of the firm, competitive analysis, corporate finance.
Prerequisites: Prereqs: AS.180.301 AND (EN.550.111 OR AS.180.367 OR AS.180.263 AND AS.180.267) or permission of the instructor.
Instructor(s): J. Knapp
Area: Social and Behavioral Sciences.

Prerequisites: AS.180.301
Instructor(s): C. Fohlin
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

AS.180.371. Industrial Organization.
Investigation of firm behavior in markets characterized by imperfect competition. Imperfect competition lies in between monopoly and perfect competition and characterizes most major industries in modern capitalist economies. Central issues to be covered in the course include what determines the intensity of competition? What determines the extent of entry and exit? How is it that some firms consistently dominate their industries?
Prerequisites: Prereq: AS.180.301
Instructor(s): E. Krasnokutskaya
Area: Social and Behavioral Sciences.

AS.180.372. Finance and Macroeconomy.
This class is conducted as a round table discussion on current topics at the intersection of finance, monetary policy, and macroeconomics. Students will be expected to read assigned material, participate in the discussion, and take a final exam.
Prerequisites: AS.180.101 AND (AS.180.263 OR AS.180.367) or by instructor permission.
Instructor(s): J. Faust
Area: Social and Behavioral Sciences.

AS.180.373. Corporate Restructuring.
The objective of this course is to familiarize students with financial, legal and strategic issues associated with corporate restructuring process. Main focus of the course is on the restructuring of financially distressed firms. The course surveys a variety of restructuring methods (out-of-court workouts, exchange offers, prepackaged bankruptcies, Chapter 11 bankruptcies, insolvency practices in other countries) available to troubled firms. A small portion of the course is concerned with restructuring employee contracts and equity claims (equity carve-outs, spin-offs, tracking stock). AS.180.263 Corporate Finance recommended.
Prerequisites: AS.180.301
Instructor(s): H. Eraslan
Area: Social and Behavioral Sciences.
**AS.180.385. Evolution and Economics.**
This course provides an introduction to evolutionary theory and its applications to modern economics. We start by introducing formal models of the driving forces of evolution: mutation, selection, and survival of the fittest. Next we investigate how these forces have shaped human preferences and behaviors that are typically taken as given in economic models. Finally, we discuss the evolution of social systems like the economy we live in.
Instructor(s): A. Korinek
Area: Social and Behavioral Sciences.

**AS.180.389. Social Policy Implications of Behavioral Economics.**
Economists increasingly incorporate insights from psychology into models of rational decision-making. Known as "behavioral economics", this line of research considers how, for example, emotions, rules-of-thumb, biased beliefs and time-inconsistent preferences influence how we make choices. Behavioral economics increasingly pervades policy discussions on topics as diverse as: obesity, the role of media, subprime mortgages and voting patterns. Behavioral models are certainly novel, but do they help us to design superior social policies? With the goal of preparing students to address this question, this course (1) provides a thorough overview of the main contributions of behavioral economics, highlighting departures from more traditional economic models and (2) emphasizes how behavioral economic models might (or might not) improve how we think about social policy.
Prerequisites: Prereqs: AS.180.301 AND AS.180.334 or knowledge of statistical analysis up to the level of multi-variate regression.
Instructor(s): N. Papageorge
Area: Social and Behavioral Sciences.

**AS.180.390. Health Economics & Developing Countries.**
Prerequisites: AS.180.301
Instructor(s): M. Gersovitz
Area: Social and Behavioral Sciences.

**AS.180.391. Economics of China.**
Discussion of the economic experience of Post-War China, primarily emphasizing topics rather than historical narrative: agriculture, industry including corporate governance and public enterprises, international trade, population, migration, education, health, public finances among other topics.
Prerequisites: AS.180.301 OR AS.180.228
Instructor(s): M. Gersovitz

**AS.180.393. Economics of Africa.**
Discussion of the economic experience of post-colonial Africa emphasizing topics rather than a historical narrative: agriculture, manufacturing, trade, population, education, health, public finances among others. Students are responsible for a research paper, topic choice and paper development in close consultation with the instructor, students to give a class presentation on paper findings. Course qualifies as writing intensive for the writing requirement.
Prerequisites: AS.180.228 or permission of instructor
Instructor(s): M. Gersovitz
Area: Social and Behavioral Sciences.

**AS.180.501. Independent Study.**
Instructor(s): J. Faust; R. Moffitt; Staff.

**AS.180.502. Independent Study.**
Instructor(s): Staff.

**AS.180.504. Independent Study.**
Instructor(s): O. Jeanne; Staff.

**AS.180.505. Independent Study.**
Instructor(s): G. Duffee.

**AS.180.512. Senior Thesis.**
Students enrolled in this course will complete the Senior Honors Thesis under the supervision of a thesis advisor (who will have been chosen by the student prior to registration for AS.180.521). The formal course instructor will be in charge of overseeing registration and submitting grades. He/she will also be available for discussions of progress or problems on the thesis. Please note that your thesis advisor can be any faculty member in the Department of Economics, and need not be the same person as the course instructor. (This course cannot be counted as one of the 5 elective economics courses required for the Economics Major.)
Prerequisites: AS.180.521
Instructor(s): O. Jeanne; Staff.

**AS.180.552. Internship.**
Instructor(s): G. Duffee.

**AS.180.570. Independent Study.**

**AS.180.571. Internship.**
Instructor(s): L. Ball.

**AS.180.597. Research.**
Instructor(s): N. Papageorge; Staff.

**AS.180.599. Independent Study.**
Instructor(s): N. Papageorge; Staff; T. Woutersen.

**AS.180.601. Microeconomic Theory I.**
A systematic presentation of microeconomic theory in both its partial equilibrium and general equilibrium aspects. Topics covered include preferences and utility, exchange, production, theory of the firm, capital and interest, competition and monopoly, stability of equilibrium, and welfare economics.
Instructor(s): E. Karni; M. Khan.

**AS.180.602. Microeconomic Theory.**
First term: a systematic presentation of microeconomic theory both its partial equilibrium and general equilibrium aspects. Topics covered will include preferences and utility, exchange, production, theory of the firm, capital and interest, competition and monopoly, stability of equilibrium, and welfare economics. Second term: a more intensive discussion of selected topics, emphasizing recent contributions.
Instructor(s): E. Karni; Y. Chen.

**AS.180.603. Macroeconomic Theory I.**
A comprehensive treatment of macroeconomic theory, including static analysis of aggregate output employment, the rate of interest, and the price level; aggregative theory of investment, consumption, demand and supply of money; empirical work on aggregative relationships.
Instructor(s): C. Carroll.
First term: a comprehensive treatment of macroeconomic theory, including static analysis of aggregate output employment, the rate of interest, and the price level; aggregative theory of investment, consumption, demand and supply of money; empirical work on aggregative relationships. Second term: the macrodynamic theory of growth, cycles, unemployment and inflation, and selected subjects.
Instructor(s): A. Korinek.

AS.180.605. Advanced Macroeconomics.
Topics of recent research in macro-economics. Content will vary from year to year. Likely topics include implicit contract theory, search theory and unemployment, disequilibrium macroeconomic models, monetary policy and the control of inflation, contract-based rational expectations models, imperfect competition in macrodynamic models, business cycle models, empirical tests of rational expectations models, theories of investment behavior, and debt neutrality.
Instructor(s): E. Sager.

AS.180.606. Advanced Macroeconomics II.
Topics of recent research in macroeconomics. Prof. Ball’s course covers nominal rigidities, dynamic-consistency theories of inflation, inflation inertia and the costs of disinflation, monetary policy, costs and benefits of price stability, benefits of output stabilization, alternative policy rules, measuring inflation, unemployment, efficiency-wage theories, the behavior of the NAIRU, macro in middle-income countries, high inflation and stabilization, currency crises. Prof. Carroll’s course analyzes implications of the buffer-stock and habit formation theories of consumption for comovement of aggregate variables and asset pricing. The models are applied to study the phenomena of declining U.S. saving rate, the dynamic relationship between saving rates and growth, and the equity premium puzzle.
Prerequisites: AS.180.603 AND AS.180.604
Instructor(s): L. Ball.

AS.180.607. Macroeconometrics I.
The course is an attempt to provide a framework for discussing the techniques that are used in macroeconomic analysis. Generally the bias that it has is one of looking at these from the perspective of someone analyzing macroeconomic data for policy analysis. Consequently, many of the applications considered are drawn from the type of research conducted in central banks and finance ministries. Its emphasis is therefore upon the issues raised by the analysis of time series of macro-economic data. Today there is an emerging literature that looks at micro-economic data as well as conducting cross-country studies. We will tend to ignore that material as the methods used in such research are essentially those of micro-econometrics, although sometimes with adjustments made to reflect the nature of macro-economic time series.
Prerequisites: AS.180.633-634
Instructor(s): J. Faust.

AS.180.608. Macroeconometrics II.
Instructor(s): J. Wright.

AS.180.611. Economics of Uncertainty.
A review of the theory of decision making under uncertainty and its applications to problems of optimal insurance, portfolio selection, savings decisions and optimal search. Alternative approaches to decision making under uncertainty will be surveyed. Attitudes towards risk will be characterized and the issues of measurement and comparability of these attitudes discussed, both in the univariate and multivariate cases; applications will be given. The theory of optimal search will be developed with emphasis on its usefulness for the study of labor markets and unemployment.
Instructor(s): E. Karni.

A course describing developments in the theory of choice of uncertainty, responding to evidence that observed behavior is inconsistent with the predictions of expected utility theory. The course will cover rank-dependent models of choice under risk and uncertainty, multiple prior models of choice in the absence of well-defined probabilities and the problem of responding to ‘unknown unknowns’, that is the problem that any model of a decision problem is necessarily incomplete and may be overturned by unanticipated contingencies. Recommended Course Background: AS.180.611-AS.180.612
Instructor(s): J. Quiggin.

This course traces the extent to which modern economic theory, particularly as it pertains to pure competition in market and non-market games under the rationality postulate, is grounded in the language of probability and measure theory. Special attention will be paid to the formal expression of ideas such as economic and numerical negligibility, on the one hand, and diffuseness and conditional independence of information, on the other. Towards this end, the course will develop rigorous formulations of basic ideas of (conceptual rather than computational) probability and apply them: first, to develop the fundamental theorems of welfare economics, including the core theorems; and second, to large anonymous and non-anonymous games as well as to finite-agent games with private information. The course will be self-contained from the technical point of view but will presuppose a level of mathematical maturity that ought typically to be achieved by taking courses such as AS.180.615 and AS.180.601.
Instructor(s): M. Khan.

A course in mathematics for economists not planning to work in quantitative areas, or for those whose mathematics background is weak. The emphasis is on optimization theory; also included are topics in advanced calculus and linear algebra.
Instructor(s): E. Karni.

AS.180.616. Mathematical Methods in Economics II.
This is a continuation of AS.180.615 and is a course in dynamic aspects of optimization models. Techniques of dynamic programming and the calculus of variations will also be developed.
Prerequisites: AS.180.615 or Perm. req'd
Instructor(s): Staff.
The course covers a set of numerical methods that facilitate computation and estimation of equilibrium outcomes in economic environments. The emphasis is put on dynamic models and their applications in multi-agent settings. Topics covered include, among others: solving dynamic programs in discrete and continuous time, approximate dynamic programming, dynamic games, approximations of Markov perfect dynamics, and CCP estimation of dynamic systems.
Instructor(s): P. Jeziorski
Area: Social and Behavioral Sciences.

AS.180.618. Game Theory.
This course is an introduction to cooperative and non-cooperative games. Its focus is non-cooperative game theory with applications in economics. Topics include foundations of solution concepts, refinements of Nash equilibrium, repeated games, games with incomplete information, differential games, and experimental testing of hypotheses.
Prerequisites: AS.180.601
Instructor(s): H. Eraslan.

Corequisites: AS.180.601, AS.180.603
Instructor(s): M. Gersovitz.

AS.180.632. Topics in Applied Microeconometrics.
This course teaches methods for using micro-data to recover structural parameters of microeconomic models. We cover static models, but focus largely on single-agent dynamic programming, including “full solution” methods along with innovations that permit circumvention of daunting computational tasks. Additional topics will be partially based on students’ interests, but will likely include: general equilibrium models, static and dynamic games, matching models, unobserved heterogeneity, structural methods with experimental data and biased expectations. The goal is to teach students to use structural methods in their own research, and so we will delve into the nuts and bolts of structural work, examining how researchers actually get from raw data to results. This includes: how the sub-sample for analysis is chosen, how the model is specified, how the programming problem is solved, which moments are generated, how these are matched to the analogous moments in the data and, importantly, how identification is established.
Instructor(s): N. Papageorge.

Mathematical models of economic behavior and the use of statistical methods for testing economic theories and estimating economic parameters. Subject matter will vary from year to year; statistical methods, such as linear regression, multivariate analysis, and identification, estimation and testing in simultaneous equation models, will be stressed.
Prerequisites: AS.180.636 and AS.180.601
Instructor(s): Y. Hu.

AS.180.636. Statistical Inference.
Theory and applications of statistical inference. Topics include probability and sampling, distribution theory, estimation, hypothesis testing, and simple regression analysis. Statistical applications will be drawn from economics. Limited to graduate students in Economics except by permission of the chair. Recommended Course Background: AS.110.201, AS.110.302
Instructor(s): Y. Sasaki.

AS.180.637. Microeconometrics I.
This is an advanced graduate course on major econometric techniques and models that are used in empirical microeconomics. The first half of the course introduces econometric theories of nonlinear extremum estimation, nonparametric estimation, and semiparametric estimation. The second half of the course illustrates applications of these theories to limited dependent variable models, selection models, and endogenous treatment models with unobserved heterogeneity.
Prerequisites: AS.180.601 AND AS.180.602 AND AS.180.633 AND AS.180.636
Instructor(s): Y. Sasaki.

AS.180.638. Microeconometrics II.
This course introduces techniques that are used in applied research in microeconomics. Focus is on a particular class of models, namely discrete choice models. Well-known models in this class are the logit and probit models. Models that have better properties involve high-dimensional integrals, and this leads us to a discussion of simulation estimation. Finally, dynamic decision models for forward-looking agents who face irreversible decisions are introduced. As an application some models in economic demography are considered.
Prerequisites: AS.180.601 AND AS.180.602
Instructor(s): Y. Hu.

This is a graduate course in international trade. It will develop basic analytical tools and frameworks used in the general equilibrium analysis of international trade. Recent research topics will be discussed in the second half of the course.
Prerequisites: AS.180.601 AND AS.180.603
Instructor(s): P. Krishna.

AS.180.642. International Monetary Economics.
A link between the balance of payments and asset accumulation/decumulation, microeconomics of international finance and open-economy macroeconomics. The section on open-economy macroeconomics covers approaches to balance-of-payments adjustments, theories of exchange rate determination and monetary, fiscal, and exchange-market policies under fixed and flexible rate regimes.
Instructor(s): O. Jeanne.

AS.180.643. Game Theory.
This course covers topics such as repeated games, dynamic games, bargaining and strategic communication.
Prerequisites: AS.180.602
Instructor(s): Y. Chen
Area: Social and Behavioral Sciences.

AS.180.651. Labor Economics I.
Theories of the allocation of time and supply of labor, human capital, demand for labor, market equilibrium, and income distribution. As time allows, other topics, such as unemployment, unions, and compensating differences are discussed. Corequisite: AS.180.601
Instructor(s): R. Moffitt.

The course covers a set of numerical methods that are used to compute and estimate economic models. We focus on dynamic models and their applications in IO and labor economics, including dynamic discrete choice; dynamic games, two-step methods (CCP b sed), general equilibrium models. We also cover several technical tools, such as numerical integration, approximation, and optimization.
Instructor(s): Y. Takahashi.
AS.180.662. Asset Pricing.
This course is an introduction and guide to the most important issues in asset pricing. It begins with classic concepts such as the Capital Asset Pricing Model and the Arbitrage Pricing Theory and continues through continuous-time dynamic no-arbitrage models. It covers both basic theory and classic empirical research. Recommended Course Background: AS.180.604, AS.180.633, AS.180.636 or instructor’s permission.
Instructor(s): G. Duffee.

AS.180.671. Industrial Organization.
This course covers methods in applied empirical Industrial Organization. The focus will be on the use of econometric analysis and data both for descriptive and measurement purposes, and to test the predictions of economic theories. The course will cover demand estimation, cost and production function estimation, and estimation of auction models.
Prerequisites: AS.180.601
Instructor(s): J. Balat.

AS.180.672. Industrial Organization.
First term: This course covers methods in applied empirical Industrial Organization. The focus will be on the use of econometric analysis and data both for descriptive and measurement purposes, and to test the predictions of economic theories. The course will cover demand estimation, cost and production function estimation, and estimation of auction models. Second term: The emphasis in this course is on empirical analysis of firm behavior. The first part of the course focuses on models of the internal organization of the firm. The second part considers empirical analysis of firm behavior in markets, with an emphasis on the “new industrial economics.”
Prerequisites: AS.180.601
Instructor(s): E. Krasnokutskaya.

AS.180.673. Advanced Economics of Labor.
This course is for graduate students at the 3rd year and above who wish to participate in a semester in-depth readings and discussion topics in labor economics and in econometric methods typically used in labor economics and in many other applied microeconomics fields. Students will have to participate in discussions of materials in each class and will have to conduct some kind of related research project. The topics covered in each semester are partly a function of student interest and their dissertation topics.
Instructor(s): R. Moffitt
Area: Social and Behavioral Sciences.

Advanced econometric techniques are often essential to innovative empirical work, but finding and implementing the right methods for a particular problem poses formidable challenges. This course/seminar aims to address these challenges by combining lectures and discussions of foundational econometric methods in areas of student interest (whether those interests be specific for thesis work or more speculative) with examples of implementation, including software development, in more of a ‘workshop’ environment. The emphasis will be on drawing on the resources of econometric theory to address specific empirical issues while at the same time developing implementation skills.
Instructor(s): R. Spady.

The goal of this workshop is to foster active discussion of a research topic among the students and faculty with the ultimate objective of producing new research. The topic and the papers are to be discussed with the input of the participants based on their research interests. Each week one or two participants will lead the discussion. All the participants will be expected to read and think about the papers to be discussed before the presentation Economics Graduate Students Only.
Prerequisites: AS.180.602
Instructor(s): H. Eraslan.

This is a weekly seminar series that brings in speakers from other universities to present their research in the field of applied microeconomics. Graduate Students only.
Instructor(s): R. Moffitt.

This is a seminar series devoted to the presentation of research in microeconomic theory, typically by speakers from outside the department. Graduate students only.
Instructor(s): Y. Chen.

This course features lectures by economists from other universities. They present research findings at the frontier of the field. Graduate students only.
Instructor(s): O. Jeanne.

The purpose of this seminar is to train students to do research in economics. This course is for second year graduate students in the Ph.D program in Economics. Graduates Students Only.
Instructor(s): E. Karni.

AS.180.698. Research/Teaching Practicum.
The purpose of this course is to train students to teach and to do research in economics. This course is for graduate students in the Ph.D. program in economics to obtain graduate credit for work off campus that provides training and the development of skills in teaching and/or research. Before the practicum is begun, the graduate student must identify a sponsoring faculty member or seek permission from the student’s faculty adviser. The faculty member or adviser must sign a form that certifies that graduate credit will be granted, verifies the nature of the work to be performed by the student, and explains how the practicum helps to fulfill a degree requirement. Once completed, the sponsoring faculty member or adviser submits a grade of pass or fail for the student. The course may be used for curricular practical training. Economic majors/Ggraduate students only.
Instructor(s): L. Ball.

AS.180.899. Independent Study.
Instructor(s): Staff.
Cross Listed Courses

Sociology

AS.230.374. Poverty and Public Policy.
This course examines the causes and consequences of U.S. urban poverty, its implications for health and wellbeing, and explores strategies for addressing it. We cover the major theoretical explanations scholars have advanced to explain the persistence of urban poverty including labor markets, residential segregation, welfare policy, family structure, and the criminal justice system. Within each topic area, students are introduced to a range of interventions aimed at alleviating urban poverty. Students will conduct a formal policy analysis of 20 pages and participate in a mock congressional hearing. Enrollment restricted to Social Policy minors only.

Prerequisites: Students that took AS.360.372 may not take AS.230.374.
Instructor(s): K. Edin
Area: Social and Behavioral Sciences.

Interdepartmental

This course will introduce students to basic concepts in economics, political science and sociology relevant to the study of social problems and the programs designed to remedy them. It will address the many inequalities in access to education and health care, unequal treatment in the criminal justice system, disparities in income and wealth, and differential access to political power. The focus will be on designing effective policies at the national and local level to address these pressing issues. This course is open to all students, but will be required for the new Social Policy Minor. The course is also recommended for students who are interested in law school, medical school, programs in public health, and graduate school in related social science fields. Cross list with Sociology, Economics and Political Science. Freshman, Sophomore and Juniors only.
Instructor(s): B. Morgan; D. Schlozman; K. Edin
Area: Social and Behavioral Sciences.

AS.360.372. Poverty and Public Policy.
This course examines the causes and consequences of U.S. urban poverty, its implications for health and wellbeing, and explores strategies for addressing it. We cover the major theoretical explanations scholars have advanced to explain the persistence of urban poverty including labor markets, residential segregation, welfare policy, family structure, and the criminal justice system. Within each topic area, students are introduced to a range of interventions aimed at alleviating urban poverty. Students will conduct a formal policy analysis of 20 pages and participate in a mock congressional hearing. Permission of instructor required.
Instructor(s): K. Edin
Area: Social and Behavioral Sciences.

This course analyzes the distinctive US welfare state in historical and comparative perspective. We begin with a survey of the policy context, an historical overview from the poorhouses through the Great Society, and a tour of welfare states across the rich democracies. We then survey developments – and explain the actual workings of policy – across jobs, education, welfare, pensions, and health care. We explore the institutional and political factors behind their divergent trajectories through conservative revival and the age of Obama. Students will write a seminar paper exploring policy development over time in a program or area of their choosing. Enrollment restricted to Social Policy minors only.
Instructor(s): D. Schlozman
Area: Social and Behavioral Sciences.

AS.360.528. Problems in Applied Economics.
This course focuses on a monetary approach to national income determination and the balance of payments. Money and banking, as well as commodity and financial markets, are dealt with under both central banking, as well as alternative monetary regimes. Particular emphasis is placed on currency board systems. Students learn how to properly conduct substantive economic research, utilizing primary data sources, statistical techniques and lessons from economic history. Findings are presented in the form of either memoranda or working papers of publishable quality. Exceptional work may be suitable for publication through the Johns Hopkins Institute for Applied Economics, Global Health, and the Study of Business Enterprise. Advanced excel programming skills are required and students are expected to be pre-screened for research at the Library of Congress in Washington, D.C.. Bloomberg certification is a requisite.
Prerequisites: EN.660.203
Instructor(s): S. Hanke
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

Geography Environmental Engineering

EN.570.428. Problems in Applied Economics.
This course focuses on a monetary approach to national income determination and the balance of payments. Money and banking, as well as commodity and financial markets, are dealt with under both central banking, as well as alternative monetary regimes. Particular emphasis is placed on currency board systems. Students learn how to properly conduct substantive economic research, utilizing primary data sources, statistical techniques and lessons from economic history. Findings are presented in the form of either memoranda or working papers of publishable quality. Exceptional work may be suitable for publication through the Johns Hopkins Institute for Applied Economics, Global Health, and the Study of Business Enterprise. Advanced excel programming skills are required and students are expected to be pre-screened for research at the Library of Congress in Washington, D.C.. Bloomberg certification is a pre-requisite.
Prerequisites: EN.660.203 AND AS.180.101 AND AS.180.102
Instructor(s): S. Hanke
Area: Social and Behavioral Sciences.
This course focuses on company valuations, using the proprietary Hanke-Guttridge Discounted Free Cash Flow Model. Students use the model and primary data from financial statements filed with the Securities and Exchange Commission to calculate the value of publicly-traded companies. Using Monte Carlo simulations, students also generate forecast scenarios, project likely share-price ranges and assess potential gains/losses. Stress is placed on using these simulations to diagnose the subjective market expectations contained in current objective market prices, and the robustness of these expectations. During the weekly seminar, students’ company valuations are reviewed and critiqued. A heavy emphasis is placed on research and writing. Work products are expected to be of publishable quality.
Prerequisites: EN.660.203 AND ( EN.570.428 OR AS.360.528)
Instructor(s): S. Hanke
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

EN.570.504. Financial Market Research.
This course investigates the workings of financial, foreign exchange, and commodity futures markets. Research is focused on price behavior, speculation, and hedging in these markets. Extensive research and writing of publishable quality are required. Exceptional work may be suitable for publication through the Johns Hopkins Institute for Applied Economics, Global Health, and the Study of Business Enterprise. An approved research proposal is a pre-requisite.
Instructor(s): S. Hanke.

English
The Department of English offers separate undergraduate and graduate programs, each designed to suit the needs of its particular student body. The undergraduate program, in the context of university requirements and elective courses, provides the basis for a liberal education and prepares students for graduate work or professional schools, such as medicine and law, as well as professional teaching and literary scholarship. The graduate program prepares advanced students for professional teaching careers in English literature.

Facilities
Besides the Sheridan Libraries, Hopkins students have easy access to the 12 million volumes and innumerable historical manuscripts of the Library of Congress, as well as the library at Dumbarton Oaks, the Folger Library, the Freer Library, the library of the National Gallery, and many other specialized public collections. Students learn about advances in research and criticism and confer with leading American and European scholars and critics through participation in the activities of the Tudor and Stuart Club, the ELH Colloquium, and the department’s other programming.

Courses in the department are open to all qualified students in the university.

Requirements for the B.A. Degree
(Also see Requirements for a Bachelor’s Degree (p. 20).)
In addition to demonstrating foreign language proficiency in at least one classical or modern foreign language, the English major requires students complete general courses in the humanities and social science, a required course in literary study (AS.060.107 Introduction to Literary Study), and nine additional English courses, of which at least three must be literature before 1800. Within the nine additional English courses, at least two and no more than four courses must be designated as lecture courses. Students may identify lecture courses by the presence of the POS-Tag ENGL-LEC in a course description in the schedule of classes. Pre-1800 literature courses are identified by the POS-Tag ENGL-PR1800. Additional details include:
- Only two courses towards the nine required English courses for the major may be taken outside of the department and those must be cross-listed with the English department.
- Only two independent studies or senior essay courses may apply towards the major.
- Students must earn a grade of C- or better in all major requirements and courses may not be taken satisfactory/unsatisfactory.
- Up to two courses taken through approved study abroad programs may be applied towards the major with approval of the director of undergraduate studies.

Major Requirements:
Two courses in the humanities or social sciences 6
Foreign language proficiency through the intermediate level 0-17
AS.060.107 Introduction to Literary Study * 3

Nine Additional English Courses (divided as follows): **
One non-lecture course in pre-1800 literature 3
Two courses in pre-1800 literature 6
Six 200 to 400-level English courses 18
Total Credits 36-53

* Should be taken no later than sophomore year.
** Students are required to take at least two lectures courses and up to four lecture courses may apply towards this requirement.

Advising for Students
All students, whether their goals are professional or not, should choose courses in consultation with their major advisor to suit their individual needs and satisfy departmental requirements. Students planning to enter graduate school in English should study a second foreign language. Students who have not yet been assigned to a major advisor may discuss departmental requirements and curriculum planning with the director of undergraduate studies.

Honors in English
Departmental honors are awarded to undergraduate English majors who achieve a cumulative average of 3.6 or higher for all English courses taken to satisfy the major requirements. For more information about Honors in English, contact the director of undergraduate studies in English.

Senior Essay Option
 Majors with a cumulative G.P.A. of 3.8 in English courses by the end of the fall semester of their junior year may apply to write a senior essay in the fall of their senior year. For further information and deadlines, contact the director of undergraduate studies in English.
English Minor

Students who wish to graduate with a minor in English must take AS.060.107 Introduction to Literary Study, generally within one year of declaring the minor. Six additional English courses are required, of which at least two and no more than three must be lecture courses. At least one of the six courses must be a pre-1800 course. Students must earn a grade of C- or better in all minor requirements and courses may not be taken satisfactory/unsatisfactory.

Minor Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.060.107 Introduction to Literary Study</td>
<td>3</td>
</tr>
<tr>
<td>One course in pre-1800 literature</td>
<td>3</td>
</tr>
<tr>
<td>Four additional English courses</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

The Department of English offers advanced programs and guided research leading to the Ph.D. degree in English and American literature in the following major literary fields: the Renaissance, the 18th century, the Romantic period, the Victorian period, American literature, and 20th-century literature.

The department accepts only full-time students working toward the Ph.D.; there is no autonomous M.A. program. Because of its small size and the close association between faculty and students, the department is able to offer an intensive program leading to the Ph.D. in five years.

Requirements for the Ph.D. Degree

Students are required to enroll in three graduate courses in each of the semesters of their first year of study and two in each of the semesters of their second year. By the end of the third year, students will have completed 10 graduate seminars, an oral examination in two fields, and examinations in one or two foreign languages. Fourth-year students will receive dissertation fellowships.

Teaching experience is regarded as an important part of the graduate program, and graduate students are required to teach in the department’s literature and expository writing courses during their second, third, and fifth years at Hopkins.

For further information about graduate study, contact the graduate coordinator at the Department of English or go to http://english.jhu.edu/graduate/.

For current faculty and contact information go to http://english.jhu.edu/people/

Faculty

Chair

Eric Sundquist
Andrew W. Mellon Professor of the Humanities: American literature and culture, including African American and Jewish American; literature of the Holocaust.

Professors

Sharon Achinstein
Sir William Osler Professor of English: Early modern literature, poetry and poetics, gender

Douglas Mao

British, Irish, and U.S. poetry and fiction since 1860; interdisciplinary study of modernism.

Christopher Nealon
American literature, aesthetic theory, poetry and poetics, the history of sexuality

Eric Sundquist
Andrew W. Mellon Professor of the Humanities: American literature and culture, including African American and Jewish American; literature of the Holocaust.

Associate professors

Andrew Daniel
Early modern literature, critical theory, aesthetics.

Mark Thompson
19th- and 20th-century African-American literature, 20th-century German Idealism, French philosophy and aesthetics, theory.

Assistant professors

Jared Hickman
American literature, intellectual and cultural history of Atlantic (anti) slavery, religion and radical politics, critical race studies.

Jeanne-Marie Jackson

Jesse Rosenthal
American literature, aesthetic theory, poetry and poetics, the history of sexuality.

Professors emeriti

Sharon Cameron

Frances Ferguson
Literature, aesthetic theory, and moral/legal philosophy in the 18th and early 19th centuries.

Neil Hertz
Professor Emeritus (Humanities): Romantic literature and critical theory.

Ronald Paulson

Research professor

Larzer Ziff
Caroline Donovan Professor Emeritus of English Literature: American literature.

Joint appointments

John T. Irwin
Professor (Writing Seminars): American literature.

Lecturers

Aliza Watters
Lecturer: Expository Writing Program

Anne-Elizabeth Murdy Brodsky
Lecturer: Expository Writing Program.

Williams Evans
Senior Lecturer: Expository Writing Program.

Patricia Kain
Senior Lecturer and Director: Expository Writing Program.

George Oppel
Lecturer: Expository Writing Program.

Marisa O’Connor
Lecturer: Expository Writing Program.

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

**AS.060.100. Introduction to Expository Writing.**

Introduction to “Expos” is designed to introduce less experienced writers to the elements of academic argument. Students learn to recognize the paradigm of academic argument as they learn to read and summarize academic essays, and then they apply the paradigm in academic essays of their own. Classes are small, no more than 10 students, and are organized around three major writing assignments. Each course guides students’ practice through pre-writing, drafting, and revising, and includes discussions, workshops, and tutorials with the instructor. In addition to its central focus on the elements of academic argument, each “Intro” course teaches students to avoid plagiarism and document sources correctly. “Intro” courses do not specialize in a particular topic or theme and are available to freshmen only.

Instructor(s): A. Brodsky; W. Evans
Area: Humanities.

**AS.060.102. The Novel and the American Family.**

While America and the “American Dream” promise the possibility of unlimited individual development, the American family has often resisted this promise and cramped America’s style. In this course we will explore works by Philip Roth, Eudora Welty, Alice Walker, and Jonathan Franzen that dramatize this tension in devastating and hilarious ways. Against the backdrop of post-WWII America, these writers struggle with issues of race, sex, and the erosion of tradition, shedding light on the challenging relation between the individual and the family.

Area: Humanities.

**AS.060.103. Novels After 9-11.**

This course explores various novels written in English in the wake of the tragedy of 9-11, from various perspectives around the globe. It asks how the form of the novel responded to the events of that date and its aftermath, and in doing so, considers the role of art in shaping our understanding of global events, violence, and the forces that produce them. This course offers a greater appreciation of the novel and its role in history, as well as a framework for comparing different perspectives on a major historical event. It should improve your skills as a reader of fiction and analyst and judge of what you read. In the course of the semester you will: 1) Survey how novels from a variety of positions and perspectives represent and understand the events of 9-11. 2) Learn to analyze the form of the novel, its various elements, and its role in culture and history. 3) Read and evaluate reviews of major novels, from different contexts. 4) Learn to write an intelligent and informed review of a novel.

Instructor(s): M. Favret
Area: Humanities.

**AS.060.104. Counterfactual Literature and Film.**

This course will concern the imagination of our unheld lives—the lives we might have led but have not. Robert Frost’s “The Road Not Taken” is the most familiar instance of this preoccupation, but Frost is only one of many artists for whom unheld lives have been an ongoing concern—Thomas Hardy, Henry James, Virginia Woolf, Philip Larkin, Ian McEwan, and Sharon Olds are among the many others. Why are people so interested in what has not happened to them? And why should writers and film-makers in particular be so interested in these non-events?

Instructor(s): A. Miller
Area: Humanities.

**AS.060.107. Introduction to Literary Study.**

This course serves as an introduction to the basic methods of and critical approaches to the study of literature.

Instructor(s): J. Rosenthal; S. Achinstein
Area: Humanities.

**AS.060.108. Time Travel.**

Why is time travel such a consistent and perplexing them in literature and film over the last 150 years? Why is modernity so concerned with peeking backwards or forwards? This course will examine the history of time-travel fiction, from its beginning in utopian fiction through its box-office dominance in the 1980s, and into today. Writers will likely include Mark Twain, Edward Bellamy, Harold Steele Mackay, Ray Bradbury, Robert Heinlein, and Philip K. Dick. Movies will include *The Terminator*, *Back to the Future*, and *Primer*.

Instructor(s): J. Rosenthal
Area: Humanities.

**AS.060.109. Inheriting Hamlet.**

This class will explore the legacy of Hamlet from critical theory to popular film; from Sigmund Freud to Arnold Schwarzenegger’s “Last Action Hero.” More than any other play by Shakespeare, Hamlet has been the mirror through which later eras have viewed their own image. We will consider these interpretations and, along the way, work to develop some of our own.

Instructor(s): D. Hershinow
Area: Humanities.

**AS.060.110. The African American Novel.**

This course will survey classic novels by African-American writers. From slavery to freedom, from subjection to the qualified triumph of integration, we’ll examine several examples of black writers writing about what it means to be “black” in America, and what it means to be “white” from a “black” perspective.

Instructor(s): D. Tye
Area: Humanities.
AS.060.111. How Not to Be Afraid of Poetry.
What is poetry? And why don’t we like it? This course will explore what makes poetry turn ordinary language into something extraordinary, into shapes and sounds so that sometimes we find it difficult to understand and sometimes we find it gives us great delight. This seminar will open up a range of poetry written in English, including some of the greatest writers of the English language. This course is designed for the students without a strong background in reading poetry but who have the desire to gain it; the main emphasis is exploration of the world and words of poetry and developing an appreciation and analytical understanding of the ways poetry can express, advocate, record, and move. Assignments will include reading poems, becoming an expert about a single poet, attending public poetry readings, creating poems, and writing short weekly assignments about poems. You will be expected to be an active member in classroom discussion and activities. Pre 1800 course.
Instructor(s): S. Achinstein
Area: Humanities.

AS.060.113. Expository Writing.
"Expos" is designed to introduce more confident student writers to the elements of academic argument. Students learn to apply the paradigm of academic argument in academic essays of their own. Classes are capped at 15 students and organized around four major writing assignments. Each course guides students’ practice through pre-writing, drafting, and revising, and includes discussions, workshops, and tutorials with the instructor. In addition to its central focus on the elements of academic argument, each “Expos” course teaches students to document sources correctly and provides its own topic or theme to engage students’ writing and thinking. Please note: Each course has a different topic. To check individual course descriptions, go to the EWP web site. “Expos” courses are available to freshmen, sophomores, and juniors, and to seniors by special permission.
Instructor(s): Staff
Area: Humanities.

AS.060.114. Expository Writing.
“Expos” is designed to introduce more confident student writers to the elements of academic argument. Students learn to apply the paradigm of academic argument in academic essays of their own. Classes are capped at 15 students and organized around four major writing assignments. Each course guides students’ practice through pre-writing, drafting, and revising, and includes discussions, workshops, and tutorials with the instructor. In addition to its central focus on the elements of academic argument, each “Expos” course teaches students to document sources correctly and provides its own topic or theme to engage students’ writing and thinking. Please see the following list of individual course descriptions to decide which sections of “Expos” will most interest you. “Expos” courses are available to freshmen, sophomores, and juniors, and to seniors by special permission.
Instructor(s): Staff
Area: Humanities.

This course will examine how British children’s fiction represents imperialism and national identity. How do these works ask children to think about nation, empire and their roles as gendered and national subjects? We will also consider popular American adaptations of these classics. Materials include both Rudyard Kipling’s and Disney’s The Jungle Book, Frances Hodgson Burnett’s The Secret Garden, J. M. Barrie’s Peter and Wendy and Disney’s Mary Poppins. Students will write a short paper at the end of the course.
Instructor(s): J. Valdez
Area: Humanities.

AS.060.116. Reading Muslims in Global Fiction and Film.
This course will explore representations of complex, fully-developed Muslim characters in fictions detailing experiences from the Balkans, the Indian Ocean, Britain, and the United States. These may include novels by Abdulrazak Gurnah, Orhan Pamuk, and Leila Aboulela, as well as films like A Separation (2011). In studying the way each text represents Muslims and their relationships to their faith, the class will analyze themes of belonging and identity politics, imagined relationships to geographies, and representations of individuality alongside rituals of belief. It will look at how race, socio-economic status, gender, and citizenship contribute to these representations, when and how these texts are read as political acts, and what contributions such fiction has made to aesthetics.
Instructor(s): N. Hashem
Area: Humanities.

AS.060.117. J.R.R. Tolkien.
Tolkien’s The Lord of the Rings trilogy has captured the imaginations of millions of readers since its initial publication in the 1950s. And part of the reason for its power is that Tolkien created much more than a story: in creating an extensive linguistic and mythological features as a background to his narrative, he imagined a new world. In this class, we are going to study that world at some length, through a close reading of The Lord of the Rings trilogy, an examination of The Hobbit and The Silmarillion as supplementary texts, and finally by drawing on some of Tolkien’s nonfictional writings. Students will write one five to six page paper.
Instructor(s): P. Fessenbecker
Area: Humanities.

AS.060.118. Asian American Literature and Film.
This course offers students a survey of Asian American literature, film and cultural politics. Throughout the course we will evaluate the literary and filmic productions of Asian Americans in order to ask a series of questions: Who is American? Who is Asian American? How does “Asian American” work as a category that uncovers contestations over the meaning of ethnic, sexual, and national identity? We will look at a diverse array of Asian American groups while paying attention to the formation of Asian American subjectivities across differences and the intersections of ethnicity, sexuality, class and gender. Cross-listed with Film and Media Studies.
Instructor(s): R. Neuttil
Area: Humanities.

AS.060.119. Oscar Wilde.
At once superficial and profound, artificial and authentic, Oscar Wilde’s life and work are provocatively paradoxical. Reading his liminescent literary work, we’ll discuss such topics as the aestheticist idea of life as fine art, the powers of wit, and the unexpected consequences of getting what you wish for. Readings: a selection of Wilde’s plays, poems, essays, and fiction including a new, uncensored edition of his novel, The Picture of Dorian Gray. Requirements: rigorous in-class discussion and 5-6 pages of writing.
Instructor(s): R. Day
Area: Humanities.
**AS.060.120. The Nineteenth-Century Novella.**
During the nineteenth century, a frequently overlooked mode of fiction—the novella—began to flourish in new ways. In this course we will examine the distinctive features of this genre that is at once too short to be a novel and too long to be a short story. In reading famous works by English and American writers along with excerpts from key texts in narrative theory, we will consider how the peculiar length of the novella facilitates its representation of social interaction and psychic alienation in ways distinct from novel- and story-length works. Works to be studied range from Herman Melville’s Bartleby the Scrivener (1853), “a story of Wall Street” that reverberates strongly in light of today’s Occupy Movement, to Robert Louis Stevenson’s Dr. Jekyll and Mr. Hyde (1886), the classic literary evocation of split personality disorder, to Kate Chopin’s The Awakening (1899), a work condemned upon its first publication for its “sordid” and “immoral” representation of female sexuality.
Instructor(s): J. Hann
Area: Humanities.

**AS.060.121. The British Empire and 20th Century Fiction.**
This course explores the ways in which the British Empire—which at its peak commanded a quarter of the world’s population and landmass—affect the development of British literature in the 20th century. In studying works set in Africa, South Asia, and the Caribbean, we will discuss themes of imperialism, culture, international development, and modernization. Authors include Rudyard Kipling, E.M. Forster, Graham Greene, Jean Rhys, and Arundhati Roy.
Instructor(s): R. Day
Area: Humanities.

**AS.060.122. The Ethnic Gangster in American Cinema.**
In this intersession course we will consider the rise (and fall) of some of America’s most notorious and beloved gangsters: Don Corleone (“The Godfather”), Frank Lucas (“American Gangster”), and Tony Montana (“Scarface”). With the help of short readings from Zizek, Freud, Hobsbawn, and Jameson, we consider what these films have to say about the difficulties and hopes of the immigrant experience, the codes of gangster morality, and the role of organized crime in the American imagination. We will explore the complicated interplay between domestic responsibility, male brotherhood, and violence that is the hallmark of the genre. Students will be asked to write a short paper at the conclusion of the term, and are required to view the movies outside of class time.
Instructor(s): A. Sisson; A. Wexler
Area: Humanities.

**AS.060.123. Freshman Seminar: Prophecy After Science.**
This course explores the history of prophecy from ancient Greek and Judaic sources to current intimations of technological singularity and ecological doom. We will focus on the influence of prophecy on the rise of science (and vice-versa). Readings will include texts by William Shakespeare, Francis Bacon, Mary Shelley, and Philip K. Dick.
Instructor(s): W. Miller
Area: Humanities.

**AS.060.125. Nineteenth-Century American Experimental Writing.**
Emerson famously exalted the power of the individual self: “To believe your own thought, to believe what is true for you is true for all men—that is genius.” Melville regarded such hubristic intoxication with “untraditional and independent thinking” as the condition of tragedy. Emily Dickinson’s poems neither extol the “greatness” of the individual nor decry his limitations. Rather her poems invent a language for experiences so solitary and apparently incommunicable that she called them “inner than the bone.” We shall examine the representations of self in the genre-bending writing of these three nineteenth-century giants—writing that forever redefined the essay, the novel, and the poem.
Instructor(s): S. Cameron
Area: Humanities.

**AS.060.127. Muslim Science Fiction.**
This course will explore the wondrous and mysterious world of Islamic Sci-Fi. Writers of Muslim Sci-Fi have asserted a long tradition of speculative fiction and fantasy dating back to the 13th century. We will look into this literary history, beginning with earlier texts like The Arabian Nights, al-Qizwini’s alien story Awaj bin Anfaq and Roquia Hussain’s Sultana’s Dream all the way through to modern texts like G. Willow Wilson’s Alif the Unseen and Saladin Ahmed’s Throne of the Crescent Moon. We will ask how this genre, as opposed to realism, might enable these writers to productively tackle themes of history, science, belief, and the politics of belonging and difference. We will pair our Muslim readings with more canonical science fiction works, such as Mary Shelley’s Frankensteins, H.G. Wells’ The Time Machine, and more recently, Kazuo Ishiguro’s Never Let Me Go, to think through the relationship of the SF writer to a particular cultural moment. We will also look at writers of afrofuturism and magical realism, like Octavia Butler and Gabriel García Márquez, to think about how other writers of color have employed fantasy and the fantastical, and to what ends.
Instructor(s): N. Hashem
Area: Humanities.

**AS.060.129. Writing Africa Now.**
This course surveys post-2000 literary and cultural production from sub-Saharan Africa. Topics will include debates over genre and fiction’s relevance to African experience, legacies of canonical writing about independence, urban Africa as violent or “tragic” landscape, and problems of scale and geographical context. Readings by authors such as Adichie, Wainaina, Duiker, and Vladislavic, and students will be introduced to the main print and online arteries of African intellectual discussion. This class is for non-majors and does not count towards the English major or minor.
Instructor(s): J. Jackson
Area: Humanities.

**AS.060.131. Law and Literature.**
This course queries the nature of legal authority both formally and historically. What distinguishes between law and literature? Is law more authoritative? Is it more ethical? Is it more “real”? Avenues of inquiry will include the power of language to embody, inhabit, or represent law; the relationship between law and ideas about self, liberty, and love; and conflicts and confluences between literary and legal claims to autonomy. Readings may include Sophocles’ Antigone, Andreas Capellanus’ On Love, Shakespeare’s Measure for Measure, William Godwin’s Caleb Williams, and Franz Kafka’s The Trial. This course is for non-majors.
Instructor(s): M. O’Connor
Area: Humanities.
AS.060.132. Death in Twentieth-Century Literature.
A perennial literary motif, death pervades the works of modernist novelists and poets. This course will explore how several modernist writers create a rich inner life through their unique representations of different forms of death: slaughter in the war, suicide, and slow death, as well as the issue of mortality. The readings will include James Joyce's "The Dead," William Faulkner's As I Lay Dying, and poems by W. H. Auden. Students are expected to write a 5-6 page paper for this course.
Instructor(s): N. Zhang
Area: Humanities.

AS.060.133. Medicine and Literature.
This course is designed to introduce students to a range of literary representations of illness. How does literature build upon but exceed the surrounding frame of medical knowledge to explore illness as political crisis, mystical experience, divine punishment, neurotic hallucination, or opportunity? Possible texts include: "The Book of Job"; William Shakespeare, "Hamlet"; Moliere, "La Malade Imaginaire" (The Imaginary Invalid); Virginia Woolf, "On Being Ill"; Thomas Mann, "Death in Venice"; Susan Sontag, "Illness as Metaphor"; David Feldshuh, "Miss Evers' Boys"; Audre Lord, "The Cancer Journals"; Thom Gunn, "The Man with Night Sweats". This course does not count toward the English major or minor.
Instructor(s): A. Daniel
Area: Humanities.

AS.060.134. Franz Kafka.
An introduction to one of the 20th century's most eccentric and important writers. From his German-speaking Jewish background in Austrian-controlled Prague, Franz Kafka managed to overturn the conventions of modern fiction. Both bleak and zany, both logical and absurd, his writing shows the struggle of the individual against the modern institutional world. Discussion topics will include the political and religious views informing Kafka's work, the role of bureaucracies in everyday life, and the impossibility of living within the law. Reading: short stories; his famous novella, The Metamorphosis; and two novels, The Trial and Amerika—all in English translation.
Instructor(s): R. Day
Area: Humanities.

AS.060.136. Literature of the American South.
This course considers the development of southern identity in twentieth-century American fiction. Reading works from authors of different races, genders, and classes, students will explore the importance of region in determining ways of being and modes of expression.
Instructor(s): E. Steedley
Area: Humanities.

All our stories point to Heaven and to Hell: the good are rewarded, the wicked punished. Only, for the storyteller, Heaven is boring; our imaginative power better exercised in the other direction. In this course, we'll think about what that says about us, along with other issues of justice, compassion, conflict, creativity, and moral failure raised by four major writers' literary visions of Hell: Dante Alighieri (Catholic), John Milton (Protestant), Jean-Paul Sartre (atheist), and William Blake (entirely beyond definition).
Instructor(s): A. Sisson
Area: Humanities.

AS.060.138. No "I" in "News": The New Journalism, Hunter S. Thompson to David Foster Wallace.
In 1972, Tom Wolfe noticed a trend in magazine reporting that he called "a 'new' journalism, a 'higher' journalism." This novel breed of reporting, he claimed, was "causing panic, dethroning the novel as the number one literary genre, starting the first new direction in American literature in half a century." It goes without saying that Wolfe considered himself on the cutting edge of the revolution. With no pretense of objectivity, the new journalists unapologetically wrote themselves into stories, stylizing their narratives with the techniques of fiction and recasting fact to suit their intended effect. This course will survey the field of new journalism, from Hunter S. Thompson's drug-fueled, "gonzo" exposé of Southern culture, "The Kentucky Derby is Decadent and Depraved," to mild-mannered George Plimpton's chronicle of his tenure as a middle-aged professional football player, Paper Lion: Confessions of a Last-String Quarterback. We'll also consider some of the movement's precursors and heirs, from Stephen Crane's efforts to brave the heat of battle as a war correspondent to David Foster Wallace's attempt to understand the mild pleasures (and existential terrors) of a cruise ship vacation, "A Supposedly Fun Thing I'll Never Do Again."
Instructor(s): D. Tye
Area: Humanities.

Telling stories is one of the first and most important ways that human beings try to make sense of the world and their experience of it. The narrative art informs fiction and nonfiction alike, is central to the writing of history, anthropology, crime reports and laboratory reports, sports stories and political documentaries. What happened? The answer may be imagined or factual, but it will almost certainly be narrative. This course focuses on the narrative essay, a nonfiction prose form that answers the question of "what happened" in a variety of contexts and aims to make sense not only of what happened but how and why. We will begin by summarizing narrative essays, will move to analyzing them, and in the second half of the course you will write two narrative essays of your own, the first based on a choice of topics and sources, the second of your own design. Authors may include James Baldwin, Annie Dillard, Chang Rae Lee, Danielle Ofri, George Orwell, Richard Rodriguez, Richard Selzer, and Abraham Verghese. You will learn the power of narrative to inform and persuade as you test that power in your own writing.
Instructor(s): P. Kain
Area: Humanities.

AS.060.140. The Ethnic Gangster in the American Cinema.
In this intersession course we will consider the rise (and fall) of some of America's most notorious and beloved gangsters: Don Corleone (The Godfather), Henry Hill (GoodFellas), and Tony Montana (Scarface). With the help of short readings from Freud, Warshow, and Jameson, we consider what these films have to say about the difficulties and hopes of the immigrant experience, the codes of gangster morality, and the role of organized crime in the American imagination. And we will explore the interplay between domestic responsibility, male brotherhood, and violence that is the hallmark of the genre. Students will be asked to write a short paper at the conclusion of the term, and are required to view the movies outside of class time.
Instructor(s): A. Wexler
Area: Humanities.
AS.060.142. Censorship and Modern Literature.
Whether because of its religious or political dissent, sexual deviance, or corrupting effects on readers, literature has often been perceived as threatening the social order. In this course, we will read a variety of famous literary works, which have each been censored, banned, or subject to public outrage. Alongside each work, we will also read documents related to that work’s suppression, such as reviews, court proceedings, and statements by the authors themselves. We will consider the ways in which literature is both the result of individual artistic achievement, and shaped by its social context. Possible authors include Oscar Wilde, Djuna Barnes, D.H. Lawrence, Vladimir Nabokov, Allen Ginsberg, Salman Rushdie, and Brett Easton Ellis. (This course is for non-majors)
Instructor(s): R. Day
Area: Humanities.

AS.060.145. Literature, Science, and Technology.
This class will consider a range of reactions to scientific discoveries in literature, from electricity in the nineteenth century to bioengineering today. We'll pay special attention to the utopian hope, doomsaying despair, and radical reconceptions of reality technological breakthroughs seemed and seem to provide. Authors will include Mary Shelley, Wells, LeGuin, Ishiguro.
Instructor(s): E. Tempesta
Area: Humanities.

AS.060.146. Detective Fiction.
This course will look at the history of English-language detective fiction through the nineteenth and twentieth centuries. We will pay special attention to the way clues and suspense operate, the role of the reader in figuring out the mystery, and the complicated relationship of the detective with official authority. Authors will likely include some selection of Wilkie Collins, Edgar Allan Poe, Arthur Conan Doyle, Agatha Christie, Dashiell Hammet, and Raymond Chandler. This class is for non-majors.
Instructor(s): J. Rosenthal
Area: Humanities.

“No man needs sympathy because he has to work, because he has a burden to carry,” Theodore Roosevelt proclaimed in his “Square Deal” speech of 1903. “Far and away the best prize that life offers is the chance to work hard at work worth doing.” Hard work is at the heart of the American dream, but with unemployment rates at historic highs and the global economy proceeding at a rapid clip, Roosevelt’s words resurrect old questions in a new world: What work is worth doing? Who gets the chance to do it? And what happens when people find themselves doing work that isn’t worth doing? In this course we will consider the meaning and consequences of work, from the heroic to the tragic, through a selection of American literature from the last days of slavery to the present. This course will consider work in all its forms, from the plantation to the boardroom, to help us develop the tools to interpret the varieties and values of labor in modern society.
Instructor(s): E. Tempesta
Area: Humanities.

AS.060.150. Freshman Seminar: Milton’s Paradise Lost: Contexts and Conversations.
This course undertakes an in-depth study of what is arguably the greatest long poem in the English tradition, John Milton’s Paradise Lost. The poem, first published in 1667, is Milton’s take on the Judeo-Christian story of the Fall found in the Bible. Paradise Lost does not merely re-tell the biblical account, however. By expanding three chapters of Genesis into a twelve-book epic meant to rival its classical forbears—most importantly Virgil’s Aeneid—Milton’s poem makes room for new readings of an old story. This course encourages students to find their own new readings of the Genesis story by considering the historical contexts of the poem’s production as well as the conversations Paradise Lost continues to provoke to this day. In addition to reading and discussing the poem, students will become familiar with ongoing sites of critical debate, such as the representations of Satan and of Eve. To help negotiate these conversations, students will complete a guided research project that makes use of the materials available through the library’s Department of Special Collections, housed in Brody Learning Commons. In addition to early editions of Paradise Lost, this treasure trove of rare books offers a wide variety of materials which may deepen an encounter with Milton’s poem, from biblical illustrations to gardening manuals to marriage advice. Students will use the collection to ask questions such as: “How does Milton’s representation of Satan differ from earlier traditions of imagining the devil?” and “Does Milton’s approach to Eve reinforce or revise conventional ideas about women?” Sufficient class time will be dedicated to introducing students to Special Collections so as to facilitate their individual work over the course of the semester.
Instructor(s): R. Buckham
Area: Humanities.

AS.060.151. American Literature, Race, and Civil Rights.
The course will explore the role played by literature in advancing and reflecting upon the African American pursuit of freedom and civil rights over the course of the twentieth century, from the era of harsh segregation through the post-Civil Rights era. Although we will focus primarily on fiction, we will also consider essays, autobiography, and poetry. Writers to be considered, mostly black but some white, may include James Weldon Johnson, Ralph Ellison, Richard Wright, Ann Petry, James Baldwin, William Faulkner, Harper Lee, William Melvin Kelley, Malcolm X, Amiri Baraka, Toni Morrison, and Paule Marshall. This class is for non-majors.
Instructor(s): E. Sundquist
Area: Humanities.

As the moniker “The city that reads” might indicate, Baltimore has a long and distinguished tradition of literary production. In this course, we will focus on two of Baltimore’s most famous writers: Edgar Poe and H.L. Mencken, both of whom were widely read and fiercely discussed in their day. We will read a variety of works from both, including a number of Poe’s short stories and Mencken’s coverage of the Scopes trial, and vist some of the Baltimore institutions dedicated to them. These include Poe’s grave and possibly his house, and the Mencken collection at the Enoch Pratt Free Library.
Prerequisites: Students may enroll in one B’More course only.
AS.371.189 AND AS.270.119 AND AS.270.118 AND AS.060.126 AND AS.100.197 AND AS.300.100 AND AS.360.176 AND AS.220.116 AND AS.280.205 AND AS.230.116 AND AS.220.190 AND AS.220.194
Instructor(s): P. Fessenbecker
Area: Humanities.
AS.060.154. Zombies.
Why does the zombie figure so prominently in modern literary and cinematic texts? What particular anxieties does this figure of mindless violence disclose? Why does the zombie genre so often lend itself to political allegory? How do we make historical sense of this figure’s original association with Afro-Atlantic religions like Haitian voodoo? This course is designed for non-majors interested in developing critical reading and writing skills by investigating this surprisingly rich topic. Texts, literary and cinematic, may include: firsthand accounts of the Atlantic slave trade, Mary Shelley’s “Frankenstein”, Edgar Allan Poe’s short stories, Rudolph Fisher’s "The Conjure-Man Dies", "The Invasion of the Body Snatchers" (dir. Don Siegel), "The Serpent and the Rainbow" (dir. Wes Craven), "Pontypool" (dir. Bruce McDonald), and "Zombieland" (dir. Ruben Fleischer).
Instructor(s): J. Hickman
Area: Humanities.

The Research Paper” is designed to introduce experienced student writers to the fundamental skills of the research process. These include asking research questions, evaluating the usefulness of sources to answer them, synthesizing sources, reading sources critically, and developing arguments that deliver an original thesis. Students will work with a research librarian at the Eisenhower Library, with whom they will learn to navigate traditional databases as well as new media sources. The course culminates with a paper of 12-15 pages that draws upon the cumulative skills of the semester. Each course is capped at ten students and available only to those who have taken “Expository Writing.
Prerequisites: AS.060.113 OR AS.060.114
Instructor(s): A. Watters
Area: Humanities.

AS.060.156. Introduction to Poetry.
This is a beginner’s guide to the varieties of poetry in English from the Anglo-Saxons to today, with a few detours, here and there, into poetry from other languages in translation. We will study how patterns of sound, image, rhythm, and ideas allow us to become better tuned-in to poetry. You should leave the class with a better appreciation of poetry, some improvement in your writing skills, and a new favorite poem. This course does not count toward the English major or minor.
Instructor(s): E. Tempesta
Area: Humanities.

J.R.R. Tolkien’s “The Lord of The Rings” trilogy can honestly be said to have initiated a new genre: a novel-based epic narrative set in a fantasy world. Since Tolkien’s works were first published in the 1940’s, there has been a massive flowering in similar works, as later authors expanded and developed the notion of the multi-volume fantasy narrative. However, these later texts are also, importantly, creative responses to the models Tolkien developed. In this course, we are going to study this genre, identify its history and formal features, and consider the nature of fantasy fiction more generally. What do authors hope to achieve by setting plots and characters in a completely imagined world? What narrative possibilities does such a decision enable, and what possibilities does it foreclose? Does the fantasy genre mask certain ideologies, and how can we uncover them? Authors will include Tolkien, Robert Jordan, George R.R. Martin, and Steven King, and may also include selections from Brandon Sanderson, David Eddings, Patrick Rothfuss, Ursula K. LeGuin, and Elizabeth Moon. This course is for non-majors. (Limit 18)
Instructor(s): P. Fessenbecker
Area: Humanities.

AS.060.158. Advertising and Literary Modernism.
To say that certain modernist authors were skeptical about the growing power of advertising would be an understatement. H.G. Wells described it as a form of “legalized lying,” while F. Scott Fitzgerald quipped that “its constructive contribution to humanity is exactly minus zero.” Such views on marketing were hardly uncommon, as many modernist authors saw advertising as an enemy to true artistic creation. The modernist response to this form of popular culture, however, was not uniformly hostile. Avant-garde artists, who rejected mainstream commercial values, often turned to newspaper ads and posters for the material that they would repurpose for their own work. In the stream of consciousness epic Ulysses, the protagonist works in advertising and his eye is often drawn to the notices and promotions that cover the streets of Dublin. Virginia Woolf even pauses her narrative to depict an airplane writing an ad in smoke letters. This course will explore the variety of stances toward advertising in the modernist period, as well as provide historical context. Novels include: "Sister Carrie", "The Ambassadors", "Mrs. Dalloway", "Turnabout", as well as selections from Ulysses. Critical sources include: Benjamin, Adorno, Williams, Moretti, Brown, and Butler. This course is for non-majors.
Instructor(s): K. Wedekind
Area: Humanities.

AS.060.159. James Joyce’s Ulysses.
Ulysses is often described as impossible to read (it isn’t) and as the greatest novel in the English language (it just might be). A monumental book set in a single day, Ulysses seems to have it all: a panoply of literary styles, religions, philosophies, histories, emotions, and even a wide variety of bodily functions. In addition to offering an up-close look at the novel itself, this course examines the novel’s use of mythology, meditations on Irishness, reflections on capitalism, and its place in "modernism.” By the end of the course, not only will you have read the famously difficult and important Ulysses; you will have understood it, too.
Instructor(s): R. Day
Area: Humanities.
AS.060.168. Literature and the Civil Rights Movement.
The course will examine the role of literature in the American civil rights movement. Both non-fiction and fiction played an essential role in motivating protest and shaping public views. Our focus will be on works that entered into the debates over race, rights, and freedom, and introduced a new vocabulary of cultural pride into African American discourse. Works to be studied will include Martin Luther King, Jr., selected speeches and Why We Can’t Wait (including “Letter from Birmingham Jail”); Malcolm X, selected essays and Autobiography of Malcolm X; James Baldwin, Notes of a Native Son; William Melvin Kelley, A Different Drummer; Ralph Ellison, selected short fiction and essays; William Faulkner, Intruder in the Dust; Amiri Baraka (LeRoi Jones), selected poetry and Dutchman; John Howard Griffin, Black Like Me; Paule Marshall, Praisesong for the Widow. This course does not count toward the English major or minor.
Instructor(s): E. Sundquist
Area: Humanities.

AS.060.171. Russian Classics & Their Afterlives.
The idea of the “Russian Soul” has long been a source of captivation to English-language writers. How has their imagination of the dense nineteenth-century works for which Russian literature is best known evolved in the era of globalization? This course reads three major Russian novels in tandem with recent works that invoke them: Tolstoy’s Anna Karenina with Nilo Cruz’s 2003 Pulitzer Prize-winning play Anna in the Tropics; Dostoevsky’s Demons with J.M. Coetzee’s 1994 novel Master of Petersburg; and Turgenev’s Fathers and Sons with Tom Stoppard’s 2002 Coast of Utopia trilogy. We will attend both to the nuances of Russian intellectual history that get lost in the clamor to claim it as universal.
Instructor(s): J. Jackson
Area: Humanities.

AS.060.176. The Russian Novel: Tolstoy and Dostoevsky.
If there is no God, how can I be a captain?” We’ll examine this and other religious, philosophical, and historical questions in Tolstoy’s and Dostoevsky’s titanic novels. Readings (in translation) include War and Peace and The Brothers Karamazov. No prerequisites. Substantial reading; 6-8 page paper; 10 page paper; weekly exercises and quizzes. Freshman/sophomore seminar. This class is for non-majors.
Instructor(s): S. Cameron
Area: Humanities.

AS.060.201. The Nineteenth Century British Novel.
Reading major novelists from the nineteenth century including Austen, C. Brontë, Dickens, Eliot, Hardy, and Conrad. We will pay attention to formal conventions, and relation to social and historical context.
Instructor(s): J. Rosenthal
Area: Humanities.

AS.060.202. What is Tragedy?.
This course is an introduction to tragedy. What is a tragedy? How has the genre been defined and redefined over its long and varied existence? And why do authors and audiences keep returning to these spectacles of pity and fear? To consider these questions, we’ll examine plays including Sophocles’ Oedipus Rex, Shakespeare’s Hamlet, Racine’s Phèdre and Beckett’s Endgame, ending with the Coen Brothers’ film No Country for Old Men.
Instructor(s): W. Miller
Area: Humanities.

AS.060.204. Satan in Literature.
What is it about Satan that has captured the literary imagination? From moral opposition to God in the Book of Job, to divine punishment in Dante’s Inferno, from political revolution in Milton’s Paradise Lost to irreverence of tradition in Salman Rushdie’s The Satanic Verses, this class will examine the ways in which Satan has been used in literature to represent a variety of moral, political and social forces, from Ancient, Medieval, Renaissance and Modern eras.
Area: Humanities.

Jane Austen’s novels are often treated as forms of escape from our complicated world to a simpler, more rational time. Arguably, however, her novels originally helped readers navigate profound social problems, particularly the difficulty of knowing friends from enemies. In this course, we will consider depictions of friendship and enmity in four of Austen’s major novels. We will compare these novels to four recent films inspired by her works.
Instructor(s): W. Miller
Area: Humanities.

AS.060.207. Shakespeare.
Reading the major comedies, histories and tragedies alongside the narrative poem “Venus and Adonis” and the sonnets, this survey course considers Shakespeare’s hybrid career as poet and playwright. Pre 1800 course.
Instructor(s): A. Daniel; J. Hickman
Area: Humanities.

AS.060.208. Brit Lit I.
This lecture course tracks the development of vernacular literature in English from the medieval period to the close of the early modern period. Texts include Chaucer’s Canterbury Tales, Spenser’s The Faerie Queene, Milton’s Paradise Lost and Alexander Pope’s “The Rape of the Lock.”
Instructor(s): A. Daniel; C. Scozzaro; J. Childers; R. Best
Area: Humanities.
AS.060.209. The American Novel since World War II.
This course surveys the formal and thematic developments of the American novel from 1945 to the present. Against the backdrop of American post-war triumphalism, we consider how contemporary writers, struggling with issues of identity, race and authenticity, express different and deeply troubled accounts of the American dream. We will pay particular attention to the relationship between fiction and history; the tension between individual and collective identity; the changing role of literature in American culture, and the gradual emergence of postmodernism as a significant force in American literary life. Possible authors include: Richard Wright, Flannery O’Connor, Jack Kerouac, J.D. Salinger, Thomas Pynchon, Philip Roth, Cormac McCarthy, Toni Morrison, John Barth, Saul Bellow, Maxine Hong Kingston.
Instructor(s): A. Wexler
Area: Humanities.

AS.060.211. British Literature I.
What is British Literature? Beginning in the fourteenth century and concluding in the eighteenth century, this survey course examines the time period in which the notion of vernacular English literature, the corporate body of “Great Britain” as a national framework, and, with it, “British-ness” as an imaginary, synthetic identity, were all created. Participants will read a representative group of Geoffrey Chaucer’s “The Canterbury Tales”, Book I of Edmund Spenser’s “The Faerie Queene”, the entirety of John Milton’s “Paradise Lost”, and Alexander Pope’s “The Rape of the Lock.” The course is designed as an introductory level lecture course and is open to all students curious about the beginnings of the English literary canon. It is recommended that students follow this course with its sequel, Professor Mao’s “British Literature II,” which will be offered the following semester. Pre-1800 course.
Instructor(s): A. Daniel
Area: Humanities.

AS.060.212. British Literature II: 18th Century to the Present.
A survey of major authors such as Wordsworth, Keats, Austen, Tennyson, Dickens, Wilde, Woolf, Joyce, and Rushdie. Substantial attention to formal conventions as well as stylistic innovation, to aesthetic value as well as social meaning.
Instructor(s): D. Mao
Area: Humanities.

AS.060.213. The Novel and Globalization.
Novels have long been classified by the national origin of their author, and, for the most part, the great works of the nineteenth and twentieth centuries take place primarily in one country. In the postcolonial era of the 1980s and 90s, many prominent writers explored the process of diasporic movement from one country to another. Recently, though, there has been a lot of talk about a new kind of “rootless” novel that jumps between many locales around the globe. This course reads some of the prime examples of this genre in relation to its immigrant predecessors, identifying its key formal and thematic attributes (such as perspectival and geographical range, multi-stranded plots, and an acute consciousness of linguistic and generic hybridization). We will discuss the trade-offs inherent in developing many places rather than one in terms of style and character development, as well as the political and even ethical implications of abandoning the concept of “home.” Primary works by Abdulrazak Gurnah, Caryll Phillips, David Mitchell, Taiye Selasi, Chimamanda Adichie, and Imraan Coovadia.
Instructor(s): J. Jackson
Area: Humanities.

AS.060.216. Wilde to Eminem: A Literary History of the Obscene.
What is obscene? What is indecency? Where is the line between public and private? How have the answers to these questions changed over the past century? This course will examine artworks and performances from a variety of media which have been publicly accused of indecency or obscenity. Wilde, Joyce, Nabokov, Ginsberg, Bruce, Carlin, Kubrick, Serrano, Lynne, Prince, and Eminem among others will provide the materials for our inquiry.
Instructor(s): J. Chilton
Area: Humanities, Social and Behavioral Sciences.

AS.060.217. American Literature Since World War II.
This is a survey lecture covering American literature since about 1945, focusing on fiction from Saul Bellow, and James Baldwin to Toni Morrison and Don DeLillo, poetry from Robert Lowell, Sylvia Plath, Adrienne Rich, John Ashbery, and an array of and political journalism from the 1960s to today.
Instructor(s): C. Nealon
Area: Humanities.

AS.060.219. American Literature to 1865.
A survey course of American literature from contact to the Civil War.
Instructor(s): J. Hickman
Area: Humanities.

AS.060.220. What is the Great American Novel?.
This course will investigate the curiously persistent idea of the “Great American Novel” (GAN) through a close engagement with three exemplary candidates for the title that span American literary history (Moby-Dick, Song of Solomon, and Freedom). Students will also read several critical essays to provide both a history of the concept as well as criteria for what might make an American novel "great." Through analyses of the individual novels, students will be encouraged to reflect on the persistence, efficacy, and validity of the GAN.
Instructor(s): G. Shreve
Area: Humanities.

AS.060.221. Coming of Age Novels.
In this course, we will consider how "coming of age" is depicted in the novels of British and American modernism. We will discuss questions of family, sexual love, education, work, and religion contribute to an individual’s personal development in the novels of Virginia Woolf, James Joyce, F. Scott Fitzgerald, Virginia Woolf, and James Baldwin. We will also reflect on how the form of the coming of age novel in the early to mid twentieth century engages with important social and historical developments that protected adolescence as a stage of life, such as labor and education reform. Writing requirements include two 4-5 page papers.
Instructor(s): C. Gannon
Area: Humanities.

AS.060.222. American Literature, 1865 to today.
This course is a survey of major developments in American poetry and narrative fiction from the end of the Civil War to the present day. Authors to be covered may include Mark Twain, Willa Cather, Henry James, James Baldwin, Toni Morrison, Emily Dickinson, Walt Whitman, Wallace Stevens, and John Ashbery.
Instructor(s): C. Nealon
Area: Humanities.
**AS.060.224. The Modern Novel.**
This course covers the British novel from the late nineteenth century to the present, with a particular focus on the decades around World War I. We’ll balance attention to formal innovations and experiments with consideration of social and historical context, exploring issues such as gender, empire, psychology, the city, and war. Our goal will be to understand what makes these novels “modern” and set them apart from their predecessors; to this end, we’ll examine how many important authors also wrote extensively on the craft and aims of fiction. Readings will include representative selections by authors such as Henry James, James Joyce, Ford Madox Ford, E.M. Forster, Virginia Woolf, Jean Rhys, and Ian McEwan.
Instructor(s): A. Grener
Area: Humanities.

**AS.060.228. Occupy Street Walls: Street Art, Public Space, and Law.**
Is the unauthorized placement of artworks in public space vandalism or an aesthetic reclamation of public space? Does street art thrive on illegality? What is the relationship between the law, public space, and street art? This course will situate these questions in the contexts of cultural geography, public space theory, and the long history of art as protest and dissent. Artworks by Banksy, Shepard Fairey, Invader, Murad Sobay, and other artists will be considered.
Instructor(s): J. Chilton
Area: Humanities, Social and Behavioral Sciences.

**AS.060.229. The Antihero: Heathcliff to Walter White.**
Although it’s common to think of literature a source of ethical wisdom, literary history is actually full of proud, often cynical, figures who lack respect for conventional norms and compel attention by their sheer force of will. This course constructs an abbreviated history of the anti-hero by exploring works of art that both privilege and criticize anti-heroic villains—including Heathcliff (from Wuthering Heights), Mr. Hyde (from Dr. Jekyll and Mr. Hyde), and Walter White (from Breaking Bad).
Instructor(s): M. Flaherty
Area: Humanities.

**AS.060.231. Novels Into Film.**
What does it take to turn a novel into film? How different are the demands and possibilities of these two forms? Why do some novels repeatedly attract filmmakers? And how should we evaluate films that adapt novels? Beginning with the novel Frankenstein and its various film progeny, we will look at a series of pairings between novels and films. These may include Austen’s Pride and Prejudice, Dickens’ Great Expectations, Tarkington’s The Magnificent Ambersons, Stoker’s Dracula and McEwan’s Atonement along with various critical readings about the genre of the novel and the medium of film.
Instructor(s): M. Favret
Area: Humanities.

**AS.060.250. The Anti-hero: from Heathcliff to Walter White.**
Although it’s common to think of literature a source of ethical wisdom, literary history is actually full of proud, often cynical, figures who lack respect for conventional norms and compel attention by their sheer force of will. This course constructs an abbreviated history of the anti-hero by exploring works of art that both privilege and criticize anti-heroic villains including Heathcliff (from Wuthering Heights), Mr. Hyde (from Dr. Jekyll and Mr. Hyde), and Walter White (from Breaking Bad).
Instructor(s): M. Flaherty
Area: Humanities.

**AS.060.253. The Real Jungle-Book: Imperial Kipling.**
The Real Jungle-Book: Rudyard Kipling and the British Empire. Rudyard Kipling’s children’s stories of Mowgli and Shere Khan, of Rikki-Tikki-Tavi, and so forth have passed in many ways into the common English literary culture, as the film versions of his works indicate. Yet they represent a particular time and place: the British Empire at the end of the nineteenth century, when its imperial power was both nearing its height and showing its cracks. They arguably serve, moreover, an imperial purpose, validating English assumptions about the legitimacy of its political control over the countries in the empire. In this class, we’ll read a selection of Kipling’s works against a background of knowledge of the British Empire.
Instructor(s): P. Fessenbecker
Area: Humanities, Social and Behavioral Sciences.

**AS.060.255. The Bible as Literature.**
This course looks at the Bible’s influence on literature by examining the use and impact of the most common biblical stories on canonical literary works. Pre 1800 Course
Instructor(s): M. Thompson
Area: Humanities.

**AS.060.260. Ethnic American Literature.**
This class is an introductory course in ethnic American literature. We will read Native American, Chicano, Latino, Asian American, and African American literatures. The class will pose questions such as: Why ethnic American literature? Why not simply American? What are the dissonances and similarities between these literary voices? We will explore themes such as identity, otherness, and the construction of race and Americanness. Readings in post 1945-course will include works by authors such as James Baldwin, David Henry Hwang, Sherman Alexie, Junot Diaz, Sandra Cisneros, Maxine Hong Kingston, and Jhumpa Lahiri.
Instructor(s): R. Neutill
Area: Humanities.

**AS.060.262. Literature and Knowledge.**
Can poems, plays, and imaginary narratives teach us something about the real world? Or does their fictional status make them unreliable as sources of knowledge? This course explores these questions by examining classical and contemporary discussions of the topic in conjunction with major works of literature. Primary sources include works by Shakespeare, Jane Austen, and William Golding, while the criticism will be represented among others by Aristotle, Dr. Johnson, and Martha Nussbaum.
Instructor(s): R. Maioli dos Santos
Area: Humanities.

**AS.060.265. Nineteenth Century British Novel.**
Reading major novelists from the nineteenth century including Austen, C. Brontë, Dickens, Eliot, Hardy, and Conrad. We will pay attention to formal conventions, and relation to social and historical context.
Instructor(s): J. Rosenthal
Area: Humanities.
AS.060.276. Modern Drama.
An introduction to drama of the late-19th and 20th centuries, with an emphasis on its ideological and political contexts. In modern drama, we find vivid accounts of key aspects of modernity: urbanization, industrialization, migration, war, democracy, capitalism, fascism, communism, and nationalism, to name a few. We will read a selection of plays that ask timely questions about the limits of human subjectivity and integrity in a modern, often dehumanizing world. Modern drama is shaped by, and responds to, social and political changes, such as the demise of the aristocracy, the ambitions of the middle class, totalitarian conquest of Europe, apartheid in South Africa, and the AIDS epidemic in the United States. This course also charts how major debates, movements, and theories in the arts have motivated drama’s diverse forms and themes. Playwrights may include Henrik Ibsen, Oscar Wilde, Anton Chekhov, Bertolt Brecht, Eugene O’Neill, Tennessee Williams, Samuel Beckett, Athol Fugard, Edward Albee, Caryl Churchill, and Tony Kushner. Secondary readings by the playwrights themselves, in addition to Georg Lukacs, T.S. Eliot, Raymond Williams, Eric Bentley, and more recent scholars and critics.
Instructor(s): R. Day
Area: Humanities.

AS.060.278. Social Climbers and Charlatans in American Literature.
"It’s good to be shifty in a new country," declares Johnson Hooper’s swindling vagabond Simon Suggs. The ability to speak in many voices—to play many roles—is one key facet of the rags-to-riches American ideal of not only making something of one’s self, but of making one’s self. But how much social mobility or personal fluidity is too much? In this course, we’ll consider the problem of fashioning a self that is both flexible and authentic, both capacious and individual, as it is represented in a broad swath of American literature. We'll begin with Benjamin Franklin’s Autobiography, in which Franklin reimagines his life into an intricate web of fact and fabrication. From there, we’ll explore the Transcendentalist ideal of the “Moral Sense,” in the form of Emersonian self-reliance and Thoreau’s revolutionary militancy, and its dark side in Poe’s “Imp of the Perverse.” After this, we’ll account for the great showman P.T. Barnum, who splits the difference between legitimate businessman and devious swindler. We’ll see what happens when, in order to make yourself, you first have to steal yourself in “The Narrative of the Life of Frederick Douglass, American Slave”. In Mark Twain’s “Pudd’nhead Wilson” and Nella Larsen’s “Passing”, we’ll investigate how, why, and with what consequences black Americans might try to pass for white. As the semester winds down, we’ll reconsider the rise and fall of Fitzgerald’s Jay Gatsby, the mobster made good (if only for a while), before ending with Nathanael West’s “Miss Lonelyhearts”, a dark comedy about a man who writes an advice column as a woman. The course will explore some of the fine lines—between honest art and heinous hoaxing, belief and delusion, entrepreneurship and charlatanry—relentlessly worked over in American literature since the nation’s inception. Throughout, we’ll take stock of the possibilities and pitfalls lurking in the seemingly incompatible goals of novelty and authenticity, fluidity and authority. Dean’s Teaching Fellowship course.
Instructor(s): D. Tye
Area: Humanities.

AS.060.279. Law and Literature.
This course queries the nature of legal authority both formally and historically. What distinguishes between law and literature? Is law more authoritative? Is it more ethical? Is it more “real”? Avenues of inquiry will include the power of language to embody, inhabit, or represent law; the relationship between law and ideas about self, liberty, and love; and conflicts and confluences between literary and legal claims to autonomy. Readings may include Sophocles’ “Antigone”, Andreas Capellanus’ “On Love”, Shakespeare’s “Measure for Measure”, William Godwin’s “Caleb Williams”, and Franz Kafka’s “The Trial”. Pre-1800 Course
Instructor(s): M. O’Connor
Area: Humanities.

AS.060.280. The Modernist Novel and the Question of Culture.
“’The man ain’t got no culture!’ declare Simon & Garfunkel, of someone who is so unhip as to confuse Bob Dylan with Dylan Thomas. How is such a statement possible, and what does “culture” mean? In some contexts, culture is something you can get by learning about art, music, and literature. But in other contexts, culture is something that everyone already has; we all live in the “culture” of our everyday habits and customs. Out of the tangle of these two meanings, we get concepts like “cultural districts” in cities, “cultural relativism” about moral issues, and even “multiculturalism.” In this course, we’ll read a selection of novels related to modernism, a literary and artistic movement preoccupied with the difference between the two forms of life that “culture” can name—a life of intellectual refinement, and a life of organic connection to one’s community. Along the way, we’ll discuss notions of prestige, sophistication, the relation of religion to the arts, the cultural life of imperialism, and the role of education in forming and reflecting students’ cultural aspirations. Background readings from Matthew Arnold, Walter Pater, Raymond Williams, Pierre Bourdieu, and Francis Mulhem; novels by Oscar Wilde, E.M. Forster, James Joyce, Virginia Woolf, Evelyn Waugh, and V.S. Naipaul. Dean’s Teaching Fellowship course.
Instructor(s): R. Day
Area: Humanities.

Thieves, prostitutes, and murderers populate the early English novel. This course will examine the rise of the novel alongside the emergence of law enforcement and the legal profession in the eighteenth century. We will examine how the novel as a genre coalesces around characters that are placed in risky situations and the legal fictions that develop around them (forms such as testimony, confession, and the arguing of a case). This will require a focus on individual laws (such as the 1662 Poor Relief Act and the 1753 Hardwicke Marriage Act), on the psychologies of guilt and innocence, and on the formal literary challenges of representing transgression and justice. We will also examine critical interpretations of several of the major works, paying special attention to the way they address the primary text’s engagement with law and the legal system. Readings from Defoe, Fielding, Goldsmith, and Austen. Dean’s Teaching Fellowship course. Pre 1800 course
Instructor(s): S. Hershinow
Area: Humanities.
Can novels ask philosophical questions? What do literary narratives and moral arguments have to do with each other? Everyone who has read a novel recognizes that it is in part an expression of ideas: characters, narrators, authors, and so forth say and do things that express a way of thinking. In this course we’ll examine the connections between moral philosophy and literature in nineteenth-century England in a series of four units, each of which pairs a novelist and a philosopher. The novelists will be Jane Austen, Charles Dickens, George Eliot, and E.M. Forster; the major philosophers will include Edmund Burke, John Stuart Mill, Immanuel Kant, and G.E. Moore, and we’ll read excerpts from Jeremy Bentham, Ludwig Feuerbach, F.H. Bradley, and Henry Sigwick. Assignments will include reading quizzes, response papers, and a final essay with a research component. Dean’s Teaching Fellowship course.
Pre 1800 course.
Instructor(s): P. Fessenbecker
Area: Humanities.

AS.060.290. Literary Theory.
This course will provide a survey of many of the major theoretical positions that have been directly or indirectly influential for literary studies. We will read selections from the following: Russian Formalism (Propp, Shklovsky, Bakhtin), structuralism (Levi-Strauss, Barthes), deconstruction (Derrida, de Man), speech act theory (Austin, Butler), Marxism (Jameson), queer theory (Sedgwick, Miller), and distant reading (Moretti). Recommended Course Background: three courses in the English Department.
Instructor(s): F. Ferguson
Area: Humanities.

AS.060.302. Theology of the Narrative.
Everything happens for a reason. "I guess it wasn’t meant to be." People often impose a narrative logic on life events by reference—however attenuated—to a transcendent order of meaning. This course asks two basic questions: How do theological concepts such as God’s omniscience, Providence, predestination, and prophecy get translated into particular narrative structures? How does narrative experimentation function as a critique of traditional theological viewpoints, particularly around the question of how divine agency is related to the existence of evil? Course texts may include: The Book of Job, Denis Diderot, Jacques the Fatalist; Olaudah Equiano, Interesting Narrative; Herman Melville, Moby-Dick; James Agee and Walker Evans, Let Us Now Praise Famous Men; James Baldwin, Go Tell It on the Mountain; Marilynne Robinson, Gilead and Home; Scarlett Thomas, Our Tragic Universe; Terrence Malick, dir., The Tree of Life.
Prerequisites: AS.060.107 Intro to Literary Study, English Lecture Course, or Instructor approval.
Instructor(s): J. Hickman
Area: Humanities.

AS.060.303. Literature of London.
Ian Watt famously linked the rise of the novel with the rise of the city in his seminal work, The Rise of the Novel. This course will survey British literature from the late eighteenth through the early twentieth century that features the city of London. Students will consider how the city and urban life change over the course of the nineteenth century and how they transform literary depictions and understandings of selfhood and the social imagination. They will examine how nineteenth-century literature represents the space of the city and how these efforts to depict the city cause formal and stylistic innovations. How does the compressed space of the city and its intense stimuli affect characters’ sense of identity? Students will also consider the ways in which the city affects understandings of gender, class and race in these texts. This course will focus on the novel, but it will also include excerpts from newspapers, poetry and essays. Students will read Our Mutual Friend over the course of the semester in order to mimic the experience of nineteenth-century serial reading. Other readings will include Evelina, The Secret Agent, and A Study in Scarlet.
Instructor(s): J. Valdez
Area: Humanities.

AS.060.304. Large Novels.
This course will look at novels that are not only large in size, but which also think about the meaning and methods of trying to capture huge segments of the world into a piece of art. How much can be fit into a novel? What is gained and what is lost? How large is too large? We will read Charles Dickens’s “Bleak House”, Lev Tolstoy’s “War and Peace”, and Thomas Pynchon’s “Gravity’s Rainbow”.
Instructor(s): J. Rosenthal
Area: Humanities.

AS.060.305. The Rise of the Novel.
This course will look at the development of the novel form, from its earliest incarnations. We will pay special attention to questions of how changes in social, cultural, and economic context played a part in the growing popularity and relevance of the novel form. Authors will likely include Miguel de Cervantes, Daniel Defoe, Samuel Richardson, Henry Fielding, Jane Austen, and Henry James. [This course satisfies the pre-1800 requirement]
Instructor(s): J. Rosenthal
Area: Humanities.

A one credit course for those undergrads who have been nominated as Writing Center tutors. Permission required.
Instructor(s): E. Steedley; R. Day
Area: Humanities.
AS.060.308. The Novelty of the Novel.
The English novel has been traditionally regarded as having originated in the eighteenth century, with the works of Defoe, Richardson, and Fielding. This view of the novel's origins owes much to the influence of Ian Watt's The Rise of the Novel (1957). Watt claims that the prose fiction written by these three authors is defined and distinguished from other varieties by its "formal realism" – a set of procedures that made the novel much more lifelike than picaresque tales, courtly novellas, or the romance. Watt's view of the canon is now taken to be too restrictive, but his thesis concerning what was novel about the novel remains influential. In this course students will engage with two aspects of Watt's argument that have been criticized by later critics but still retain some of their original force: the idea that eighteenth-century prose fiction marks a break with the past and that the tradition emerging at that point has English origins. We will be testing these two theses by reading and contrasting older and newer forms of prose fiction from England, France, and Spain, comparing their formal procedures, and discussing how satisfactorily Watt accounts for them. We will also be reading critiques and defenses of Watt by critics including Michael McKeon, J. Paul Hunter, Margaret Anne Doody, and Nicholas Seager. Primary sources will include excerpts from Roger Boyle's romance Parthenissa (1651) alongside Defoe's Moll Flanders (1722); the picaresque tale Lazarillo de Tormes (1554) together with Fielding's road epic Joseph Andrews (1742); and the conjugal drama of Madame de Lafayette's La Princesse de Clèves (1678) together with Richardson's treatment of a similar topic in Pamela (1740). As we read the primary sources we will be also reading the relevant chapters of The Rise of the Novel. By gaining a first-hand view of the actual changes in prose fiction students will be able to appreciate the force of Watt's thesis as well as its limitations. Toward the end of the course they will also engage with the provocative final chapter of Watt's book, which claims that the problems raised by formal realism as practiced by Richardson and Fielding are finally resolved in the work of Jane Austen. Sense and Sensibility should provide the testing ground for this thesis. Pre 1800 course.

Instructor(s): R. Maioli dos Santos
Area: Humanities.

AS.060.309. Home and Wanderlust in Modernist Literature.
This course will examine forms of wanderlust and tensions between rootedness in one's own culture and a cosmopolitan orientation in Henry James, Joyce, Tagore, Hemingway, Isak Dinesen, and Hualing Nieh. Dean's Teaching Fellowship course.

Instructor(s): N. Zhang
Area: Humanities.

AS.060.310. Work and Worth in American Literature.
This course will engage contemporary discussions of economics, labor, and vocation with representations of people at work in the writings of Douglass, Melville, Hurston, Steinbeck, Frost, Yates, Springsteen, and others. Dean's Teaching Fellowship Course

Instructor(s): E. Tempesta
Area: Humanities.

Standard utilitarianism, the dominant philosophical account of moral agency in the Victorian period, has a surprisingly unsophisticated account of self-control: both Jeremy Bentham and John Stuart Mill thought it was relatively straightforward, insofar as agents reliably pursued whatever end appeared to promise the greatest gain in happiness with little psychic effort. But other forms of intellectual life in the period—the now-forgotten "Intuitionist" school, the pre-Freudian psychologists, and perhaps most importantly, an important series of Victorian novelists—recognized that agency was much more complex, and tried to work through the problem that J.C. Prichard called "moral insanity." Conceiving it as a situation where agents cannot for some reason pursue their own reflectively endorsed goals, these authors developed a variety of richly complex accounts of and treatments for the loss of self-control. In this class, we are going to explore those accounts at some length. To start with the utilitarian model as a backdrop to the more complex accounts, we will read selections from Jeremy Bentham and John Stuart Mill in which they lay out their pleasure/pain account of agency, and then work through a set of theoretical materials for use throughout the course. First, we'll examine the intuitionist views of agency from William Whewell and John Grote, who held that moral action essentially required mastering oneself in such a way as to perceive and act upon moral intuitions; then, we'll turn to analyses from Prichard, Forbes Winslow, Henry Mausley, and other early forerunners in the developing field of psychology, and situate these arguments within the philosophical context. With this theoretical frame in place, we will spend the bulk of the course reading a series of novels that address the question of self-control. Beginning with Jane Austen and Charlotte Brontë, we'll consider the ways in which these novels represent the relationship between desire, reflection, and gender. Turning to George Eliot's Romola and Anthony Trollope's Can You Forgive Her?, we'll consider the way Eliot and Trollope analyze the nature of practical rationality. Finally, we'll conclude with two important challenges to the belief in the moral value of self-control, in Thomas Hardy's Tess of the d'Urbervilles and Oscar Wilde's The Picture of Dorian Gray.

Instructor(s): P. Fessenbecker
Area: Humanities.
Primo Levi's well-known essay “The Gray Zone” describes complex states of complicity and moral erosion between the categories of “victims,” “perpetrators,” and “bystanders” during and after the Holocaust. Literature written at the time or in the immediate aftermath, whether memoir, commentary, or fiction, contains many illustrative examples, but even more have arisen at one or another remove from the events, as later generations have confronted an atrocity frequently taken to be historically and morally unique. How did the Holocaust become a touchstone for both extremities of human behavior and problems of representation? When did the Holocaust become available to literature or to the once unthinkable strategies of satire, post-modernism, and even pornography, and can these strategies be considered examples of “the gray zone”? The course will deal with the testimonies of perpetrators such as Rudolf Höss (commandant of Auschwitz) and historical documents setting forth plans for genocide; with memoirs of prisoners such as Filip Müller forced into participation in the Holocaust; and more particularly with literary depictions of life in “the gray zone.” The sequence of readings will be organized mainly around literary texts, but these will be paired, sometimes in two-week sequences, with historical and critical materials that take up the problem of complicity through various perspectives: the role of Jewish leaders during the Holocaust; attempts to fictionalize extremities of evil (e.g., Hitler); the aestheticizing of atrocity; the moral responsibility of bystanders; and the extension of genocidal paradigms to other dimensions such as slavery and animal rights. Texts to be studied (mostly, though not exclusively, written first in English) may include: Primo Levi, The Drowned and the Saved; Rudolph Hoess, Commandant of Auschwitz; Tadeusz Borowski, This Way to the Gas, Ladies and Gentlemen; George Steiner, The Portage to San Cristobal of A. H.; Leslie Epstein King of the Jews; Sylvia Plath, selected poems; Philip Roth, The Plot against America; D. M. Thomas, The White Hotel or Pictures At an Exhibition; Caryl Phillips, The Nature of Blood; and J. M. Coetzee Elizabeth Costello.
Instructor(s): E. Sundquist
Area: Humanities.

AS.060.313. Edmund Spenser.
After a diagnostic introduction to his early poetry, this reading intensive seminar will concentrate upon Edmund Spenser’s masterpiece, The Faerie Queene (1590/1596), which we will read in its entirety. Over the course of its sprawling Six Books and its concluding Mutability Cantos, The Faerie Queene marshals an enormous cast of characters (knights, ladies, magicians, giants, monsters) in order to allegorically represent the virtues of Holiness, Temperance, Chastity, Friendship, Justice and Courtesy. Through this framework, his text models the ethical regulation of the body, the aesthetic construction of gender, the politics of national myth-making, and the ongoing processes of colonial violence in which Spenser was himself complicit. But across its vast yet incomplete expanse, Spenser’s text is always centrally concerned with the task of reading. Accordingly, students should emerge from their encounter with this demanding but rewarding poem with a deeper understanding of the task of interpretation itself. As a group we will collectively traverse the surface of the text, and work together to construct a functional account of allegory’s effects. You will be asked to respond to the challenge of Spenser’s work in class discussion, weekly short responses, and three analytic papers.
Instructor(s): A. Daniel
Area: Humanities.

AS.060.314. Social Media Fictions.
Writers around the world are now searching for ways to incorporate new modes of social interaction - e.g. Facebook, Twitter, text messaging, and Skype - into their print work. This course explores the various techniques they have adopted for this purpose, with an eye to critically evaluating their implications for narrative structure and its “reality effect.” From Teju Cole’s very public experiments with the Twitter novel to a Zimbabwean writer’s attempt to capture plot turns through SMS, we will discuss the ways in which narrative is helped or hindered by the ubiquity of social media. Writers studied will include Tendai Huchu, Zadie Smith, Jonathan Franzen, and Eben Venter.
Instructor(s): J. Jackson
Area: Humanities.

AS.060.315. Poetry by Other Means.
In this course, we explore the makings of a new genre: the poet’s novel. Reaching back to the modernist works of Gertrude Stein and Djuna Barnes to look for its resources and its models, searching for antecedents in the queer avant-gardes of the 1970s, and finally delving into the key poets’ novels of just the last five or ten years—including works written by Eileen Myles, Juliana Spahr, Ben Lerner, and Bhanu Kapil—we will collectively develop an account of its yet-uncharted territory and some of its attractions. Our work will open onto a series of questions about both the category of poetry and the significance of narrative, while following thematic threads of friendship, gender and sexuality, self-reflection, feeling, crisis, and utopia. Deans Teaching Fellowship course.
Instructor(s): C. Westcott
Area: Humanities.

AS.060.316. Mapping the Global Metropolis.
Cities have long taken on a central role in literature, but much of our reading about urban space is confined to a few Western hubs. And while the city has traditionally been a space for fictional characters to develop into national subjects, much of the most innovative contemporary writing sees the city as a character of its own. This course will address the representational challenges of globalization through fiction and genre-bending memoir about contemporary metropolises that act as its microcosm: Johannesburg, Lagos, Delhi, London, and New York. We will read primary works by Ivan Vladislavic, Chris Abani, Aravind Adiga, Zadie Smith, and Teju Cole, as well as supplementary excerpts from books including Capital, by Rana Dasgupta, Mike Davis’ Planet of Slums, Atu Quayson’s Oxford Street, Accra, and Loren Kruger’s Imagining the Edgy City. Finally, the course will include theoretical readings about globality and representation, such as Fredric Jameson’s essay on “Cognitive Mapping” and Arjun Appadurai’s seminal book Modernity at Large.
Instructor(s): J. Jackson
Area: Humanities.

AS.060.317. Time Well Wasted: Reading Fiction in the 18th Century.
Is reading fiction just escapism? Or can novels speak to us about real life? We will discuss this question by reading classic works by Defoe, Swift, Fielding, and Sterne. Dean’s Teaching Fellowship Course. Pre 1800 course
Instructor(s): R. Maioli dos Santos
Area: Humanities.
AS.060.318. The Theology of Narrative.
Everything happens for a reason.” “I guess it wasn’t meant to be.” People often impose a narrative logic on life events by reference—however attenuated—to a transcendental order of meaning. This course asks two basic questions: How do theological concepts such as God’s omniscience, Providence, predestination, and prophecy get translated into particular narrative structures? How does narrative experimentation function as a critique of traditional theological viewpoints, particularly around the question of how divine agency is related to the existence of evil? Texts may include: “The Book of Job” (4th century B.C.E.), Voltaire’s “Candide” (1759), Olaudah Equiano’s “Slave Narrative” (1789), Herman Melville’s “Moby-Dick” (1851), Rebecca Harding Davis’s “Life in the Iron-Mills” (1861), James Agee’s “Let Us Now Praise Famous Men” (1941), and Scarlett Thomas’s “Our Tragic Universe” (2010). Recommended Course Background: AS.060.107, a lecture course (200-level) in the English department, or instructor approval.
Instructor(s): J. Hickman
Area: Humanities.

AS.060.319. Values and Gender in Nineteenth-Century British Literature.
The course considers how nineteenth-century British authors—including Ruskin, Gaskell, Eliot, and Wilde—engage and oppose various sets of values in their representations of gender.
Instructor(s): M. Flaherty
Area: Humanities.

AS.060.320. Icons of Feminism.
This course looks at four crucial figures who have haunted feminist thought and responses to feminism over the centuries. Sappho, known as the first female poet, remains an enigmatic icon of feminine desire and creativity; Antigone, the daughter of Oedipus and the heroine of Sophocles’s play Antigone, still inspires feminist analyses of women’s relationship to law, the state and civil society; and Joan of Arc, the militant maid of Orleans, troubles thinking about women and violence as well as women, religion and spirituality. The last figure is Mary Wollstonecraft, often cited as the first modern feminist. The course will examine literary works written about these iconic figures, as well as contemporary feminist writing about their influence and viability as models for the future of feminism.
Instructor(s): M. Favret
Area: Humanities.

In this class, we’re going to briefly survey the major poets of the Victorian era: Alfred, Lord Tennyson, Robert and Elizabeth Barrett Browning, Dante Gabriel Rossetti and his sister Christina, Matthew Arnold, George Meredith, and others. Moreover, we’ll try to situate them in the social, political, and intellectual contexts that gave rise to their works, and investigate the questions that stimulated them and which their works address: we will, for instance, follow Arnold in thinking about the place of religion in the modern world, Meredith in thinking about the nature of moral egoism, and Elizabeth Barrett Browning in recovering the voices of oppressed classes. We’ll also try to address the various formal innovations of poetry in the Victorian era, attending to—for example—Tennyson’s complex re-imagination of the verse of the Arthurian legends and Robert Browning’s development of sophisticated forms of irony. Specific poems to be studied include Tennyson’s “Ulysses” and “The Lady of Shalott,” George Meredith’s “Modern Love,” and Christina Rossetti’s “Goblin Market.”
Instructor(s): P. Fessenbecker
Area: Humanities.

AS.060.322. Indian Ocean.
This course will explore the development of a cosmopolitan ethos in postwar fiction from the Indian Ocean region, with particular focus on South Africa, South Asia, and the Malay Archipelago. Authors will include Aravind Adiga, Pramoedya Ananta Toer, Lloyd Fernando, Tan Twan Eng, and J.M. Coetzee.
Instructor(s): J. Haley
Area: Humanities.

In this course, students will consider the emergence and development of modern British poetry. Beginning with Hopkins and Hardy, two of the forebears of modernist literature, students will read and discuss the war poems of Owen and Sassoon before turning to major modernist poets like Eliot, Pound, and Auden. By reading pertinent critical pieces by and biographical information about these poets, students will acquire an understanding of modernism’s concern with form, its interest in experimentation, and its navigation of both tradition and modernity. Over the course of the semester, students will be asked to write three five-to-seven-page essays on the works previously covered in class.
Instructor(s): E. Steedley
Area: Humanities.

AS.060.326. Spectral Evidence.
Rising to its greatest prominence during the 1692 Salem Witch Trials, “spectral evidence” refers to a category of evidence that involves supernatural claims—dreams, visions, etc. Even in 1692 within the largely homogeneous Euro-American Puritan community, the category raised profound questions about what should count as evidence in legal settings, and, more broadly, about the ontological status of the supernatural—to what extent are certain experiences of the supernatural mediated by private subjectivity and thus difficult to transmit or even illegible in the public sphere? These questions only intensify in cross-cultural contexts like the colonial Americas and postcolonial Australia and South Africa and often get reconfigured into debates about the limits of cultural relativism. This course will examine historical, literary, and filmic sites at which the question of “spectral evidence” comes into play. Texts may include: documents pertaining to the Salem Witch trials; Inquisition records; the novels of Charles Brockden Brown; Nathaniel Hawthorne, “The Scarlet Letter” and other fiction; Edgar Allan Poe, “The Tell-Tale Heart,” “The Pit and the Pendulum,” and other fiction; the spiritualist medium Fox sisters’ confessions; Mark Twain, “Personal Recollections of Joan of Arc”; Arthur Miller, “The Crucible”; Peter Weir, dir., The Last Wave; Gavin Hood, dir., A Reasonable Man; Scott Derrickson, dir., The Exorcism of Emily Rose. Recommended Course Background: AS.060.107, 200-level English course, or instructor approval.
Instructor(s): J. Hickman
Area: Humanities.
Sir Walter Scott and Lord Byron were the best-selling authors of their day by a significant margin. In this course, we’ll attempt to come to terms with their unprecedented success, which was felt within the business of the publishing industry as much as it was in the minds of their fellow writers. Readings include Scott’s poems set in Scotland’s legendary past, Byron’s scandalous and heroic poems (including his masterpiece, Don Juan), as well as a novel by their less-popular contemporary, Jane Austen, whose formally elegant novels must be understood as drawing on and competing with the works of her age’s most dominant literary figures. Additionally, we’ll place a strong emphasis on understanding how the workings of the publishing industry affected not only the habits of reading, but also of writing, during this crucial period in literary history. Secondary readings will help to situate the authors and primary texts in their historical and literary context, and provide practical tools for literary analysis. Assignments will include reading quizzes, response papers, and three longer papers. Required Texts: Walter Scott, The Poetical Works of Walter Scott (Wildside Press) Walter Scott, Waverley (Broadview) Lord Byron, The Major Works (Oxford) Jane Austen, Persuasion (Oxford)
Instructor(s): N. Bujak
Area: Humanities.

AS.060.328. Restoration and 18th Century Literature.
This course is a survey of the major authors and genres in English from 1660-1800. Topics include the rise of the novel, politics and satire, gender and women writers, landscape and ecological consciousness, philosophy, science and literature.
Prerequisites: AS.060.107
Instructor(s): J. Kramnick
Area: Humanities.

AS.060.329. Prophecy after Science.
Prophets and their prophecies are everywhere: whether preached by evangelical visionaries of Rapture, opined by primetime sports forecasters, or sold at hourly rates by countless fortunetellers and astrologers. Our dizzying era, predicated economically, technologically, and politically on objective methods of prediction, comfortably accommodates and even welcomes pre-scientific, prophetic modes of futurity. We look up our horoscopes on our smartphones. How did we come to balance these futures so blithely? Do we - and should we - think of these modes as continuous or separate, complementary or conflicting? This course explores the history of prophecy, from ancient Greek and Judaic sources to current intimations of technological singularity and ecological doom, with a focus on the effect of the rise of science in shaping the course of prophetic writings. The majority of texts in this course come from the literature of 1600-1800 - centuries that witnessed the emergence of our modern scientific disciplines, and the recasting of prophecy in terms of the human imagination.
Instructor(s): W. Miller
Area: Humanities.

This course will survey a variety of novels written since 2000, from literary novels to best-sellers, both in English and in translation (into English). We’ll pay attention to formal and aesthetic questions -- what counts as a good story, at this point in history? -- and we’ll hone our skills in recognizing narrative patterns and motifs across different fictional styles. Authors likely to be considered include Arundhati Roy, Junot Díaz, Roberto Bolaño, Muriel Barbery, Marlene van Niekerke, David Mitchell, and Amitav Ghosh.
Instructor(s): C. Nealon
Area: Humanities.

AS.060.331. Poetry and Perfect Worlds.
A seminar exploring poetic representations of ideal realms. Beginning with classical pastoralists, we will move on to medieval and Renaissance arcadias, Romantic geographies, modernist utopias, and the ecopoetics and necropastoral of the twenty-first century. We will consider in detail what makes a place Edenic or utopian and how the fabrication of an imaginary world relates to the construction of a poetic text. Writers studied may include Theocritus, Virgil, Chaucer, Spenser, Milton, Shelley, Tennyson, T. S. Eliot, W. H. Auden, Lisa Robertson, and Juliana Spahr.
Instructor(s): D. Mao
Area: Humanities.

AS.060.332. Jewish American Fiction.
This course will consider the development of Jewish American fiction over the past century through an examination of major authors and topics, with particular attention to novels whose historical trajectories reach geographically back and forth from America to Europe, and temporally back and forth across the Holocaust, the century’s defining event. These novels thus frequently have multiple settings and treat familial, communal, and intellectual life, along with topics such as emigration, anti-Semitism, and religious belief, over a span of several generations. The list includes authors whose works first appeared in Yiddish (Lamed Shapiro and Isaac Bashevis Singer) and authors whose sensibilities are decidedly American, but all write with attention to the tenuous assimilation, dislocation, trauma, and linguistic complexity that often marked twentieth-century Jewish life, no less in the United States at times than in Europe. Works studied will include: Dara Horn, In the Image; Rebecca Goldstein, Mazel; Bernard Malamud, The Fixer; Lamed Shapiro, The Cross and Other Jewish Stories; Isaac Bashevis Singer, Shosha; Cynthia Ozick, The Shawl; Nicole Krauss, A History of Love; Jerzy Kosinski, Steps; Philip Roth, Nemesis; Shalom Auslander, Hope: A Tragedy: A Novel
Instructor(s): E. Sundquist
Area: Humanities.
Through readings of Scripture, medieval and early modern drama and prose fiction, and modern political theory and environmental writing, this course explores the complex and overlapping status of oaths, pledges, promises, pacts, and contracts. Starting with an examination of speech act theory, this upper division seminar will consider a range of literary "scenes of obligation" in which verbal promises or written contracts bind persons together. We will look at how promises and contracts mediate relationships between humanity and inhuman forces (pledges to God, pacts with the Devil), how they consolidate bonds between human beings (business contracts, marriage contracts), and how they are fulfilled, broken, or re-negotiated. Possible texts include: J. L. Austin, "How to Do Things with Words"; John Searle, "Speech Acts"; Anon., "The Building of the Ark"; "The Flood" (York Corpus Christi Plays); Anon., "Arden of Feversham"; Christopher Marlowe, "Doctor Faustus"; Wil liam Shakespeare, "The Merchant of Venice"; Margaret Cavendish, "The Contract"; and chapters from Jean Jacques Rousseau, "The Social Contract"; Carole Pateman, "The Sexual Contract"; and Michel Serres, "The Natural Contract". Pre 1800 course.
Instructor(s): A. Daniel
Area: Humanities.

This course will study the idea of modernity, a term that has been of continuing use in trying to understand ourselves and our society. We will focus on the major works of prose and poetry that attempted to come to terms with modernity in Victorian Britain. Texts are likely to include non-fiction prose by Mill, Arnold, Darwin, Nightingale, and Pater; Eliot's novel Middlemarch; and poetry by Elizabeth Barrett and Robert Browning, Tennyson, Emily Bronte, Christina Rossetti, Hopkins, and Hardy.
Instructor(s): A. Miller
Area: Humanities.

AS.060.337. James Joyce.
A seminar covering the oeuvre of James Joyce, including but not limited to Dubliners, A Portrait of the Artist as a Young Man, Ulysses, and parts of Finnegans Wake. Selected readings in other writers and in relevant historiography; some attention to Joyce criticism.
Instructor(s): D. Mao
Area: Humanities.

AS.060.338. Literary Scenes.
From Paris in the 1920s to San Francisco in the 1960s and beyond, this course will cover literature produced within major and minor literary "scenes" of the 20th Century. Authors include Hemingway, Stein, Woolf, Ginsberg, Kerouac, and others. Dean's Teaching Fellowship course.
Instructor(s): A. Zecca
Area: Humanities.

Focusing on the long nineteenth century, we will examine how major Anglo-American poets treat the complex relationship between madness, passion, and genius. Additional readings in philosophy and psychoanalysis. Dean's Teaching Fellowship course.
Instructor(s): J. Hann
Area: Humanities.

This seminar will trace the historical development of the slavery debate in the Atlantic world through examination of key texts from a host of genres and locations—Quaker religious tracts, political documents like the Haitian Declaration of Independence, Cuban antislavery novels, slave narratives, and "classics" of American literature like Melville's Benito Cereno. We will consider how the institution of Atlantic slavery was variously represented, justified, and criticized, discovering in the process the deep structures of modern slavery discourse. Texts may include: Aphra Behn, "Oroonoko"; John Woolman's "Journal"; Robert Wedderburn, "The Horrors of Slavery and Other Writings"; Gertruds Gomez de Avellaneda, "Sab"; Frederick Douglass, "My Bondage and My Freedom"; Herman Melville, "Benito Cereno"; Harriet Beecher Stowe, "Dred"; Antonio Castro Alves, "The Slaves".
Instructor(s): J. Hickman
Area: Humanities.

AS.060.341. Milton.
This class will study Milton's poetry and prose across the whole of his writing career, with special attention to Paradise Lost, the great epic poem retelling the story of the fall of humankind. We will consider Milton's literary background, his contemporary political and social milieu, as well as critical debates that surrounding the poet, who was accused of being 'of the devil's party.' Pre-1800 course.
Instructor(s): S. Achinstein
Area: Humanities.

The novel of ideas is often traced to 18th century French or 19th century Russian writing, but it has come broadly to signify works of robust philosophical contemplation. The inherently slippery term seems to indicate a work in which "form" is subsidiary to "content," or at least, in which narrative structures adapt to prioritize thought rather than style, image, or even character. But how, exactly, and about what, do novels "think?" In large part, the novel of ideas is now conflated with a rote and recognizable brand of social realism. This course asks what might qualify as a novel of ideas today, both in terms of the novel's changing relation to geographical space (and thereby the formal spaces in which philosophy might lurk), and of the particular "ideas" it critiques or puts forth. We will read novelists including J.M. Coetzee, Marlene van Niekerk, Jonathan Franzen, Teju Cole, and Ronan Bennett within a longer literary-philosophical tradition, with reference to works such as Candide, War and Peace, Thus Spoke Zarathustra, and Kierkegaard's Diary of a Seducer.
Instructor(s): J. Jackson
Area: Humanities.

This course examines John Milton's commitment to liberty in its many varieties, both public and private, as articulated in his early prose writings and as imagined in his poetic works. Dean's Teaching Fellowship Course. Pre 1800 course.
Instructor(s): R. Buckham
Area: Humanities.
**AS.060.344. The American Renaissance in Technicolor.**
The American Renaissance refers to the boom in U.S. literary production between the 1830s and the 1860s that gave us the American writers who have achieved the greatest stature in the popular mind—Emerson, Thoreau, Hawthorne, Melville, Whitman. This work was in large part animated by literary nationalism—by the self-conscious effort to produce a distinctively "American" literature that could take its rightful place on the world stage. As such, questions about the meaning of American history and the nature of American identity were central to this work both as implicit impetus and explicit theme. Importantly, these questions were being asked during the heyday of "Manifest Destiny"—of Euro-American westward expansion, which displaced Native peoples and Hispanic settlers and perpetuated the enslavement of African Americans. The goal of this course is to read some of the major works of the period’s canonical Euro-American male writers in conjunction with works by African, Native, Latino, and female American writers in order to gain a fuller picture of literary and cultural history during this formative moment. Texts may include: Ralph Waldo Emerson's essays and antislavery lectures; the anonymous historical romance of the Aztec conquest, Xicotencatl; William Apsess, A Son of the Forest, "Eulogy on King Philip"; Frederick Douglass, My Bondage and My Freedom; Henry David Thoreau, Walden, "Slavery in Massachusetts," "Plea for Captain John Brown"; Harriet Beecher Stowe, Uncle Tom's Cabin; Herman Melville, "Hawthorne and His Mosses," Benito Cereno, Moby-Dick; Nathaniel Hawthorne, tales and sketches, The Blithedale Romance; Walt Whitman, Leaves of Grass (1855 edition).
**Prerequisites:** AS.060.107 or English department lecture, or instructor permission.
Instructor(s): J. Hickman
Area: Humanities.

**AS.060.345. Mapping Victorian England.**
The landscape of England changed dramatically during the course of the nineteenth-century, from the unprecedented expansion of the British Empire and the rapid growth of cities and urban environments, to the increasing psychological investment in more confined spaces like the home. In this course, we’ll explore how Victorian literature "maps" these various spaces and, perhaps more importantly, the connections between them. The bulk of our reading will be novels by authors such as Charles Dickens, Elizabeth Gaskell, George Eliot, Anthony Trollope, Thomas Hardy, and Rudyard Kipling, though we’ll also turn to poems, non-fiction prose, and short theoretical readings to enrich our understanding of how Victorian writers attempted to represent the spatial, social, and economic geography of their nation. In addition to examining the "horizontal" connections drawn by these novels—between, for example, the country and the city, the colonies and the capital, the home and the nation as a whole—we’ll also explore how these novelists draw on intellectual developments like the emerging Darwinian worldview and incorporate what we might call “vertical” mapping to understand how the past shapes the present. Throughout, we’ll pay careful attention to how these writers represent the specificity of place and investigate the influence of environment on character and personal development.
Instructor(s): A. Grener
Area: Humanities.

**AS.060.346. Major British Authors: George Eliot.**
In this course we will read the major novels of George Eliot, one of the most significant writers in the history of British fiction. Her novels addressed a number of compelling moral and social issues through powerful narratives about fallen women, disappointed love, tense family dramas, and individual struggles to find meaningful vocation. We will read the works carefully, examining their formal features in relation to philosophical, social, and historical context. To read Eliot is necessarily to enter into a rich engagement with nineteenth-century culture and thought, and in order to further our understanding of her oeuvre, we will read a number of key critical appraisals of individual novels, as well as some of Eliot’s own essays on various topics. Novels will include "Adam Bede", "The Mill on the Floss", "Middlemarch", and "Daniel Deronda".
Instructor(s): A. Anderson
Area: Humanities.

**AS.060.347. American Bibles.**
This course will examine texts drawn from across the Americas—from Mather’s Magnalia Christi Americana to Melville’s Moby-Dick to Euclides da Cunha’s Os Sertões (Rebellion in the Backlands) to Kushner’s Angels in America—that are fundamentally biblical in their inspirations, aspirations, proportions, and allusions. We will consider these texts’ attempts, in the face of globalizing and secularizing forces like Atlantic slavery and German higher criticism, to affirm, undermine, appropriate, and redirect the authority of the ur-canonical text. Recommended Course Background: AS.060.107 or lecture course in English department.
**Prerequisites:** AS.060.107 or a lecture course in the English department.
Instructor(s): J. Hickman
Area: Humanities.

**AS.060.348. Virginia Woolf and Bloomsbury.**
An exploration of the achievements and investments of one of the most influential coteries in the history of Britain. In addition to delving into key fictions by Virginia Woolf, we will examine novels by Leonard Woolf and E. M. Forster, art criticism by Roger Fry and Clive Bell, biographical essays by Lytton Strachey, economic writings by John Maynard Keynes, and poetry by T. S. Eliot.
Instructor(s): D. Mao
Area: Humanities.
This course will introduce students to experimental, conceptual, and constraint-generated literature. In some cases, the texts we will read were created through the application of some particular premise, constraint, or rule-governed system. In other cases, practices of appropriation, creative re-use, or sampling were involved in the generation of textual material (sometimes subjected to editing and transformation, sometimes presented “as is”). What happens to literary meaning, genre identification, and the author/reader contract under these conditions? Can an experiment be evaluated as a success or failure as literature? What’s so “conceptual” about this practice, anyway? And why are the results- often typocast as difficult or resistant to understanding- frequently so funny? In search of answers, we will read widely in experimental and conceptual literature and in the manifestos and critical analyses that surround this work, and we will look at the overlap between experimental and avant-garde literary movements and concurrent processes of “dematerialization” in play within the related domain of the visual arts. Finally, we will consider the importance of digital tools, search engines, and databases in the construction of experimental literature at the present time. Possible authors/texts include Raymond Queneau “Exercises in Style”, Raymond Roussel “How I Wrote Certain of My Books”, Georges Perec “A Void”, Harry Matthews “Oulipo Compendium”, Walter Abish “Alphabetical Africa”, Marjorie Perloff “Unoriginal Genius”, William S. Burroughs “The Cut-Up Method”, Charles Bernstein, “The L=A=N=G=U=A=G=E Book”, Vanessa Place “Notes on Conceptualisms”, Kenneth Goldsmith “The Weather”, Gary Sullivan “The Flarf Files”, Aaron Kunin “The Sore Throat”, Christian Bok “Eunoia”, and David Trinidad and D. A. Powell’s “By Myself, An Autobiography”.
Instructor(s): A. Daniel
Area: Humanities.

AS.060.351. Theory of the Novel.
We all know a novel when we see one, but it’s surprisingly hard to say just what one is. This seminar will introduce the theory of the novel by reading a number of novels along with the works of central thinkers about the novel. We will look at the connection of the rise of the novel form with historical and cultural changes and investigate key stylistic elements. Novelists will likely include Miguel de Cervantes, Johann Wolfgang von Goethe, Jane Austen, Gustave Flaubert, and Virginia Woolf.
Instructor(s): J. Rosenthal
Area: Humanities.

This course takes stock of how the current hot topic of “world literature” has evolved from Immanuel Wallerstein’s work on world-systems theory over the course of the last three decades. We will read work by a wide range of literary critics engaged with the topic of world literature, including Franco Moretti, Pascale Casanova, David Damrosch, Emily Apter, and Alex Beecroft, as well as major “world” novels by Herman Melville, Amitav Ghosh, and Chimamanda Adichie. Students will also be introduced to critical approaches that offer a conceptual alternative to the world literature framework, for example, Edward Said’s ideas on worldliness and contrapuntalism, Gaston Bachelard’s phenomenology of the home, Fredric Jameson’s concept of cognitive mapping, and Eric Hayot’s work on literary “world-creation.” We will ask just how broadly the field can be defined before it loses its critical cohesion. In other words, does world literature exist?
Instructor(s): J. Jackson
Area: Humanities.

AS.060.354. Marlowe and Shakespeare's History Plays.
The first folio of Shakespeare’s works groups his plays into three categories: “Comedies,” “Tragedies,” and “Histories.” This course will consider what a Renaissance history play was. What are the consequences of basing literature on real historical events? How do the ways in history has been dramatized on stage relate to renaissance understandings of history and to how we understand history today? We will read all ten of the plays classed as Histories in the Folio, along with two other Shakespeare plays based on British historical chronicles (King Lear and Cymbeline) and Christopher Marlowe’s Edward II. We will also look at the chronicles and histories that served as sources for the playwrights, and theoretical discussions of the purpose and nature of history and literature from the early modern period. Pre 1800 course
Instructor(s): M. Vinter
Area: Humanities.

This course surveys major authors, genres, and literary movements from 1690-1800. Topics to be discussed include the gendered division of labor, ecological consciousness, British imperialism, the rise of capitalism, and the relation between literary and material labor. We will be reading a variety of texts in poetry, prose, drama, and the novel from authors including Alexander Pope, Daniel Defoe, Jonathan Swift, Eliza Haywood, Stephen Duck, Mary Collier, Mary Leaper, Samuel Richardson, Thomas Gray, Oliver Goldsmith, William Wordsworth, Anna Laetitia Barbauld, and William Blake. Texts will be supplemented with historical, philosophical, and theoretical materials where appropriate. A pre-1800 course.
Instructor(s): K. O’Briain
Area: Humanities.

A comparative study of major works by the South African Nobel Laureates Nadine Gordimer and J.M. Coetzee. Special attention to critical essays by both writers about each other, as well as about issues of shared historical and literary concern. Topics will include the role of the public intellectual in apartheid-era South Africa, competing scales of literary reception and evaluation (e.g. national, international, and universal), and the relationship between politics, form, and genre.
Instructor(s): J. Jackson
Area: Humanities.

AS.060.357. The Novels of Jane Austen.
An intensive study of Austen’s six major novels, read in their literary and historical context.
Instructor(s): J. Kramnick
Area: Humanities.
**AS.060.358. Prophecy and Enlightenment.**

This class considers the relationship between prophecy and enlightenment. These two knowledge regimes, the revelatory and the rational, are often assumed to be opposed, with rationality trumping revelation over revelation in the seventeenth and eighteenth centuries. In recent years, notably post-9/11, we have seen a resurgence of this view from a variety of perspectives, whether of the new atheism or that of historians of enlightenment. We will turn to a number of important primary texts associated with major enlightenment thinkers in order to interrogate more closely the opposition of prophecy and enlightenment at the point of its supposed origin. Doing so should help at once to clarify and complicate the important contemporary narrative pitting science against religion and vice versa. Later in the semester, we will turn to a number of twentieth-century thinkers who bring quite different perspectives to the role of revelation in the history of reason. Pre-1800s course.

Instructor(s): W. Miller

Area: Humanities.

**AS.060.359. Posthumanist Literature.**

Much of the attention surrounding posthumanism has centered upon a late twentieth-century archive of speculative fiction. This 300-level course would take a longer view, tracing a prehistory of literary and critical discourses that challenge the distinction between humanity and its nonhuman others from the late enlightenment to the present day. Students will begin with sections from Jonathan Swift’s Gulliver’s Travels and A Modest Proposal, then progress through texts that link the humanist themes of exploration and conquest to problems of consumption and divergent forms of life, including Herman Melville’s Typee and Thomas M. Disch’s The Genocides. Next they will turn to the link between the bildungsroman, human enhancement, and the concept of “bare life.” Readings in this section include Neal Stephenson’s The Diamond Age, Philip K. Dick’s Do Androids Dream of Electric Sheep, Franz Kafka’s “The Hunger Artist,” and Primo Levi’s If This Is a Man. We will then consider the link between “monstrosity,” hetero-normativity, and sexual abjection. Readings include Mary Shelley’s Frankenstein, James Baldwin’s Another Country, and Margaret Atwood’s Handmaid’s Tale. The course will conclude with two units on posthuman ethics. The first of these, on the concept of “singularity,” will include J.G. Ballard’s The Drowned World and William Gibson’s Neuromancer. Finally, students will consider what Donna Haraway has termed “companionship species,” with readings to include Franz Kafka’s The Metamorphosis and J.M. Coetzee’s Elizabeth Costello. Critical readings will include selections from Katherine Hayles, How We Became Posthuman; Donna Haraway, “A Cyborg Manifesto”; Friedrich Nietzsche, Human, All too Human; Michel Foucault, The History of Sexuality, vol. I; Giorgio Agamben, The Coming Community and Homo Sacer; Jean Jacques Rousseau, Émile; H.G. Wells, Anticipations and Mankind in the Making; Nick Bostrom, Human Enhancement and Global Catastrophic Risks; Alan Weisman, The World Without Us; Peter Singer, Animal Liberation; J.M. Coetzee, The Lives of Animals; and introductory essays by Andy Miah and Neil Badminton.

Instructor(s): J. Haley

Area: Humanities.

**AS.060.360. Jane Austen.**

All of Austen’s completed novels, as well as a selection of her letters. We will examine both her influence on the novel form, and her work’s relation with her social context. We will also consider why Austen has such unprecedented cultural authority today.

Instructor(s): J. Rosenthal

Area: Humanities.

**AS.060.361. Literature, War, Trauma.**

With a focus on the post-World War II period, a world redefined by the catastrophic events of the Holocaust and the atomic bombing of Hiroshima and Nagasaki (as well as the more widespread strategic aerial bombing of civilian targets in Europe and Japan), the course will consider the nexus of literature, war, and trauma across a range of modern works in English, supplemented by some works in translation. What does it mean to live in the shadow of the Holocaust and the ever-present threat of nuclear war? How can annihilation on such a scale be accommodated to historical, theological, and ethical understanding? What is the role of the imagination in addressing such questions? What if the war had had a different outcome? We will investigate the consequences for literature as it attempted to address such questions in fiction, memoir, and commentary. In addition to a range of historical and theoretical readings, we will concentrate on literary works of several kinds: as a point of departure a few primary works by figures such as Primo Levi “The Drowned and the Saved” and John Hersey “Hiroshima”; fictional and non-fictional ruminations on the war’s legacy by figures such as Kurt Vonnegut “Slaughterhouse Five“, D. M. Thomas “The White Hotel“, Msuji Ibuse “Black Rain“, and W. G. Sebald “On the Natural History of Destruction”; counterfactual narratives about the world that might have been, had the Axis powers prevailed, by figures such as Philip K. Dick “The Man in the High Castle”, Ira Levin “The Boys from Brazil”, Philip Roth “The Plot against America”, and Michael Chabon “The Yiddish Policeman’s Union”; and works in which the impact of catastrophic destruction is absorbed into other cultural arenas by figures such as Toni Morrison “Beloved”, Don DeLillo “White Noise”, and J. M. Coetzee “Elizabeth Costello”. Readings are tentative and may be modified. Requirements: class participation, short writing exercises, and two longer papers.

Instructor(s): E. Sundquist

Area: Humanities.

**AS.060.362. Art and the Arab Spring.**

Much has been made of the political ramifications of the Arab Spring: the potential move towards democratic representation, the realization of minority and gender rights, the economic liberalization of markets, the jockeying by world powers to assert influence in the region, and the revitalization of dissident movements. This course will turn its attention to the role of artistic representation in the Arab Spring in order to complicate these political discussions. We will explore widely, considering works of prose, poetry, film, music, performance art, and visual art, from photography to graffiti. We will think through how these mediums are used and to what end, whether as evidence of atrocities, as inspiration and mobilization of dissent, as satirical commentary, or to revitalize appreciation for artistic expression. We will also think about the impact of social media on distribution possibilities and implied audience and track how certain art forms invoke and are invoked by liberal or conservative discourses in complex ways.

Instructor(s): N. Hashem

Area: Humanities.

**AS.060.363. Henry James.**

A reading of the major novels. Recommended Course Background: AS.060.107 or two lower level literature courses.

Instructor(s): S. Cameron

Area: Humanities.
AS.060.364. Utopias.
This course examines how writers have imagined perfect, or at least vastly improved, human societies from antiquity through our own day. Topics of particular interest will be the relation between individual liberty and social cohesion in utopian schemes, views on the nature of happiness and justice, and speculations about the ease or arduousness with which utopia might be created or maintained. Authors to be studied may include Plato, Thomas More, Edward Bellamy, William Morris, Charlotte Perkins Gilman, H. G. Wells, E. M. Forster, and Ursula K. LeGuin.
Instructor(s): D. Mao
Area: Humanities.

AS.060.365. Literature and Modern Philosophy.
Does literature have moral value? How might we begin to answer such a question? This course will survey major attempts by both writers and philosophers to understand the relation between morality and literature, especially fiction. Course will be taught by incoming professor Andrew Miller.
Instructor(s): A. Miller
Area: Humanities.

AS.060.366. Ellison.
After his landmark novel "Invisible Man" appeared in 1952 and won the National Book Award, Ralph Ellison was one of the most highly regarded and influential American writers. Although his writing—beginning with the powerful short stories and criticism that he published in the 1930s and 40s—was steeped in African American history, literature, music, and folklore, he also thought of himself as part of the great tradition of American, European, and classical literature, from Homer through Joyce. He quickly set to work on a second novel dealing with the assassination of a racist senator during the height of the Civil Rights movement, but he came to the end of his life in 1994 without having completed the novel to his own satisfaction. This massive book, which appeared posthumously in a very abbreviated form as Juneteenth and more recently in the much longer Three Days before the Shooting, reveals the work of a master while at the same time it leaves critics and readers with an exceptional puzzle: What would his final intention have been? Why was he unable to complete the novel? How does it speak to the key issues of African American identity, freedom, and the American ideal that Ellison grappled with all his life? At the same time that he worked on his second novel, Ellison became one of the most prolific and important essayists of the twentieth century, and wrote brilliantly about American race relations from the era of segregation through the twentieth century. Even as he was celebrated by the literary establishment, however, Ellison at times found himself as odds with younger black writers and thinkers who felt that public activism, not just artistic greatness, was required of the African American writer. Using Ellison as a lens through which to see the course of American race relations from slavery to the present, the course will include study of all of Ellison's major work: the short stories collected in "Flying Home"; "Invisible Man"; the essays collected in "Shadow and Act" and "Going to the Territory", as well as others; and "Three Days before the Shooting".
Instructor(s): E. Sundquist
Area: Humanities.

AS.060.367. Emerson, Thoreau, Poe.
We shall examine what "divinity," "nature," "Being in general" and "personal identity" differently mean in the writings of Ralph Waldo Emerson, Henry Thoreau, and Edgar Allan Poe, and consider the genres (essay, excursion, home-cosmography, tale, and treatise) in which these authors write. Finally, taking seriously Thoreau's question —"Why do precisely these objects we behold make a world?"—we'll ask how these nineteenth-century American authors construct worlds out of their sustained visions of the intuitive (Emerson), the natural (Thoreau), and the perilous (Poe). Junior/Senior seminar. Recommended Course Background: AS.060.107 or two lower level literature courses.
Instructor(s): S. Cameron
Area: Humanities.

AS.060.368. Aesthetic Play in the Contemporary Global Novel.
This seminar will explore the role of aesthetic play within contemporary world literature in order to ask the question: what challenges to global issues such as imperialism, racial and identity politics, gender parity and socioeconomic disparities are being made not only through subject matter, but through novel approaches to form? We will read short stories, novels, graphic novels, and watch films which subvert expectations about the structure of storytelling: these may include works by Mohsin Hamid, Margaret Atwood, China Miéville, Haruki Murakami, J. M. Coetzee, and Marjane Satrapi. We will also read critical scholarship on the subject of world literature like Pascale Casanova's World Republic of Letters and Aamir R. Mufti's "Orientalism and the Institution of World Literatures."
Instructor(s): N. Hashem
Area: Humanities.

AS.060.371. Major American Authors: Philip Roth.
Over the course of his long career Philip Roth has struck a precarious balance between identification as a Jewish American novelist and insistence that his art escapes such ethnic enclosures. This tension lies at the heart of his work, as indeed some would argue it lies at the heart of the American Jewish experience of the twentieth century. Having emerged as a decidedly rebellious figure who shocked the Jewish community and the nation at large in the 1950s and 60s, Roth has written more than twenty-five novels exploring issues that range from conflicts over assimilation to the roles of the Holocaust and Israel in American Jewish life to the countercultural turbulence of the 1960s to the identity politics of the 1990s. Roth has revealed in forms of fictive autobiography—"counter-lives," "counter-plots," and counterfactual histories—that have enlarged the scope of fiction while still grappling with the tensions and dangers of modern life. Works to be read include: "Goodbye, Columbus"; "Portnoy's Complaint"; "Operation Shylock"; "American Pastoral"; "The Ghost Writer"; "The Anatomy Lesson"; "The Plot Against America"; "The Human Stain"; "The Facts"; "The Counterlife"; "Sabbath's Theater"; and "Nemesis". Requirements: two 8-10 page papers, a class presentation, and participation in discussion.
Instructor(s): E. Sundquist
Area: Humanities.
We will read major fiction by Poe, Melville, and Hawthorne, and consider how conceptions of identity are treated as psychological, philosophical, and historical problems in the writings of these authors. We will also be concerned with the formal inventions that accompany these mid-nineteenth century American investigations of personal identity, and with topics such as gothic horror; divinity; and the status of explanation.
Prerequisites: Prereq: AS.060.107 OR one lower level English course.
Instructor(s): S. Cameron
Area: Humanities.

AS.060.373. Literary Theory.
Two great arguments structure literary criticism and theory: what makes something literature, and what makes something good literature? These arguments will surely never end; but to participate in them can be a great pleasure, and it can sharpen your appreciation of literary writing across the ages. This course will introduce you to the long conversation that has come to be called “literary theory,” with the aim of helping you learn to love not only reading literature, but describing it. Our readings will range from Plato and Aristotle to Kant, Hegel, and Schleiermacher, on to Marx, Freud, and Nietzsche, and finally to a range of recent thinkers.
Instructor(s): C. Nealon
Area: Humanities.

The rise of “creative nonfiction”, in tandem with the acceleration of “reality hunger” in recent years, has shifted scholarly attention (and book sales) in the direction of that which is perceived to be real or true rather than merely imagined or fabricated. But how fictional is “faction”, and through what narrative means is the “real” produced? If nonfiction is a journey that involves the simultaneous opening and occulting of the real, then how does travel writing stitch together its quilts of place and emplacement? These are the kinds of questions we will be asking in this course, based on readings of celebrated contemporary nonfiction writers from across the globe: Haruki Murakami (Underground: The Tokyo Gas Attack and the Japanese Psyche), Katherine Boo (Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity), Bruce Chatwin (The Songlines), Jonny Steinberg (A Man of Good Hope), Paul Theroux (The Great Railway Bazaar), and V.S. Naipaul (The Enigma of Arrival). Only open to English Major/minors and Writing Seminars Majors
Instructor(s): L. de Kock
Area: Humanities.

AS.060.375. Literature of the Holocaust.
The course will focus on reactions to, and representations of, the Holocaust in European, Israeli, and American literature. In moving from the initial response of eyewitness testimony, through the emergence of fiction as one means to test the adequacy of historical accounts and memoirs, and on to more recent reflections on the problem of adequately “remembering” the event, we will consider how the Nazi genocide has entered into world consciousness. What does it mean to have an artistic or aesthetic response to such an event? Why has the Holocaust assumed so a significant role in contemporary life that there are entire genres of literature and film devoted to it? We will also look at some more contemporary writers whose work deals indirectly with the after-effects of the Holocaust. Readings may include: Levi, Survival in Auschwitz; Borowski, This Way for the Gas, Ladies and Gentlemen; Delbo, Auschwitz and After; Kosinski, The Painted Bird; Grossman, See Under: Love; Ozick, The Shawl; Epstein, King of the Jews; Roth, The Plot against America; Appelfeld, Badenheim 1939; Coetzee, Elizabeth Costello; Phillips, The Nature of Blood. Cross-listed with Jewish Studies.
Instructor(s): E. Sundquist
Area: Humanities.

AS.060.381. 2500 Years of Tragicomedy.
Spanning an arc from ancient Greek drama to the bleeding edge of contemporary literature, this course gathers together representative examples of a hybrid dramatic mode which has been derided by philosophers and dramatic theorists but beloved by audiences for millennia: tragicomedy. Variously understood as a comic play with dark elements or a dark play with a happy outcome, tragicomedy raises challenging questions about the nature of genre taxonomy, and the slippery relationship between authorial “tone,” artistic intention, and emotional temperament. As such, tragicomedies offer a particularly revealing insight into both the history of drama and philosophical questions about the nature of spectatorial pleasure. Grounding ourselves with a reading of Aristotle’s Poetics and a consideration of Plautus’ “Amphitrion”, we will read a broad swathe of plays divided evenly between a first half which focuses upon the ancient and early modern period and a second half focusing on the last century, possibly including: Euripides “Alcestis”, Christopher Marlowe “The Jew of Malta”, Anonymous, “Arden of Faversham”, William Shakespeare “Hamlet” and “All’s Well That Ends Well”, John Fletcher “The Faithful Shepherdess”, John Dryden “The Maiden Queen”, Samuel Beckett “Endgame”, Tom Stoppard “Rosenzweig and Guildenstern Are Dead”, Harold Pinter “The Caretaker”, Joe Orton, “The Erpingham Camp”, Young Jean Lee “The Shipment.” Pre-1800 course.
Instructor(s): A. Daniel
Area: Humanities.

Although the robust presence of Jane Austen in popular culture attests to the broad historical appeal of her work, her novels are nevertheless deeply concerned with political, philosophical, and aesthetic questions of her own historical moment. In this course, we’ll read Austen in the context of the late eighteenth-century novel in order to understand how she engages with her literary predecessors. We’ll focus in particular on Austen’s innovations in narrative form and technique, innovations that led one of her early critics to claim that she constituted a “new school of fiction.” Readings by Austen will include “Northanger Abbey”, “Sense and Sensibility”, and “Pride and Prejudice” (all of which Austen conceived and began drafting in the 1790s), along with her “juvenilia.” Other readings will include works by Ann Radcliffe, Mary Wollstonecraft, Frances Burney, Charlotte Smith, and Edmund Burke. Pre 1800 course
Instructor(s): A. Grener
Area: Humanities.
AS.060.386. Narrative, the Mind, and Human Experience.
This course will explore how narratives operate as vehicles for organizing and communicating human experience. We’ll begin by examining the basic mechanics of narratives -- What makes a story a story? How do stories organize experience into meaningful sequences? -- before considering how narratives reflect patterns of human evolution and the development of consciousness. Indeed, our primary interest will be these cognitive elements of narrative; we will consider how narratives relate to the structure of the human brain, as well as their capacity to immerse us in the minds of other individuals, both fictional and real. By the end of the semester, then, you’ll not only have a better understanding of how narratives create meaning (and a robust set of terms and concepts with which to approach them), but also a heightened appreciation for how narratives relate to the architecture of your mind and your daily life. Primary texts include novels by Jane Austen, Raymond Chandler, Ford Madox Ford, Kazuo Ishiguro, and Virginia Woolf.
Instructor(s): A. Greener
Area: Humanities.

AS.060.388. Old World/New World Women.
This course considers women’s experiences in British North America during the period 1620-1773 as a three-way encounter between Europeans, Africans, and First-nations peoples of America. We will focus on three great women writers, Anne Bradstreet, Aphra Behn, and Phyllis Wheatley, supplementing their contribution to literary tradition with many sources. Pre-1800 course
Instructor(s): S. Achinstein
Area: Humanities.

AS.060.391. Early American Literature.
This course is an introduction to literatures drawn from across the Americas, although primarily the British North American colonies that would eventually become the United States, from first contact in 1492 up through the American wars of independence. Our readings are roughly organized according to chronology and genre. We will think about the adapted and emergent generic forms through which “the New World” was ongoying invented, including genres like the Indian captivity narrative and the slave narrative that arguably make their debut in world literary history in the Americas during this time frame. We will conclude by attending to the rather late emergence of the novel in American literary history, reading four novels that appeared in the early US national period. The objective of the course is simply to contextualize and analyze a wide array of texts, each of which richly rewards the engaged reader, in order to trace the origins of American literatures. Course texts may include contact narratives (Columbus, Caminha, Smith, Hennepin); conquest narratives (Mather, Las Casas, Poma de Ayala); Indian captivity narratives (Cabeza de Vaca, Rowlandson, Staden); slave narratives (Gronniosaw, Jea, Cugoano); revolutionary polemics (Paine, Bolivar); and the earliest American novels: William Hill Brown, The Power of Sympathy; Hannah Webster Foster, The Coquette; Leonora Sansay, Secret History or, the Horrors of Santo Domingo; Charles Brockden Brown, Arthur Mervyn. Fulfills the pre-1800 requirement.
Instructor(s): J. Hickman
Area: Humanities.

AS.060.394. Class Fictions.
This seminar investigates one of the central concerns of nineteenth-century fiction: social and economic class. Why did raising oneself from humble beginnings and falling into poverty, become such familiar stories? And why are they still so familiar today? We will look at how a number of writers approached the topic of class mobility, each with a unique blend of excitement and anxiety. Authors will likely include Jane Austen, Honoré de Balzac (in translation), Charles Dickens, and William Dean Howells. In order to understand our topic better, we will also look at a selection of theoretical work on the nature of class.
Instructor(s): J. Rosenthal
Area: Humanities.

A traveling salesman turns into a giant cockroach, an American adman switches bodies with his wife, a Brazilian philosopher may or may not be reincarnated as his beloved dog, and a British scientist creates half-animal humanoids on a secluded island. These are just a few examples of the fantastical, allegorical, comical, dreamlike, grotesque, and bizarre stories that were produced throughout the world during the modernist period. Modernism has often been associated with social and political change; colonial rule was waning, cosmopolitanism emerging, and new modes of production were affecting social organization. In literature, modernist authors broke from the realist style and turned instead to myths, folktales, and new forms of expression. In this class, we will consider a range of cultural and historical conditions that inform these stories of transformation. Do these stories reveal anxieties about dehumanization in an increasingly high-pressure workplace or do they reveal fantasies about idleness? Are they nostalgic for a local folkloric tradition in an age of cosmopolitanism or are they creating a kind of mythic universalism? How do these character transformations allow for reassessments of identity in terms of gender construction, sexuality, or in terms of human and animal relations? Authors include: Edgar Allan Poe, Nikolai Gogol, Franz Kafka, H. G. Wells, Virginia Woolf, Rebecca West, Machado de Assis, T. S. Eliot, Charlotte Gilman Perkins, Thorne Smith, and James Joyce. Throughout the semester, the primary texts will be supplemented with secondary reading and critical interpretations. Primary Texts: Machado de Assis, “Philosopher or Dog” T. S. Eliot, “The Wasteland” Charlotte Gilman Perkins, “Herland” Nikolai Gogol, “The Nose” Franz Kafka, “The Metamorphosis” Ovid, selections from “Metamorphoses” Edgar Allan Poe, selections Thorne Smith, “Turnabout” H. G. Wells, “Island of Dr. Moreau” Rebecca West, “The Return of the Soldier” Virginia Woolf, “Orlando”
Instructor(s): K. Wedekind
Area: Humanities.

AS.060.397. Thomas Pynchon.
This course is a study of the fiction of Thomas Pynchon. We will likely focus on two novels, Gravity’s Rainbow (1973) and Against The Day (2009). Along the way, we will discuss Pynchon’s particular interpretation of what character should look like, what the novel’s relationship to history might be, and whether and how his writing examples something called “postmodernism.”
Instructor(s): C. Nealon
Area: Humanities.
In order to log on to JHU’s GuestNet you must “agree that your activities on the Guest Network shall not...[among other things] be obscene.” But what is obscene? What does the law determine as obscene today, and how has that determination changed over the past century? These questions will lead us to considerations of publicity and privacy, morality and standards of decency. This course will examine artworks and performances in a variety of media that have been publicly accused of indecency or obscenity. We will read legal judgments of obscenity and discuss their implications for figures such as Wilde, Joyce, Miller, Ginsberg, Bruce, Carlin, Prince, 2 Live Crew, and others.

Instructor(s): J. Chilton
Area: Humanities.

AS.060.402. The Literature of Atlantic Revolution.
This course will consider how political revolutions in the Atlantic World, from the English Civil War of the 1640s to the European revolutions of 1848, were represented and theorized in contemporary literary texts and how those revolutions in turn affected literary history. We will consider questions like: What is revolution? Can revolution be represented? How do literature and history inform each other? Texts may include: John Milton’s tracts; Thomas Paine’s writings; US and Haitian founding documents; Edmund Burke’s “Reflections on the Revolution in France”; Leonora Sansay’s novel, “Secret History, or the Horrors of Santo Domingo”; selected Hawthorne and Melville short stories; Martin Delany’s “Blake, or the Huts of America”. Pre 1800 course
Instructor(s): J. Hickman
Area: Humanities.

AS.060.408. Rising and Falling in Marlowe and Jonson.
This course considers the problem of negativity within two of the great “success stories” of English Renaissance literature: Christopher Marlowe and Ben Jonson. In praising “the sweet fruition of an earthly crown” or humbly recommending that one “keep thy shop, and thy shop will keep thee”, these authors both seem to extol tangible visions of worldly advancement. Yet each author’s work can also be read as a savage moral critique of those very ambitions and energies. What can the fierce competitions staged within the urban, masculine world of their plays and poems teach us about the lures and limits of success? Tracking their movements in and out of prison, in and out of royal favor, and in and out of critical fashion, we will read either one play or a substantial group of poems per week. Students will be asked to craft two short papers and an extended final essay. Possible texts include: “Tamburlaine”, “The Jew of Malta”, “Edward III”, “The Tragical History of Doctor Faustus”, “Sejanus His Fall”, “Volpone”, “The Alchemist”, “Catiline His Conspiracy”, “The Masque of Blackness”, and “Bartholomew Fair”. Pre 1800 course
Instructor(s): A. Daniel
Area: Humanities.

AS.060.509. Senior Essay.
The English Department offers qualified majors the option of writing a senior essay. This is to be a one-semester project undertaken in the fall of the senior year, resulting in an essay of 30-35 pages. The senior essay counts as a three-credit course which can be applied toward the requirements for the major. Each project will be assigned both an advisor and a second reader. In addition, students writing essays will meet as a group with the Director of Undergraduate Study once or twice in the course of the project. The senior essay option is open to all students with a cumulative GPA of 3.8 or higher in English Department courses at the end of the fall term of their junior year. Project descriptions (generally of one to two pages) and a preliminary bibliography should be submitted to a prospective advisor selected by the student from the core faculty. All proposals must be received at least two weeks prior to the beginning of registration period during the spring term of the junior year. Students should meet with the prospective advisor to discuss the project in general terms before submitting a formal proposal. The advisor will determine whether the proposed project is feasible and worthwhile. Individual faculty need not direct more than one approved senior essay per academic year. Acceptance of a proposal will therefore depend on faculty availability as well as on the strength of the proposal itself. When completed, the senior essay will be judged and graded by the advisor in consultation with the second reader. The senior essay will not be part of the Department’s honors program, which will continue to be based solely on a cumulative GPA of 3.6 in English Department courses.
Instructor(s): Staff
Area: Humanities.

AS.060.570. Independent Study.
Instructor(s): Staff.

AS.060.572. Internship-Intersession.
Instructor(s): Staff.

AS.060.597. Independent Study.
Instructor(s): E. Sundquist; F. Ferguson; J. Rosenthal.

AS.060.598. Internship-English.
Instructor(s): Staff.

AS.060.606. Renaissance Comedy.
Why is comedy so easy to enjoy and so hard to think about? Is “the comic” a genre, a mode, an affective state, a social practice, or none/all of the above? What does comedy have to do with the body? What does it have to do with social location? What historical accidents, psychological barriers and cultural taboos must be re-considered in order to address these questions? Starting from classic texts in genre theory and psychoanalysis, this course try to put Aristotle and Freud into dialogue with recent early modern critical scholarship on affect, drama and the body. Possible texts/authors include: Aristotle’s Poetics; Sigmund Freud, Jokes and Their relation to the Unconscious; Rosalie Colie The Resources of Kind; Gail Kern Paster, The Body Embarrassed: Drama and the Disciplines of Shame in Early Modern England; Will Stockton, Playing Dirty: Sexuality and Waste in Early Modern Comedy; Julia Kristeva, Powers of Horror: An Essay on Abjection; Alenka Zupanic, The Odd One In: On Comedy, and others. The historical spine of the course will be a weekly sequence of classical and early modern comic plays by Plautus, Terence, Aristophanes, Peele, Lyly, Shakespeare, Jonson, Beaumont, Wycherley, Etheredge, and Behn.
Instructor(s): A. Daniel
Area: Humanities.
AS.060.607. Lives and Afterlives of Anti-Humanism.
This seminar will offer a preliminary history of the 20th-century critique of “humanism” -- a critique that has continued to take new forms, long after we might imagine humanism to have been laid to rest. Beginning with Heidegger and Carl Schmitt, we will spend time with Sartrre, Althusser, the phenomenologists, and key post-structuralists, before moving on to the current variety of post- and anti-humanisms in philosophy (object-oriented ontology, speculative realism), and cultural and critical theory (eco-criticism and queer theory). Why has it been important to critique “humanism”? What is the ongoing appeal of making that critique?
Instructor(s): C. Nealon
Area: Humanities.

AS.060.610. What is Reading?.
What is reading? The question is not meant metaphorically. “We take for granted,” Mark Taylor writes, “our capacities to invent and interpret, and devote ourselves to exercising those capacities and publishing the results.” Yet, he continues, “It is the capacities themselves that need explaining. Reading is not giving a reading . . . Giving readings is important and could be done better if we understood reading . . .

The most amazing phenomenon our profession confronts, and the one for which we have the least explanation, is that a reader can make sense of a text, and that there are certain regularities across the individual senses made of a given text” (Taylor 19). This seminar aims to bring us close to understanding the “most amazing phenomenon our profession confronts,” drawing on recent work in cognitive psychology, history of the book, disability studies, and theories of media new and old. We will consider debates about modes of reading as different as paleography, Braille, and scanion, and reckon with the possibility of non-human reading. I hope to invite in faculty from Cognitive Science and Informatics, Disabilities Studies, Classics and Library Science to explain what they mean when they talk about reading. But the final goal of the seminar is to help us identify the importance of literary studies in that conversation. To what extent does the literary object teach us about reading?
Instructor(s): M. Favret
Area: Humanities.

AS.060.611. Early/Modern/Violence.
This course looks at the intertwining of the categories of secular and religious in the English literature of violence in the early modern period. Literary representations of, and meditations upon, violence will be considered in Spenser, Nashe, Marlowe, Milton and Behn. Early modern thinkers will include humanists, theologians and philosophers (Augustine, Ficino, Calvin, Hobbes, Spinoza, Locke). We will consider such topics as: How religion is (or is not) a ‘transhistorical’ category; how the Enlightenment’s critique of religion was founded on the experience of the ‘wars of religion’; the creation of religious Others; the connection between religion and the rise of the modern state; the war-peace distinction; the friend-enemy distinction; how the sacredness of human life is understood; the links between violence and humanitarianism (indeed, what is the human?); torture; ‘violence’ as a transhistorical category; the pairing of violence to justice. There will be engagement with contemporary thought of Arendt, Derrida, Benjamin, Zizek, Anidjar, Asad, Tilly, Virilio, Schmidtt, Girard, Scarry, Taylor and others.
Instructor(s): S. Achinstein
Area: Humanities.

AS.060.615. The Literary and the Secular.
Embedded many theses of secularization is an implicit process of tropologization—the sign that secularization is underway is precisely when sacred forms and contents begin to circulate as figures unmoored from their original devotional contexts and thereby become subject to everything from blasphemous parody to heterodox elaboration to blasé immanentization, in a word, to the whims of the literary imagination. This seminar will examine theories of secularization that reflect and reflect upon this tacit linkage of the secular and the literary and also trace crucial developments in the literary and intellectual history of Atlantic Romanticism (with a special focus on the distinctive genre of the American romance) that might offer alternative views of undeniable transformations perhaps ineffectively referred to the rubric of “secularization.” Secondary texts may include T.E. Hulme, “Romanticism and Classicism”; Carl Schmitt, Political Theology; Hans Blumenberg, The Legitimacy of the Modern Age; M.H. Abrams, Natural Supernaturalism; Charles Taylor, A Secular Age; Roberto Calasso, Literature and the Gods; Michael Kaufmann, “The Religious, the Secular, and Literary Studies”; Colin Jager, Unquiet Things: Secularism in the Romantic Age. Primary texts may include selected poetry of William Blake, Percy Shelley, Friedrich Hölderlin, and others; canonical theoretical definitions of the “romantic” from the Schlegels, Coleridge, etc.; Joseph Smith, The Book of Mormon; Edgar Allan Poe, Arthur Gordon Pym; Nathaniel Hawthorne, prefaxes, selected tales, The House of Seven Gables, The Marble Faun; Herman Melville, Mardi; Harriet Beecher Stowe, Dred; Martin Delany, Blake or, the Huts of America.
Instructor(s): J. Hickman
Area: Humanities.

AS.060.616. Milton.
A seminar covering the career of John Milton, including all his major poetry and much of his prose. There will be attention to the history of printing, publication and concepts of reading and writing, as well as to current issues and topics within early modern studies that bear on Milton (e.g. materialism, secularization, ‘surface’ reading, political theology, quantitative vs hermeneutic methods, actor-network theory). As such, the course will also be an introduction to various methods in early modern studies.
Instructor(s): M. Thompson; S. Achinstein
Area: Humanities.

AS.060.617. Poetry and Social Organization.
This course will consider how poets writing in English have described, imagined, and critiqued orderings of persons and institutions since the eighteenth century: texts examined will include poems, critical essays, and manifestos as well as writings in several non-literary disciplines. One matter of continuing interest will be the relationship between poems’ internal organization and the organization of societies; another will be the implications of ‘thinking of societies as ordered or subject to ordering. Poets to be studied may include Pope, Wordsworth, Shelley, Eliot, Zukofsky, Oppen, Niedecker, Walcott, and Ronald Johnson.
Instructor(s): D. Mao
Area: Humanities.
AS.060.618. Modernism and Authenticity.
Could modernism as we know it have emerged absent anxiety about what it means really to live, really to feel, really to think? We will explore this question through a range of texts—long and short, fictional and non-fictional, poetic and in prose—by authors such as Friedrich Nietzsche, Oscar Wilde, Gabriele D’Annunzio, W. B. Yeats, T. E. Hulme, E. M. Forster, Mina Loy, T. S. Eliot, F. T. Marinetti, Gertrude Stein, Virginia Woolf, William Carlos Williams, Nella Larsen, Wallace Thurman, Walter Benjamin, Theodor Adorno, and Lionel Trilling. Topics to be considered will include decadent imposture, the attenuation of experience, enchanted and disenchanted violence, and technology-driven alienation.
Instructor(s): D. Mao
Area: Humanities.

AS.060.619. The Time is Out of Joint: Shakespearean Temporalities.
This course is designed to serve a double purpose: first, we shall read and analyze a substantial body of Shakespearean drama and poetry for its resources as a means for thinking about time, temporality, and historical change. Concurrently, we shall read and respond to debates in recent early modern literary scholarship about secularity, modernity and the problem of “presentism” as a critical orientation towards the past. If a previous critical generation enlisted Shakespeare into service as an exemplar of an incipient modernity based upon a tacit assumption of a secular bias, has that assumption been complicated by recent evidence and fresh readings? How might we rethink the relationship between religious discourse and academic periodization? In the process of answering these questions, it is hoped that a plurality of other Shakespeares—whether medieval, untimely, recusant Catholic, crypto-atheist, queer, anarchonic, or “presentist”—might emerge. In addition to Shakespeare, possible critical and secondary authors include Augustine, Henri Bergson, Johannes Fabian, Jan Kott, Madhavi Menon, Elizabeth Freeman, Kathleen Davis, Agnes Heller, Paul Kottman, Eric Mallin, Hugh Grady and Stanley Cavell.
Instructor(s): A. Daniel
Area: Humanities.

This course offers a critical and historical introduction to the Frankfurt School.
Instructor(s): M. Thompson
Area: Humanities.

AS.060.622. Perspective.
Perspective, or point of view, is a seemingly inescapable term in critical work on fiction. In this course we will study this concept as it has been developed in literary studies and, contrastively, in art history and film studies. We’ll enter two overlapping areas of study, one theoretical, one critical. The first concerns the concept of perspective as developed in literary theory, art theory, and film theory; the second concerns a set of fictions, paintings, and films. Our aims will be to develop a more adequate understanding of the concept and to assess the implications of our current usage of it.
Instructor(s): A. Miller
Area: Humanities.

AS.060.623. Cross-Period Literary Study.
This seminar will be an experiment in training graduate students to develop an awareness of scholarship outside their own historical period, so as to re-think contemporary questions of periodization and modernity, as well as genre and form. The course will be organized around literary-critical readings from recent scholarship from the classical period to the 21st century, and around visits from scholars, especially junior scholars, working in those periods.
Instructor(s): C. Nealon
Area: Humanities.

AS.060.625. Modernism and Sacrifice.
Instructor(s): M. Thompson
Area: Humanities.

AS.060.628. Literature of the Holocaust.
The seminar will focus on reactions to, and representations of, the Holocaust in literature. In moving from eyewitness testimony and survivor memoir, through the emergence of fiction as one means to test the adequacy of such accounts or extend them into a new register, and on to more recent reflections on the problem of adequately “remembering” the event in which memory is constantly at issue, we will consider how the Nazi genocide has entered into world consciousness. Although the focus of the course will be on literature, primary readings will be studied with close attention to historical contexts as they bear on questions of authorship, representation, and reception, and to the theoretical vocabularies that have emerged from successive stages of post-Holocaust inquiry. American works will be emphasized but not the sole concern. Primary readings (all in English) will include some of the following: Elie Wiesel, “Night”; Primo Levi, “Survival in Auschwitz”; Charlotte Delbo, “Auschwitz and After”; Tadeusz Borowski, “This Way for the Gas, Ladies and Gentlemen”; John Hersey, “The Wall”; Leon Uris, “Exodus”; Jerzy Kosinski, “The Painted Bird”; Jorge Semprun, “The Long Voyage”; Imre Kertesz, “Fatelessness”; David Grossman, “See: Under Love”; Leslie Epstein, “King of the Jews”; Cynthia Ozick, “The Shawl”; Philip Roth, “The Plot against America”; and William Gass, “The Tunnel”, with various historical and theoretical works in accompaniment. Requirements: a circulated discussion paper; reports on critical/theoretical works; participation in discussion; a research paper.
Instructor(s): E. Sundquist
Area: Humanities.
AS.060.629. Poetry and Poetics after the 'Linguistic Turn'.
This seminar will canvas a few of the many developments in English-language poetry, and in poetic theory, that have emerged since the heyday of post-structuralism, on the one hand, and "language"-driven poetry, on the other. The readings will include recent critical work by Joel Nickels, Ruth Jennison, Oren Izenberg, Maria Damon, and others; the poetry will be a combination of recent volumes by contemporary writers, and individual poems.
Instructor(s): C. Nealon
Area: Humanities.

AS.060.632. Sovereignty, Community, and 17th Century Literature.
Can we think sovereignty and community together? How might the vertical axis of sovereignty and the horizontal axis of community complicate or multiply each other? What conversations are possible when we attempt to reconcile these two contrary formations, and how does the early modern theory and practice of absolutism infect contemporary theory? In this course we will read texts from across the seventeenth century (from Shakespeare and Ford to Milton, Dryden and Behn) in which the person of the monarch, sovereign, leader or judge and the larger structural institution of sovereignty slip out of alignment with each other. We will then read early modern political texts about sovereign power and the constitution of state power and monarchical authority from Jean Bodin, James I, and Thomas Hobbes. This early modern sequence will be placed in dialogue with contemporary theorists of sovereignty and/or community: potential authors include Schmitt, Nancy, Agamben, Esposito, Derrida, Blanchot, and De Landa.
Instructor(s): A. Daniel
Area: Humanities.

This course is about the poetics of the lens and the mirror. From Wordsworth to Hardy, from Anna Barbauld to ‘Michael Field’ (the pseudonym of two women), poetry is haunted by the virtual image. Lens-made technologies, developed in the late Enlightenment, from the ‘high’ science of the telescope and microscope to the popular culture of the magic lantern and optical toys, created for a mass public for the ‘high’ science of the telescope and microscope to the popular culture of the magic lantern and optical toys, created for a mass public for the first time a newly mobile screened image that could be thrown from one surface to another. This was a non-mimetic image made with the aid of the glass lens by light out of light. From this arose the screen practices of the phantasmagoria, diorama, panorama, kaleidoscope, and a host of optical toys exploiting visual ambiguities. The course explores the immanent presence of these in Romantic and Victorian poetry, studying poems and concurrently the documents of visual and optical theory generated by the new technologies. It includes work by male and female poets. We will consider how poets explored the philosophical implications of the poetics of the lens and a new epistemology. Technologies of the lens and mirror had repercussions across aesthetics and politics.
Instructor(s): I. Armstrong
Area: Humanities.

AS.060.642. Readings in Aesthetics.
This course offers a general survey of twentieth-century aesthetics, with particular emphasis on (but not limited to) the Interbellum (1919-1939) and its immediate aftermath. Some of the authors under consideration are: Heidegger; Levinas; Sartre; Blanchot; Bataille; Merleau-Ponty; Benjamin; Adorno; and Gadamer.
Instructor(s): M. Thompson
Area: Humanities.

AS.060.644. The Trouble with "Modernity."
This course will offer some genealogies and critiques of the various modernity-theses that provide us ready-to-hand (and perhaps too easy) periodizations in the humanities. Readings will include Hans Blumenberg, Martin Heidegger, Marshall Berman, Perry Anderson, Hans-Robert Jauss, Larry Norman, Charles Taylor, and Ellen Meiksins Wood.
Instructor(s): C. Nealon
Area: Humanities.

AS.060.646. Transnational American Studies.
This seminar will consider the "transnational turn" in American studies in particular and the humanities more generally. What, if anything, is at stake in this turn? What sort of a corrective does it mean to offer? What political fantasies drive it? Half of the course will be dedicated to reconstructing the genealogy of the turn and will involve reading primarily theoretical and critical texts. Texts may include: Wai-Chee Dimock, "Through Other Continents"; Laura Doyle, "Towards a Philosophy of Transnationalism," Eric Lott, "Anti-American Studies"; Donald Pease, The New American Exceptionalism". The other half will be dedicated to reading American literary texts that have invited or might invite transnationalist readings. Texts may include: Joel Barlow, "The Vision of Columbus"; Herman Melville, "Moby-Dick"; Martin Delany, "Blake, or the Huts of America"; Leslie Marmon Silko, "Almanac of the Dead"; Karen Tei Yamashita, "Tropic of Orange". We will ask to what extent these texts are already doing something like "transnational American studies" and how the longstanding figuration of American nationality (not just the US but other American nations) as a species of transnationality ("a nation of nations") might cause us to reconsider the cultural work of recent transnational American studies.
Instructor(s): J. Hickman
Area: Humanities.

This seminar will explore George Eliot’s major novels alongside selections from the considerable body of criticism that has grown up around her oeuvre. Topics of discussion will be determined in part by seminar participants, but we will certainly address the following: the nature of her idealism (and its relation to her realism), her long argument with religion, the tension between her larger theories of the moral life and her treatment of embedded, struggling individuals, and the larger relations among her sociological, philosophical, and existential perspectives. Eliot was a polymath, and we will need to situate her thinking and her art in relation to a wide range of continental and English sources. We will also pay special attention to the formal features of her novelistic project: the function of her narrators, the character system considered within and across the novels, the role of argument and philosophy within the works, and the particular forms of plotting and mode she employs. Novels will include "Adam Bede", "The Mill on the Floss", "Romola", "Felix Holt", "Middlemarch", and "Daniel Deronda".
Instructor(s): A. Anderson

This course serves as an advanced introduction to the texts, issues and criticism surrounding African-American literature. In it, we will read works from the field’s major genres: the slave narrative; the novel; poetry; autobiography; the essay; and literary criticism. Authors under consideration will include: Wheatley; Du Bois; Douglass; Jacobs; Hurston; Hughes; Wright; Baldwin; Morrison.
Instructor(s): M. Thompson
Area: Humanities.
AS.060.651. Form and Matter.
This course takes a look at revived interest in formalism and materialism in critical theory as it bears on the literature of the long eighteenth century: topics include formalism and close reading from the new criticism to the present, object oriented ontologies and eighteenth-century materialisms, cognitive criticism and phenomenology.
Instructor(s): J. Kramnick
Area: Humanities.

AS.060.652. Narrative and the Unconscious before Freud.
TBD
Instructor(s): J. Rosenthal.

AS.060.656. Literature and Philosophy, Locke to Wordsworth.
This is a class on epistemology, aesthetics, and literary form in eighteenth-century British writing. We will focus particularly on perception and look at how poetry, fiction, and the visual arts recruit and account for phenomenal experience or consider material and natural objects. We’ll ask (for example) what happens when the empirical psychology of consciousness or the categories of the sublime, beautiful, and picturesque take narrative or poetic form. Authors include Locke, Addison, Thomson, Hume, Burke, Sterne, Smith, Gilpin, Cowper, and Wordsworth, read alongside recent criticism and theory, including new work in phenomenology and the philosophy of mind.
Instructor(s): J. Kramnick
Area: Humanities.

AS.060.662. Edwards, Emerson, Thoreau.
We shall examine what “divinity,” “nature,” “Being in general” and “personal identity” differently mean in the writings of Jonathan Edwards, Ralph Waldo Emerson and Henry Thoreau (the emphasis will be on the two nineteenth-century American writers); how “the intuitively beheld and immediately felt” (what Edwards called “experiential religion”) are contrastively understood in the writings of the three; and to what end these literary and philosophical writings marginalize persons-- and even evacuate them--from their scrutiny. We shall also examine features of the prose (Edwards’s “rhetoric of sensation”; Emerson’s contradictions; Thoreau’s infatuation with particulars), and the genres in which the three authors write: the sermon, the treatise, the journal entry, the lecture, and the essay. Finally, we shall consider Adorno’s proposition in “The Essay as Form” that discontinuity is essential to the essay, that “the essay rebels against the doctrine, deeply rooted since Plato, that what is transient and ephemeral is unworthy of philosophy.”
Instructor(s): S. Cameron
Area: Humanities.

AS.060.663. Sacred Spaces and the Novel, 1853-1926.
This course offers both a survey of late nineteenth- and early twentieth-century prose fiction of Britain and its empire and an examination of recent scholarship on literature’s relation to religion and the geographies of modernity. We’ll begin with three Victorian novels inhabiting the convergence between historical imagination and religious inquiry (Charles Kingsley, George Eliot, Walter Pater), move on to three turn-of-the-century narratives in which the momentum of the quest confronts sacred implacability (Olive Schreiner, Joseph Conrad, Rudyard Kipling), and conclude with three novels of the 1920s propelled by pagan ecstasy (E. M. Forster, D. H. Lawrence, Sylvia Townsend Warner). Primary readings will be accompanied by critical and theoretical texts from György Lukács, René Girard, Fredric Jameson, David Harvey, Leela Gandhi, and others.
Instructor(s): D. Mao
Area: Humanities.

AS.060.665. Whitman and Dickinson.
An examination of the formal, conceptual, and philosophical innovations in the work of the two major nineteenth-century American poets. We’ll consider the premises behind Whitman’s poetry of wholes (nothing left out) and Dickinson’s poetry of fragments. How does Whitman reconcile the need for formal universals with the emotional attachment to substantive particulars? How does Dickinson find a language for the off-the-map quality of private experience?
Instructor(s): S. Cameron.

A reading of the major novels.
Instructor(s): S. Cameron
Area: Humanities.

This course takes its cue from a basic etymological kinship between “discovery” and apocalypse (ἀποκάλυψις, literally “un-covering”). How are world-building and world-ending related? What pathways join the literary and philosophical construction of new worlds with theological and theoretical scenarios of revelation, extinction, and doom? In search of answers, this course reads Renaissance narratives of cosmogony, proto-science fiction and utopian discovery alongside contemporary theories of “worlding”, environmental futurity, climate change, and planetary precarity. After commencing with Lucian and Plutarch, we will read a comprehensive sequence of early modern fictions in which utopias, new worlds and/or new planets are visited or “discovered”: Thomas More, Utopia; Robert Greene, Planetomachia; Tommaso Campanella, The City of the Sun; Johannes Kepler, Somnium (The Dream); Francis Bacon, New Atlantis; Margaret Cavendish, The Description of a New World, Called the Blazing World; Aphra Behn’s translation of Fontenelle’s Conversations on the Plurality of Worlds. These early modern texts will be read alongside works in primary philosophy and contemporary eco-theory that constellate key concepts: earth, planet, and world. Texts include Martin Heidegger, Being and Time; Jacques Derrida, “Of An Apocalyptic Tone Recently Adopted In Philosophy”; Timothy Morton, Hyperobjects: Philosophy and Ecology After the End of the World; Jeffrey Cohen, Prismatic Ecology: Ecotheory Beyond Green; Ray Brassier, “The Truth of Extinction” (from Nihil Unbound); Gayatri Chakravorty Spivak, “Planetarity” (from Death of A Discipline).
Instructor(s): A. Daniel
Area: Humanities.

AS.060.673. Migrant Modernism.
Responding to literary scholarship’s continuing concern with the exile, the refugee, the cosmopolitan, and the networks and flows of modernity, this seminar examines the migrant origins and later migrations of English-language modernism. Readings in Ezra Pound, T. S. Eliot, Gertrude Stein, Mike Gold, Claude McKay, Jean Rhys, George Lamming and other writers will be complemented by relevant critical and theoretical texts.
Instructor(s): D. Mao
Area: Humanities.
AS.060.676. Facts and Fiction.
We will examine the vexed place of facts in literature and literary criticism. What are the historical and ideological preconditions for focusing on the study of people that never existed, and events that never occurred? And how did literary criticism privilege an analysis of meaning of works or literary moments, as opposed to verifiable, and reproducible facts? What does all of this tell us about the recent rise of quantitative literary analysis, and the strong resistance it has encountered? This discussion will include an examination of how different disciplines define notions like “fact,” “argument,” and “evidence”—in order to better understand our own discipline’s principles. In addition to a selection of eighteenth- and nineteenth-century novels yet to be determined, readings will include Émile Zola, Martin Heidegger, Wolfgang Iser, Hans-Robert Jauss, Hans-Georg Gadamer, Bertolt Brecht, Georg Lukács, Fredric Jameson, Theodor Adorno, Karl Popper, Mary Poovey and Franco Moretti.
Instructor(s): J. Rosenthal
Area: Humanities.

AS.060.678. Melville, Poe, Hawthorne.
A reading of the major fiction of Poe, Melville, and Hawthorne with an emphasis on Melville.
Instructor(s): S. Cameron.

This seminar will offer an in-depth examination of the theory and practice of the nineteenth-century realist novel in three traditions: American, British, and French. Our aim will be to understand the central theories and controversies surrounding realism, as well as to interrogate the centrality of realism to novel theory and narrative theory. Authors will likely include Jane Austen, Charles Dickens, George Eliot, Honoré de Balzac, Gustave Flaubert, Frank Norris, and William Dean Howells. Theorists and critics will likely include Erich Auerbach, M. M. Bakhtin, Roland Barthes, Leo Bersani, Bertolt Brecht, Richard Chase, René Girard, Howells, Roman Jakobson, Henry James, Fredric Jameson, Harry Levin, G. H. Lewes, Georg Lukács, Boris Tomashevsky, Ian Watt, and Émile Zola
Instructor(s): J. Rosenthal
Area: Humanities.

AS.060.681. Literary Theory.
This course will provide a survey of many of the major theoretical positions that have been directly or indirectly influential for literary studies. We will read selections from the following: Russian Formalism (Propp, Shklovsky, Bakhtin), structuralism (Levi-Strauss, Barthes), American New Criticism (Wimsatt & Beardsley, Brooks) deconstruction (Derrida, de Man), speech act theory (Austin, Butler), Marxism (Jameson), queer theory (Sedgwick, Miller), and distant reading (Luhmann, Moretti).
Instructor(s): F. Ferguson.

AS.060.682. The 21st Century University.
This seminar will focus on the changing contours of the American university in an era of economic instability and crisis. With a look back at the formative relationship between monopoly capitalism and the university in the 19th century, we will investigate the effect on the university of the unraveling of American economic power, with attention to the rise of administrative power and the loss of faculty governance, to the pressures of financialization, and to the contradictory situation into which the university is placed by student activism that calls its founding premises into question. We will also ask what intellectual life looks like under conditions of adjunctification and de-politicization. Reading will include selections from Gerald Graff, Professing English, Christopher Newfield’s Ivy and Industry and Unmaking The Public University, Benjamin Ginberg’s The Fall of The Faculty, Stefano Harney’s and Fred Moten’s Undercommons, and [the x’s] The University Against Itself, as well as material produced by student and faculty activists in the university struggles of the last 5 to 10 years.
Instructor(s): C. Nealon
Area: Humanities.

AS.060.692. Race and Enlightenment.
This course examines the philosophical interplay between Enlightenment aesthetics and the construction of the concept of race. We will read texts in aesthetics and on human difference by Rousseau, Voltaire, Condorcet, Kant, Herder, Jefferson, Burke, Hume and others, in an attempt to see the points at which reflections on art and notions of human biological hierarchy intersect. Particular attention will be paid to the idea of the sublime as it pertains to early anthropological thought.
Instructor(s): M. Thompson
Area: Humanities.

Instructor(s): Staff.

AS.060.800. Independent Study.
Instructor(s): M. Thompson.

AS.060.801. Teaching Practicum.
Instructor(s): Staff
Area: Humanities.

AS.060.893. Individual Work.
Instructor(s): M. Thompson.

AS.060.894. Independent Reading.
Instructor(s): M. Thompson
Area: Humanities.

Instructor(s): M. Thompson.
Cross Listed Courses

Instructor(s): M. Trinh
Area: Social and Behavioral Sciences.

German Romance Languages Literatures

AS.211.475. Inside the Writer's Laboratory.
How do books come to life? Behind every masterpiece is a tale of hard work, dialogue with other texts, and constant negotiations with social and material circumstances that evolve over time. This course opens up the "laboratory" of figures of the European Renaissance like Erasmus, Machiavelli, and Montaigne to explore the world of writerly culture in its manifold expressions, including authorial revision, self-translation, controversy, censorship, intertextuality, and forgery. Our own laboratory will be the Department of the Special Collections, where we will spend a good deal of our time handling manuscripts and early printed books. Course may be used to satisfy major requirements in both French and Italian sections.
Instructor(s): S. Miglietti
Area: Humanities.

This course will not aim at drawing the exhaustive literary landscape of French Middle Ages, neither will it be a Comparative Literature or History class. It may be considered a gateway to French Medieval literature, given that the Modern Fantasy has obviously improved the last decades, the latter being built as a rewriting of Medieval themes and Western European folklore. Looking at texts originally written in Old French, including prose and poetry, but also at the French Medieval iconography, we will try to understand the old roots of the Modern and so popular (but sacrificing) Fantasy Literature. Basic French will be required.
Instructor(s): M. Alinhio
Area: Humanities.

Using new websites devoted to the lyrics and music of Guillaume de Machaut, the foremost poet and composer of the 14th-century French royal court, this seminar will explore the role of music and literature during the Hundred Years War. The course aims to give students a thorough grounding in Machaut's literary and musical works, while also introducing them to digital tools to view and analyze original illustrated musical manuscripts of his work. Critical analysis of Machaut's work will be assessed not only through more traditional essay writing, but also through the creation of a multimedia digital edition of a section of his oeuvre using Omeka exhibition software. The course is designed so that no prior knowledge of musical notation or medieval French is necessary.
Instructor(s): T. Rose-Steel
Area: Humanities.

AS.212.789. Literature & Identity in the Age of Globalization.
In this seminar we will examine a selection of literary reflections on and engagements with globalization and its mounting failures and burdens, as it has emerged in Europe and the Americas from the mid-twentieth century to the present. From the economic, constitutional, and cultural politics surrounding the unification of Europe, to the ideological and imperial misfortunes of the U.S. after the collapse of the “End-of-History” thesis, to the resurgence of state populism in Latin America in the wake of neoliberal exhaustion, literary fiction has been deployed to posit, explore, and contest national and post-national myths of identity. The seminar will interrogate how this engagement functions both as aesthetic and theoretical discourse. Readings may include novels by Albert Camus, W. G. Sebald, Leonardo Sciascia, Orhan Pamuk, Javier Marías, Roberto Bolaño, and Jonathan Franzen, along with theoretical writings by Gianni Vattimo, Jürgen Habermas, Rodolphe Gasché, and others.
Instructor(s): E. Gonzalez; W. Egginton
Area: Humanities.

This course will examine the location of Berlin at the heart of European and global culture over the course of the 20th century. In addition to its centrality to German national identity and political culture, Berlin between the World Wars was a weigh station and meeting ground for a variety of languages, cultures, and artistic trends—whether expatriates, refugees, nomads, touring companies, or vagabonds. In what ways did these travelers to Berlin change German popular or intellectual culture? In what ways did Berlin function as a center for avant-garde culture, and in what sense did it remain a peripheral space, in the shadow of grander culture centers such as Moscow, Paris, New York, or Hollywood? What lessons might be taken from the supposed glamour of Berlin between the World Wars and the continued attraction of that period for post-Holocaust adaptation and contemplation? These questions, among others, will be considered with reference to a variety of narratives, dramas, and films taken from German, English, Hebrew, Russian, and Yiddish sources. Authors to be considered will include Walter Benjamin, Joseph Roth, Irmingard Keun, Erich Kästner, Bertolt Brecht, Christopher Isherwood, Sh. Y. Agnon, Vladimir Nabokov, Viktor Shklovsky, and Dovid Bergelson. All readings and discussions in English.
Instructor(s): M. Caplan
Area: Humanities.

AS.213.318. The Making of Modern Gender.
Taught in English. Gender as we know it is not timeless. Today, gender roles and the assumption that there are only two genders are diligently contested and debated. With the binary gender system thus perhaps nearing its end, we might wonder if it had a beginning. In fact, the idea that there are two sexes and that they not only assume different roles in society but also exhibit different character traits, has emerged historically around 1800. Early German Romanticism played a seminal role in the making of modern gender and sexuality. For the first time, woman was considered not a lesser version of man, but a different being with a value of her own. The idea of gender complementation emerged, and this idea, in turn, put more pressure than ever on heterosexuality. In this course, we will explore the role of literature and the other arts in the making and unmaking of gender.
Area: Humanities.
Taught in English. This course traces a literary history of sexuality from the Middle Ages to contemporary women’s writing. We will analyze how sexual pleasure changed over time. In particular, we will discuss what role literature plays in the reproduction and transformation of bodily pleasures. The course explores how the pleasures of bodies are imagined in and through literature, but also whether words are bodies that give pleasure and perhaps even have their own pleasures. Authors discussed will include Boccaccio, Cleland, Rousseau, Schlegel, Kleist, Hoffmann, Novalis, Arnim, Büchner, Freud, Rilke, Kafka, Rich, Foucault, Kristeva, Cixous, Giddens, and Winterson.
Instructor(s): K. Pahl
Area: Humanities.

AS.213.332. Zionism in Modern Literature: Jewish or Israeli?
This course will be an examination of the themes of nationalism, Zionism, and the problems of the nation-state in modern Jewish literature of the past hundred years. Among the topics we will consider are the unique challenges of a diasporic culture relocating its national aspirations to an unfamiliar and often hostile environment, the controversies surrounding political nationalism within modern Jewish culture, the competition between languages in the formation of Israeli society, the character of Israeli national culture, the relationship of Israel's Jewish majority with its minority population, and the relationship of Israeli culture to the Jewish culture of the diaspora. To what extent does Israeli literature constitute a continuation of themes and techniques found in previous Jewish writing, and to what extent does it represent a new beginning? To what extent can Israeli literature be compared with other varieties of Jewish writing and to what extent is this writing a unique cultural phenomenon? Although the majority of works discussed will be translated from Hebrew—including such leading figures of Israeli literature as S. Y. Agnon, S. Yizhar, Amos Oz, and Orly Castel-Bloom—we will also be considering works translated from Yiddish (Mendele Moykher-Sforim), German (Theodor Herzl), and Arabic (Emile Habiby), as well as contemporary American writers such as Philip Roth and Michael Chabon. All readings and discussions conducted in English.
Cross-listed with Jewish Studies, English, and the Humanities Center
Instructor(s): M. Caplan
Area: Humanities.

AS.213.660. Discourses of Dislocation.
Dislocation—travel, migration, exile, diaspora, immigration—is a preeminent symptom of the modern condition; as Jacques Derrida has suggested, it is one way of characterizing how language itself comes into being. To what extent does the relationship of various modes of mobility serve as a prerequisite for understanding modernity and literary modernism, and to what extent can one understand commonalities among these itinerant discourses? This seminar will consider several varieties of dislocated discourse (the picaresque, the pseudo-autobiography, the travelogue, as well as narratives of immigration, displacement, war and demobilization, and exile) in search of a means to discuss or consider all of them critically. Writers to be considered will include Sigmund Freud, Robert Walser, Yosef Haim Brenner, Walter Benjamin, Theodor Adorno, Jacques Derrida, Irggard Keun, Israel Rabon, Joseph Roth, Flannery O’Connor, Yoel Hoffmann, Anton Shammas, and Salman Rushdie. All readings and discussions available in English. Undergraduates may register with instructor approval.
Instructor(s): M. Caplan
Area: Humanities.

AS.213.666. “To be continued”- Seriality in Literature and Other Media.
Taught in German. By ending with the words “(To be continued)” (“(Ist fortzusetzen)”), Goethe’s Wilhem Meisters Wanderjahre not only reflects on the open form of the modern novel but also points toward serialized formats of fiction as they emerge in the 19th century due to advances in printing technologies. The publication of fiction in periodical installments in magazines or newspapers brings about the development of new genres (serialized novel/Feuilletroman) along with specific serial narrative techniques. The cliffhanger e.g. - although invented earlier - becomes a prominent technique to create suspense. The course analyzes serialization with respect to narrative forms and genres across various media (literature, theater, film, TV) from the 19th century to the present. It further discusses serial aesthetics, seriality in structuralist and poststructuralist theory as well as the ambivalent status of seriality in the arts between avantgarde and popular culture. The course material will include: Stifter, Fontane, excerpts from the magazine “Die Gartenlaube”, Wagner, Freud, Kafka, Lévi-Strauss, Deleuze, Eco, Iser, “The Perils of Pauline” (serial, 1914), “Copycat” (Jon Amiel, 1995), “Twin Peaks” and current US-American TV series.
Instructor(s): E. Strowick
Area: Humanities
Writing Intensive.

AS.213.725. Proto-, Modern, and Post-: Locating the –ism in Modernism.
All discussions in English. This graduate seminar will seek to disentangle the interrelationship among “proto-modernism,” “modernism,” and “post-modernism” from the straightjacket of periodization and taxonomy by focusing instead on questions of temporality and phenomenology. When is the time of modernity? What precedes modernism? How is post-modernism a continuation of modernism and a break with modernity? What follows the “post” or precedes the “proto”? How does literature establish a dialogue not just across linguistic borders but temporal ones as well? And when do these processes repeat themselves due to historical and political factors? By way of complicating all of these questions we will be considering writers from “across” the 20th century, including Walter Abish, Thomas Bernhard, André Breton, Orly Castel-Bloom, Henry Dumas, Moshe Kulbak, Machado de Assis, Mendele Moykher-Sforim, Joseph Roth, Anton Shammas, Gertrude Stein, and Robert Walser.
Instructor(s): M. Caplan.

Taught in German. The course analyzes the performative on the basis of the very field that John L. Austin’s speech act theory excludes: literature. What challenges Austin’s speech act theory indeed opens up the question of the performative towards iterability and theatricality and thus calls for the performative as a methodological category of literary criticism. According to Shoshana Felman’s readings of Austin, the performative act can be accentuated as an act of the “speaking body” in which the body is conceived of not as a means of linguistic expression but rather as a spillover of the act of utterance into the statement. How then is the corporeality or materiality of writing asserted in acts of narrating and reading? The course will examine theories of the performative from the perspective of literary criticism as well as analyze literary speech acts (promises, pacts, etc.) in detail.
Readings will include: Austin, Derrida, Felman, Freud, Nietzsche, de Man, Hamacher, Goethe, Büchner, Kafka, Henry James, Thomas Mann etc.
Instructor(s): E. Strowick
Area: Humanities.
In this seminar we will examine a selection of literary reflections on and engagements with globalization and its mounting failures and burdens, as it has emerged in Europe and the Americas from the mid-twentieth century to the present. From the economic, constitutional, and cultural politics around the unification of Europe, to the ideological and imperial misfortunes of the U.S. after the collapse of the “End-of-History” thesis, to the resurgence of state populism in Latin America in the wake of neoliberal exhaustion, literary fiction has been deployed to posit, explore, and contest national and post-national myths of identity. The seminar will interrogate how this engagement functions both as aesthetic and theoretical discourse. Readings may include novels by Albert Camus, W. G. Sebald, Leonardo Sciascia, Orhan Pamuk, Javier Marías, Roberto Bolaño, and Jonathan Franzen, along with theoretical writings by Gianni Vattimo, Jürgen Habermas, Rodolphe Gasché, and others.
Instructor(s): E. Gonzalez; W. Egginton
Area: Humanities.

AS.214.125. Freshman Seminar: Dangerous Liaisons: Words and Music Through the Ages. 3 Credits.
The seminar explores challenges questions with which men have been dealing for centuries: how do music and words interact? Do words have a priority on music or vice versa? Does music need words to be understood and interpreted? Are words filled with meaning by music? By addressing literary and philosophical writings, as well as musical examples from different periods and contexts, students will be led through a critical reconsideration of the topic. A variety of materials will be discussed, including genres as different as medieval songs, early modern madrigals, Romantic Lieder, opera, the American musical, and contemporary pop music. No musical skills required; strong doses of curiosity most welcome.
Instructor(s): E. Refini
Area: Humanities
Writing Intensive.

AS.214.477. Magic, Marvel, and Monstrosity in the Renaissance. 3 Credits.
Magic, Monstrosity, and Marvels or Wonders call into question what we see and experience: what is reality, what is illusion; what’s natural and what’s supernatural? What’s human and what’s more, or less, than human? During the Renaissance, ideas about the nature of reality were bound up with questions and issues very different from those of our time. With the exact sciences still being invented, the nature of the world was much less hard and fast for Renaissance people than it is for the modern educated person. The literary masterpieces of the Italian Renaissance provide vivid illustrations of the early modern sense of wonder. Foremost among these are the theatrical comedies which Italian authors revived in imitation of the ancients, and the romances, especially Ariosto’s Orlando furioso (1532) and Tasso’s Gerusalemme liberata (1581). These and other works influenced ideas about magical and marvelous phenomena across Europe for centuries to come. Works will be read and discussed in English. Italian majors and graduate students (who should enroll in section 2) will attend a weekly supplemental discussion in Italian and compose their written work in Italian.
Instructor(s): W. Stephens
Area: Humanities

AS.214.479. Dante Visits the Afterlife: The Divine Comedy.
Dante’s Divina commedia is the greatest long poem of the Middle Ages; some say the greatest poem of all time. We will study the Commedia critically to find: (1) What it reveals about the worldview of late-medieval Europe; (2) how it works as poetry; (3) its relation to the intellectual cultures of pagan antiquity and Latin (Catholic) Christianity; (4) its presentation of political and social issues; (5) its influence on intellectual history, in Italy and elsewhere; (6) the challenges it presents to modern readers and translators; (7) what it reveals about Dante’s understanding of cosmology, world history and culture. We will read and discuss the Commedia in English, but students will be expected to familiarize themselves with key Italian terms and concepts. Students taking section 02 (for 4 credits) will spend an additional hour working in Italian at a time to be mutually decided upon by students and professor.
Instructor(s): W. Stephens
Area: Humanities

AS.214.333. Shakespeare on the Opera Stage.
From Rossini’s Otello to Cole Porter’s Kiss me Kate, from Verdi’s Macbeth to Leonard Bernstein’s West Side Story, the works of William Shakespeare have been an extraordinary source of inspiration for musical theatre. By exploring operatic adaptations of Shakespeare in different periods and contexts, this course will examine the ways in which composers and librettists have interpreted and reshaped the plays. The course, primarily focused on the 19th century Italian reception of Shakespeare and, in particular, on operas by Rossini and Verdi, will also consider the phenomenon within a broad transnational perspective up to include contemporary opera and musical.
Instructor(s): E. Refini
Area: Humanities.

This course investigates how ecological factors inspired storytellers, influenced modes of literary publication, and determined reader responses in Europe before 1700. Students enrolling in section 2 will attend a supplementary one hour session at a time to be mutually decided and complete the work in Italian.
Area: Humanities.

Although naturally and historically intertwined, music and poetry tended to be described in the early modern period as competing rather than interacting. By looking at both literary and theoretical texts, the seminar aims to explore the ways in which this controversial relation is revealed by the interplay of poetics, rhetoric, and music theory. Reading materials will include classical sources (e.g. Plato, Aristotle, Ps.-Longinus, Quintilian) and their early modern interpretations. Special attention will be given to Torquato Tasso, Giambattista Marino, and Giambattista Doni, whose works will be also discussed in the light of the contemporary development of musical genres (e.g. madrigals, opera). No musical skills required.

Instructor(s): E. Refini
Area: Humanities
Writing Intensive.

AS.214.640. Film Theory.

This class deals with film theory in its history and its current trends. We will examine structuralist, feminist, Marxist, psycho-analytic, Deleuzian, and other theoretical approaches to understanding and interpreting the cinematic medium. We will look at several different film samples from European film to Latin American Film, auteur-films to independent documentary collectives, animation films to blockbusters. We will invite at least one film theorist to class during the semester.

Instructor(s): B. Wegenstein
Area: Humanities.

AS.214.653. Pleasure and Virtue in Renaissance Literature.

This course will examine major literary and philosophical works from Renaissance Italy that thematize pleasure, questioning (explicitly or implicitly) its place in the hierarchy of human values. We will consider the role that the Renaissance rediscovery of Epicurean and Neoplatonic thought played in shaping how pleasure in its various forms was conceptualized and represented. Authors we will read include Lorenzo Valla, Marsilio Ficino, and Niccolò Machiavelli. Reading knowledge of Italian is required.

Instructor(s): J. Coleman
Area: Humanities.

AS.214.684. The Commentary Tradition and the Birth of Literary Scholarship.

The practice of commenting on texts lies at the foundations of what we call today “literary criticism.” From the Bible to Dante’s Divine Comedy, from Greek and Latin poetry to medieval and Renaissance literary writings, the many questions posed by the commentators have contributed widely to the shaping of the modern notions of reading and interpretation. What do we look for when we read a text? How do we approach it? How does our reading interact with the author’s intention? To what extent is the commentator appropriating the author’s prerogatives? By exploring a wide range of case studies, the seminar aims to reassess the role of the commentary tradition within the development of literary scholarship and as a genre per se. Some sessions will take place at the Hopkins Special Collections and at the Walters Art Museum, where students will have the opportunity to work on both manuscripts and early prints, and select materials for their presentations.

Instructor(s): E. Refini
Area: Humanities.


Giambattista Vico’s Principi di scienza nuova d’intorno alla comune natura delle nazioni (1725, 1730, 1744) was intended to found an “ideal” and “eternal” model of human development, valid for all societies. Vico considered his project both philology and philosophy, and tried to revolutionize thinking about human history as practiced between about 1550 and 1700, by exposing misconceptions behind attempts to square “sacred history” (the presumed historical accuracy of the Bible) with “profane” or non Judeo-Christian concepts of history, both ancient and modern. The culture shock underlying this “old science” stimulated Vico to base philosophical and historical knowledge of mythology on a conception of narration. Recommended Course background: Italian and Latin

Instructor(s): W. Stephens
Area: Humanities.


In this seminar we will examine a selection of literary reflections on and engagements with globalization and its mounting failures and burdens, as it has emerged in Europe and the Americas from the mid-twentieth century to the present. From the economic, constitutional, and cultural politics around the unification of Europe, to the ideological and imperial misfortunes of the U.S. after the collapse of the “End-of-History” thesis, to the resurgence of state populism in Latin America in the wake of neoliberal exhaustion, literary fiction has been deployed to posit, explore, and contest national and post-national myths of identity. The seminar will interrogate how this engagement functions both as aesthetic and theoretical discourse. Readings may include novels by Albert Camus, W. G. Sebald, Leonardo Sciascia, Orhan Pamuk, Javier Marías, Roberto Bolaño, and Jonathan Franzen, along with theoretical writings by Gianni Vattimo, Jürgen Habermas, Rodolphe Gasché, and others.

Instructor(s): E. Gonzalez; W. Egginton
Area: Humanities.


The first objective of the course is to train students in close reading and analysis of literary texts. The second objective is to read prose and poetry by some of the canonical texts in the Latin American tradition written by women. Taught in English.

Instructor(s): S. Castro-Klaren
Area: Humanities.

AS.215.452. Che Guevara and Magical Realism.

His detractors often compare him to Hitler while many of his admirers see in him a saint and a martyr like Jesus Christ. Cuban school children are taught to be like him. Che was killed in 1967, the same year in which Gabriel García Márquez published Cien años de soledad (One Hundred Years of Solitude). We will study Guevara’s life as a militant revolutionary through his own writings and the exorbitant style known as realismo mágico, crafted by García Márquez, one of Che’s great admirers. Four movies will anchor our visual take on the myth and the man: Los diarios de motocicleta (Walter Salles, 2004), Che I and Che II (Steven Soderbergh, 2008), and Wall Street (Oliver Stone, 1987). The nineteen-eighties narcotraffic boom in Colombia and the cocaine-driven financial high times during the late Reagan years will frame our study. Taught in Spanish

Instructor(s): E. Gonzalez
Area: Humanities.
AS.215.650. Mexico and the Invention of America.
Departing from O’Gorman, the course will entail a reconsideration of the
discursive invention of Mexico-America. Anonymous, Sahagun, Clavijero,
Humboldt, Dussel and Alzandua will conform part of the readings.
Taught in English
Instructor(s): S. Castro-Klaren
Area: Humanities
Writing Intensive.

This course will focus on the art of writing poetry, the art of reading
poetry and the poetics of each of the poets whose work is the textual
matter of the course.
Instructor(s): S. Castro-Klaren
Area: Humanities.

Readings from colonial times to the present from three cultural legacies,
Hispanic, English and French. Centered on slavery and its sequels.
Instructor(s): E. Gonzalez.

The course engages close readings of Borges critical essays and some
of his fiction in order to establish the points of interpellation that Post-
modern theory takes from or shares with Borges’s meditation on the
problem of writing.
Instructor(s): S. Castro-Klaren.

AS.215.777. The Invention of Fiction.
Rather than understand fiction as a constant in human history, this
course will consider it a historically specific form of cultural expression.
We will examine and compare theories of the fictional from an array of
historical moments in order to better understand what fiction is, how it
differs from premodern notions of history and poetry, and how it both
informs and depends on modern notions of knowledge and subjective
agency.
Instructor(s): W. Egginton
Area: Humanities.

In this seminar we will examine a selection of literary reflections on
and engagements with globalization and its mounting failures and
burdens, as it has emerged in Europe and the Americas from the mid-
twentith century to the present. From the economic, constitutional,
and cultural politics around the unification of Europe, to the ideological
and imperial misfortunes of the U.S. after the collapse of the “End-of-
History” thesis, to the resurgence of state populism in Latin America in
the wake of neoliberal exhaustion, literary fiction has been deployed to
post, explore, and contest national and post-national myths of identity.
The seminar will interrogate how this engagement functions both as
aesthetic and theoretical discourse. Readings may include novels by
Albert Camus, W. G. Sebald, Leonardo Sciascia, Orhan Pamuk, Javier
Marías, Roberto Bolaño, and Jonathan Franzen, along with theoretical
writings by Gianni Vattimo, Jürgen Habermas, Rodolphe Gasché, and
others.
Instructor(s): E. Gonzalez; W. Egginton
Area: Humanities.

Humanities Center
AS.300.111. Shakespeare and his ‘Goddess’.
Shakespeare’s description of his lover’s eyes as ‘nothing like the sun’
is both an homage and a sendup of a 300-year-old poetic convention
reaching back to the days of Petrarch and the early humanist poets.
In this course we will trace that tradition from the perspective of
Shakespeare and his contemporaries, finishing the semester with
several plays, including ‘The Taming of the Shrew,’ that further illustrate
and problematize Shakespeare’s ‘goddess’ reference. Readings will
include poetic dialogues between male and female poets, such as those
by the early Italian Petrarchans Vittoria Colonna, Michelangelo, Veronica
Gambara, and Gaspara Stampa; their French counterparts, Maurice
Scève and Les Dames des Roches; and the later English reflections on
the sonnet tradition by Sir Philip Sidney, Shakespeare, and Sidney’s
niece, Lady Mary Wroth. All works will be read in translation. Freshmen
only.
Instructor(s): E. Patton
Area: Humanities.

AS.300.113. Freshmen Seminar: Drama and Gender in Shakespeare’s England.
In this seminar we will read male and female authored plays and discuss
how they reflect contemporary social expectations in Tudor and Stuart
England. Authors include William Shakespeare; Mary Sidney, Countess
of Pembroke; Christopher Marlowe; Elizabeth Cary; Ben Jonson; and
Mary Sidney, Lady Wroth.
Instructor(s): E. Patton
Area: Humanities.

AS.300.211. Great Poems of the Americas.
This course investigates the long poem or post-epic in 20th- and 21st-
century North and Latin America. The epic has been rearticulated in
sequences and series, verse novels, lyric cycles, and collage poems:
from T.S. Eliot’s The Waste Land, the encyclopedic Cantos of Ezra
Pound, and the sweeping Canto General of Pablo Neruda to works
by Derek Walcott and Gwendolyn Brooks and fragmented series by
Gertrude Stein, Hart Crane, and César Vallejo. We will examine Aimé
Césaire’s Notebook of a Return to the Native Land, Vicente Huidobro’s
playful Altazor, and very recent epic poems from Canadian women
poets such as Anne Carson, Lisa Robertson, and M. NourbeSe Philip. As
we test the term post-epic against these texts, we will consider whether
it may be applied equally to the heroic tale and the open field poem.
How do poets interpret the idea of “the Americas” as lands and nations
in these works, and in what tangled ways do their poetics develop
during dialogue across linguistic and geographical distances? To
situate the long poem in history, we’ll examine developments in poetic
form alongside modernization and globalization, and technological and
socio-political changes. We will draw on theories of poetry and poetics
as well as critical theory, taking a comparative, Hemispheric Studies
approach to literature.
Instructor(s): R. Galvin
Area: Humanities.
This seminar celebrates the university’s recent acquisition of State Papers Online (1509-1714), which contains searchable digital images of thousands of contemporary manuscripts. While we read plays, poetry, and essays by such figures as Queen Elizabeth, William Shakespeare, members of the Sydney family, Elizabeth Cary, John Donne, Aemelia Lanyer, Robert Southwell, Andrew Marvell, William Marlowe, Jane Cavendish, Elizabeth Bradkley, and Katherine Philips, we will also be carrying out on-line searches of correspondences, wills, court documents, spy reports (including play-by-play accounts of houses dismantled in searches for hidden priests), and letters of condolence from Queen Elizabeth alongside decoded messages revealing plots to unseat her. In addition to searching virtual archives students will be introduced to early modern paleography, in part through visits to Johns Hopkins University’s brick-and-mortar libraries to consult actual manuscripts, incunabula, and illegal imprints from the 16th and 17th centuries.
Instructor(s): E. Patton
Area: Humanities.

This course will introduce students to some of the key texts of science fiction as the genre emerged during the nineteenth century. We will consider the intellectual contexts for the form’s development in Britain, France, and the United States, as well as its emerging narrative conventions. In particular, we will consider how early sci-fi writers used non-realistic modes to dramatize problems and discoveries were at once real and yet hard to fathom within the parameters of everyday cognition: deep geological time, alternative social arrangements, post-human landscapes. Texts may include H.G. Wells’ The Time Machine, Charlotte Perkins Gilman’s Herland, Samuel Butler’s Erewhon, Edward Bulwer Lytton’s The Coming Race, William Morris’ News from Nowhere, and Jules Verne’s 20,000 Leagues Under the Sea.
Instructor(s): S. Lecourt
Area: Humanities.

AS.300.300. Trauma in Theory, Film, and Fiction.
An examination of the representation of trauma in literary theory, psychiatry, survivor literature, films, novels, and comics. Works by Sebald (“The Emigrants”), Lanzmann (“Shoa”), Spiegelman (“In the Shadow of No Towers”), McCarthy (“Remainder”), and others.
Instructor(s): R. Leys
Area: Humanities, Social and Behavioral Sciences.

AS.300.335. Victorian Literature as World Literature.
What does it mean to read literature in a global context? How are literary texts that we think of as products of distinct national cultures plugged into larger global systems – even if they seem unaware of it? In this course we’ll consider these questions through sustained readings of major Victorian literary texts such as Bram Stoker’s Dracula (1897) and Charles Dickens’s Great Expectations (1861). We will retrace how these books exercised cultural influence beyond the borders of Great Britain; how networks of trade, tourism, and imperial power brought authors from different cultures into contact with one another; and how Victorian texts have become a part of our culture in unexpected ways. Other primary texts may include Arthur Conan Doyle’s The Sign of Four (1890), the poetry of Romesh Chunder Dutt, and first-hand accounts of Oscar Wilde’s 1882 American lecture tour; critical readings will cover postcolonial theory, media theory, and histories of colonialism and urbanization.
Instructor(s): S. Lecourt
Area: Humanities.

Literary and philosophical imaginations of moral community in the post-WWII period (1950-2001). Texts include: Coetzee, Disgrace; McEwan, Atonement; Achebe, Things Fall Apart; Ishiguro, An Artist of the Floating World; Roy, The God of Small Things; Lessing, The Grass Is Singing; Mistry, A Fine Balance; Morrison, Beloved; and essays by Levi, Strawson, Adorno, Murdoch, Beauvoir and Barthes on the deep uncertainty over moral community after the crisis of World War II. Close attention to novelistic style and narrative will inform our study of the philosophical questions that animate these works. What does it means to acknowledge another person’s humanity? Who are the members of a moral community? Why do we hold one another responsible for our actions? How do fundamental moral emotions such as contempt, humiliation, compassion, gratitude, forgiveness, and regret reveal the limits of a moral community? Cross listed with English.
Instructor(s): Y. Ong
Area: Humanities.

AS.300.363. Reading Judith Shakespeare: poetry and drama by women writers in Elizabethan England (ca 1558-1650).
Virginia Woolf’s account of the thwarted career of Shakespeare’s hypothetical sister, Judith (in A Room of One’s Own) frames our reading of plays and poetry by Shakespeare and contemporary women writers, including Isabella Whitney, Elizabeth Cary, Mary Sidney, Aemelia Lanyer, Mary Wroth, and others. Students will create fictional biographies of “Judith Shakespeare” and her literary accomplishments. Cross listed with English, Theater Arts, Writing Seminars, and WGS.
Instructor(s): E. Patton
Area: Humanities.

AS.300.371. The Modernist Novel: James, Woolf, and Joyce.
The purpose of this course is to survey works by three of the greatest, most relentless innovators of the twentieth century - Henry James, Virginia Woolf, and James Joyce -- who explored and exploded narrative techniques for depicting what Woolf called the “luminous halo” of life. Selected works include: “The Beast in the Jungle,” The Portrait of a Lady, Jacob’s Room, Mrs. Dalloway, To the Lighthouse, A Portrait of the Artist as a Young Man, and Ulysses.
Instructor(s): Y. Ong
Area: Humanities.

AS.300.408. Lyric Modernity.
A comparative literature course on modern lyric and poetics. The main issue of the course is how the lyric voice is construed and sustained under the pressures of modernization in the United States, Europe, and Korea. We will also emphasize issues of translation and the relationship of music and poetry. Readings will include texts by Adorno, Benjamin, Grossman, von Hallberg and Waters, and poems by Dickinson, Rilke, and Kim among others. All readings available in English. Cross-listing requested with East Asian Studies, GRLL, and English.
Instructor(s): S. Rhee
Area: Humanities.
In this seminar on 20th-c. poetry of the Americas, we will explore the relations between land, language, and identity. Our point of departure, informed by de Andrade’s “Cannibal Manifesto,” will be the idea that all literary texts form a body upon which writers may feast when they compose new works. Devouring, plundering, and appropriating will be central concepts for our seminar. We’ll debate the politics of literary transculturation (hybridity/mestizaje/métissage), and discuss diasporic and multilingual U.S. American poetry (Louisiana Creole poetry, Nuyorican Poets Café, etc.). We will also investigate issues of authorship and originality; constraint, sampling, and parody; and poetic hoaxes and frauds. Readings may include theoretical texts from Édouard Glissant, Ángel Rama, Néstor García Canclini, and Roberto Schwarz, as well as Deleuze, Foucault, Kristeva, and Barthes. Poetry may be drawn from Caribbean writers Césaire, Senghor, Walcott, Brathwaite, Martí, Palés Matos; Brazilians Haroldo and Augusto de Campos; and North Americans Langston Hughes, Claude McKay, Myung-Mi Kim, Kenneth Goldsmith, Susan Howe, and Christian Bök.
Instructor(s): R. Galvin
Area: Humanities.

Interdepartmental
AS.360.133. Freshman Seminar: Great Books at Hopkins.
Students attend lectures by an interdepartmental group of Hopkins faculty and meet for discussion in smaller seminar groups; each of these seminars is led by one of the course faculty. In lectures, panels, multimedia presentations, and curatorial sessions among the University’s rare book holdings, we will explore some of the greatest works of the literary and philosophical traditions in Europe and the Americas. Close reading and intensive writing instruction are hallmarks of this course; authors for Fall 2015 include Homer, Thucydides, Dante, Milton, Diderot, Shelley, Nietzsche, Nabokov, and Douglass.
Instructor(s): E. Patton; E. Russo; R. Bett; S. Achinstein; W. Stephens
Area: Humanities.

AS.360.246. Islamic Literature, Beloved of Western Thinkers.
This course examines political, erotic, aesthetic, and religious aspects of attraction between Western thinkers in a Christian milieu (e.g. Gide, Emerson, Thoreau) and classical works of Islamic literature (Rumi, Hafiz, Abu Nuwas, Arabian Nights).
Instructor(s): J. Bush
Area: Humanities, Social and Behavioral Sciences.

Program in Latin American Studies
AS.361.316. Caribbean Writing in Shakespeare, V. S. Naipaul, and Alejo Carpentier.
Readings and polemics concerned with Shakespeare’s play The Tempest (1610-1611) and its postcolonial afterlives; V. S. Naipaul’s novel A House for Mr. Biswas (1961); and Alejo Carpentier’s El siglo de las luces (1962). The socio historical and political contexts of each work and authorship will be considered in depth in terms of dominant notions of writing in current critical theory. Cross-listed with GRLL, English, and Writing Seminars.
Instructor(s): E. Gonzalez
Area: Humanities, Social and Behavioral Sciences.

Center for Africana Studies
This course will explore the history and development of African American poetry from 1750 to the present (blues, rap, and hip-hop) examining the role of race, art, and cultural identity.
Instructor(s): H. Robbins
Area: Humanities, Social and Behavioral Sciences.

Study of Women, Gender, Sexuality
AS.363.302. Queer Identity?
What does “queer” mean? And who gets to say? This course examines tensions, ambiguities, and contradictions that have emerged in popular, political, and theoretical discourses over the past 25 years.
Instructor(s): J. Chilton
Area: Humanities, Social and Behavioral Sciences.

AS.363.326. Capitalism and Gender.
This course explores a range of critical work relating capitalism to gender, sex, and sexuality: from theoretical accounts of witchcraft, marriage, and prostitution at the birth of capitalist social relations, to classic feminist debates around housework and reproduction, to contemporary thought on affect, finance, and the global dimensions of women’s labor. As a centerpiece to the course we will read sections from Capital, interrogating the place of gender in Marx’s text while developing a grasp of its arguments and influence.
Instructor(s): C. Westcott
Area: Humanities.

Program in Museums and Society
AS.389.355. Literary Culture in the Nineteenth-Century Library.
What did people actually read in the nineteenth century? What can we learn from their books and magazines? In this class, we read nineteenth-century English and American literary works and examine nineteenth-century literary objects from the collection of the George Peabody Library, to better understand the cultural and material environments within which literary works circulated. Featured writers likely to include Edgar Allan Poe, Charles Dickens, Harriet Beecher Stowe, Emily Dickinson, Mark Twain, Stephen Crane. Several field trips to the Peabody Library throughout the semester.
Instructor(s): G. Dean
Area: Humanities.

AS.389.359. Literary Archive.
This course invites students to grapple with the theory and practice of building literary archives in 19th- and 20th-century American culture. For the final project students will work collaboratively to build a digital archive and exhibit of selected materials from the JHU rare book and manuscript collections. Meets in Special Collections. Cross-listed with English. M&S practicum course.
Instructor(s): G. Dean
Area: Humanities.

AS.389.360. American Literature on Display.
Focusing on late 19th and early 20th c American literature, course examines representations of “display” within different literary genres and track how display simultaneously shapes print culture and social concerns of the period. Course culminates in the creation of a student-curated digital exhibit using archival and rare book materials to contextualize the work of the journalist, poet and fiction writer Stephen Crane. M&S practicum course.
Instructor(s): G. Dean
Area: Humanities.

Film and Media Studies
Film and Media Studies is an undergraduate program incorporating courses in film history, aesthetics, and theory; theory and practice in television, popular culture, and new media; and all aspects of 16mm film and digital video production: screenwriting, animation, narrative, documentary, and experimental film. Our mission is to give our students comprehensive preparation in film and media, enabling them to realize
their scholarly and professional goals by offering excellent instruction in small classes, intensive hands-on experience, and individual mentoring. In addition, we encourage students to take a broad range of courses in the arts and humanities, in the belief that their creativity will be informed by a deep knowledge of history, the arts, and culture. Upon graduation, many of our students pursue careers in the film and media industry, or attend graduate film school before entering the profession. Others pursue careers in a wide variety of professions, including music or drama, journalism, entertainment law, or business.

Requirements for the B.A. Degree
(See also Requirements for a Bachelor’s Degree (p. 20.).)

The major in film and media studies is designed to enable students to understand the history of film and media forms, to think critically about them, and to gain hands-on experience in how they are made.

Majors often participate in the Hopkins Film Society, including the planning and organization of regular film series and the Hopkins Film Festival; Hopkins Cinematics, our student-run film blog; and Frame of Reference, our journal of film and media. Students are encouraged to pursue a variety of internship opportunities in the film and media industries.

In addition to core required courses, each student must complete either a critical studies or production track for the major. All courses applied toward the major must be taken for a letter grade and a grade of C- or better must be earned. The following courses are required for completion of the film and media studies major:

Core Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.061.140</td>
<td>Introduction to Cinema, 1892-1941</td>
<td>3</td>
</tr>
<tr>
<td>AS.061.141</td>
<td>Introduction to Cinema, 1941-present</td>
<td>3</td>
</tr>
<tr>
<td>AS.060.113</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>AS.060.114</td>
<td>Expository Writing</td>
<td></td>
</tr>
<tr>
<td>AS.060.100</td>
<td>Introduction to Expository Writing</td>
<td></td>
</tr>
<tr>
<td>AS.061.226</td>
<td>Special Topics: Writing About Film</td>
<td></td>
</tr>
<tr>
<td>AS.360.133</td>
<td>Freshman Seminar: Great Books at Johns Hopkins</td>
<td></td>
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<tr>
<td></td>
<td>Foreign language (two semesters at elements level or demonstrated proficiency equivalent to one year of elements)</td>
<td>6-9</td>
</tr>
</tbody>
</table>

Completion of Critical Studies or Production Track

Critical Studies Track

One (1) of the following introductory production/visual theory courses:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>AS.061.145</td>
<td>Introduction to Visual Language</td>
<td></td>
</tr>
<tr>
<td>AS.061.150</td>
<td>Introduction to Film Production: Rediscovering Early Cinema</td>
<td></td>
</tr>
<tr>
<td>AS.061.152</td>
<td>Introduction to Digital Film</td>
<td></td>
</tr>
</tbody>
</table>

Two (2) 200-level film courses

Seven (7) courses at 300- or 400-level courses (only one cross-listed course may count toward this requirement)

One (1) 500-level course, either an internship or independent study

Production Track

One (1) 200-level course

Four (4) 300- or 400-level non-production courses (only one cross-listed course may count toward this requirement)

Intermediate Film Production (061.2xx) or at least one (1) other production course at the 200-300 level

One (1) Advanced Film Production Course:

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>AS.061.301</td>
<td>Advanced Film Production: The mongrel film</td>
<td></td>
</tr>
<tr>
<td>AS.061.356</td>
<td>Narrative Productions</td>
<td></td>
</tr>
</tbody>
</table>

One (1) 500-level Senior Capstone course comprising a film or digital production project

Film and Media Studies Minor

Students pursuing the minor selects either the critical studies or production track. All courses applied toward the minor must be taken for a letter grade and a grade of C- or better must be earned. The minor requirements are as follows:

Critical Studies Track

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.061.140</td>
<td>Introduction to Cinema, 1892-1941</td>
<td>3</td>
</tr>
<tr>
<td>or AS.061.141</td>
<td>Introduction to Cinema, 1941-present</td>
<td>3</td>
</tr>
<tr>
<td>AS.060.114</td>
<td>Ecosystem Writing</td>
<td></td>
</tr>
<tr>
<td>AS.060.115</td>
<td>Introduction to Visual Language</td>
<td>3</td>
</tr>
<tr>
<td>One (1) 200-level course in the program</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Four (4) 300-level courses. Only one cross-listed course may count toward this requirement. Note: Students are strongly encouraged to take one course focusing on cinema outside the United States.</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Production Track

<table>
<thead>
<tr>
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</tr>
</thead>
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<tr>
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<td>3</td>
</tr>
<tr>
<td>or AS.061.141</td>
<td>Introduction to Cinema, 1941-present</td>
<td>3</td>
</tr>
<tr>
<td>One (1) 200-level course in the program</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Three (3) 300-level film studies courses excluding production-oriented courses (only one cross-listed course may count toward this requirement)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>One introductory film production course:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AS.061.150</td>
<td>Introduction to Film Production: Rediscovering Early Cinema</td>
<td></td>
</tr>
<tr>
<td>AS.061.152</td>
<td>Introduction to Digital Film</td>
<td></td>
</tr>
<tr>
<td>One intermediate film production course (061.2xx) or a screenwriting course at the 200-300 level</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One advanced film production course:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AS.061.301</td>
<td>Advanced Film Production: The mongrel film</td>
<td></td>
</tr>
<tr>
<td>AS.061.356</td>
<td>Narrative Productions</td>
<td></td>
</tr>
</tbody>
</table>

For current faculty and contact information go to http://krieger.jhu.edu/film-media/directory/

Faculty

Director

Linda DeLibero
(Film and Media Studies): American film, film history, cultural criticism
Adjunct Assistant Professor
Anne Eakin Moss
(The Humanities Center): Soviet and Russian cinema, film theory

Professor Emeritus
Richard A. Macksey
(Humanities Center, Writing Seminars, History of Science, Medicine, and Technology): film studies, critical theory

Lecturers
Lucy Bucknall
Senior Lecturer: literature and film, film genres, screenwriting, American film

Roberto Buso-Garcia
Lecturer: screenwriting, Latin American film

Thomas Dolby
Professor of the Arts: sound design, film composition

John Mann
Senior Lecturer: film production, documentary film theory, experimental film

Laura Mason
Senior Lecturer (Film and Media Studies; History): history and film, cultural history and media, French film

Matthew Porterfield
Lecturer: film production, screenwriting

Jimmy Joe Roche
Adjunct Lecturer: digital video production

Meredith Ward
Lecturer: stop-motion and drawing animation, experimental film and video, visual theory

Karen Yasinsky
Lecturer: film theory, media studies, popular culture theory, film history

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

AS.061.140. Introduction to Cinema, 1892-1941.
This course teaches students the fundamentals of film analysis and leads them through the first half of our first century of movies. We will focus on the basic elements of film form, as well as their manipulation and use in films across the globe from the turn of the century until the start of World War II. Movements discussed include the silent comedy of Charles Chaplin and Buster Keaton, German Expressionism, Surrealism, Soviet Montage, French poetic realism, Pre-Production Code cinema, and, of course, classical Hollywood. Screenings are required for this course. Lab fee: $40
Instructor(s): M. Ward
Area: Humanities.

AS.061.141. Introduction to Cinema, 1941-present.
Introduction to Cinema provides an overview of American and international cinema from the post World War II era to the present. Through lectures and discussion, weekly screenings, and intensive visual analysis of individual films, we will explore the aesthetic, cultural, political, and economic forces that have shaped the art and industry of film over the past 70 years. Regular quizzes, writing assignments, class participation required. Mandatory film screenings.
Instructor(s): L. Bucknall
Area: Humanities.

AS.061.145. Introduction to Visual Language.
This course is a study of the visual language used to create a moving picture. Through screenings and discussion of films, videos, and related readings, students will develop a visual critical facility and will demonstrate this facility in weekly response papers to screenings and a final independent video project. The course will focus on image construction, including composition, framing, movement inside the frame and use of light. Students will learn to be attentive to rhythm and tempo in picture editing and sound. In-class video assignments included, which students will work on in small groups of three. Lab fee: $40
Instructor(s): K. Yasinsky
Area: Humanities.

AS.061.146. The Stand-Up Comic in Society.
Stand-up comics uniquely reflect their own collision of cultures, ideas, and preferences. In this class, students study and analyze influential comics, then create, workshop, and ultimately perform their own four-minute stand-up routine. In addition to classroom hours, this course includes a field trip to an open mic comedy show in Washington, DC on January 13 (students should reserve the time period from around 6:00 PM to midnight for this purpose). The class culminates in a required final performance in front of hundreds of students on the night of January 22 (7:00-10:00 PM). In addition to Tuesday and Friday evenings, the class will meet on Saturday mornings from 9:00 AM to noon.
Instructor(s): A. Ruben
Area: Humanities.

AS.061.147. Introduction to Latin American Cinema.
An introductory overview of the evolution of narrative feature filmmaking in Latin America, with an emphasis on comparing and contrasting myriad technical approaches to visual storytelling in different countries and eras. We address form and content, issues of identity, and politics and aesthetics. We will also discuss the influence, effect and dialogue between the films, their historical contexts and among each other. Filmmakers discussed include Cuarón, Martel, Silva, Alonso, Del Toro, Gutiérrez Alea, Reygadas, Salles, Subiela, Babenco, Sorín and Buñuel, among others. Co-listed with Program in Latin American Studies AS.361.147. Film screenings on T 7:30-10:00 PM are mandatory. $40 lab fee.
Instructor(s): R. Buso-garcia.

AS.061.148. Storytelling for Film and Fiction.
Through the analysis of narrative films, short fiction, myths, fairy tales, and ghost stories, and through the workshopping of their own creative writing, students will explore the art and science of "a good story well told." This course is an essential primer for upper-level screenwriting.
Instructor(s): L. Bucknall.
AS.061.149. Movies We Love.  
Designed for non-majors, this course introduces students to some of the world's great films. Through lectures and screenings scheduled at the Charles Theater or on Homewood campus, faculty from Film and Media Studies and other disciplines will present films they find uniquely significant and explore what makes them great. Lectures will take place in the state-of-the-art screening room at the new Film Center in Station North, a five-minute ride from Homewood on the JHU Shuttle.  
Instructor(s): L. DeLibero; L. Mason  
Area: Humanities.

AS.061.150. Introduction to Film Production: Rediscovering Early Cinema.  
This course presents several basic elements of 16mm film production. These include the use of a light meter, an understanding of camera lenses and how they function, and some basic aesthetic concerns. These aesthetic issues primarily involve shot composition and lighting. You will also learn basic concepts of film editing. You will be assigned readings from classical film theory texts (primarily from Jean Epstein and Sergei Eisenstein). These readings will closely align with specific exercises for each class. This coalescence of the practical with the theoretical is a vital component of the class.  
Instructor(s): J. Mann  
Area: Humanities.

AS.061.152. Introduction to Digital Film.  
This course introduces students to the world of digital filmmaking. Through screenings, production assignments, and in-class labs, students will develop proficiency in digital cameras, sound recording devices, and software. Students will work individually and in groups to produce several video projects. For their final projects students will pitch an idea and develop a more complex film.  
Instructor(s): J. Roche  
Area: Humanities.

An introduction to Hollywood film and the basics of film analysis. Classic and contemporary films considered. Emphasis on discussion over lecture. Not prior experience in film studies required. The course will meet on Sept. 21, Sept. 28, Oct. 5, and Oct. 12 and will be graded pass/fail. For more information, please see the Film and Media Studies Program website.  
Instructor(s): L. Bucknell  
Area: Humanities.

AS.061.161. Introduction to Short Film Making.  
In this course, students will write and direct short films using digital camera equipment, sound recording devices and film editing software programs. We will watch a variety of films in class; hold readings and discussions based on assigned text, take technical workshops on sound, lighting and hold a short workshop on 16mm film. We will study the history of filmmaking, with a strong focus on the avant-garde and experimental genres. We will also learn about current movements and trends that have developed throughout the world and have the opportunity to to meet with Baltimore filmmakers in class. Students will finish the course with a greater understanding of the lineage of cinema and will have learned a range of techniques to create, discover and develop their own language of visual storytelling. We will discuss, engage, explore and most of all have fun! No prior experience with film or video required.  
Instructor(s): M. Rorison  
Area: Humanities.

AS.061.162. Lights, Camera, Action: Independent Film.  
An introduction to the basics of film analysis, focusing on independent crime films. In-class screenings and emphasis on discussion over lecture. This one-credit course will meet on Sept. 19, Sept. 26, Oct. 3, and Oct. 10 and will be graded pass/fail.  
Instructor(s): L. Bucknell  
Area: Humanities.

AS.061.163. Lights, Camera, Action: Screwball Comedy.  
An introduction to the basics of film analysis through a sampling of Hollywood screwball comedies from the thirties. In-class screenings and short written assignments. Emphasis on discussion over lecture. No prior experience in film studies required. This one-credit course will meet September 17, 24, October 1 and 8, and be graded pass/fail. Perfect attendance is required.  
Instructor(s): L. Bucknell  
Area: Humanities.

An introduction to the basics of film analysis, focusing on the work of the highly individual independent filmmaker Woody Allen. Short weekly written responses, in-class screenings, and emphasis on discussion over lecture. No prior experience in film studies required. This one-credit course will meet on Sept. 18, Sept. 25, Oct. 2, and Oct. 9 and will be graded pass/fail.  
Instructor(s): L. Bucknell  
Area: Humanities.

AS.061.165. Lights, Camera, Action: Horror.  
An introduction to the basics of film analysis through a sampling of classic horror. In-class screenings and short written assignments. Emphasis on discussion over lecture. No prior experience in film studies required. This 1-credit course will meet September 16, 23, 30, & October 7, and be graded pass/fail. Perfect attendance is required.  
Instructor(s): L. Bucknell  
Area: Humanities.

In this course students will consider variations of the personal essay film, wherein filmmakers explore their own experiences, both real and imagined. These films constitute dialogues between filmmaker and world using subjective approaches, including but not limited to first person narration. Students will make a short (4-6 minutes) 16mm film from original and possibly archival footage; their own filmic essays based upon personal experiences. We will look at the works of several essay filmmakers including Ross McElwee, Jean Luc Godard, Chris Marker, and Su Friedrich.  
Prerequisites: AS.061.150(C)  
Instructor(s): J. Mann  
Area: Humanities.

AS.061.203. American Contemporary Classics.  
An introduction to the basics of film analysis through the close examination of notable American films from 1980 to the present, including works by Woody Allen, the Coen Brothers, Courtney Hunt, Spike Lee, and Martin Scorsese. No prior experience in film studies required. In-class screenings and emphasis on discussion over lecture. Each student will write regular film responses, give an oral presentation, and write a short essay, 8-10pp., with a revision.  
Instructor(s): L. Bucknell  
Area: Humanities.
AS.061.204. Intermediate Digital Film Production.
This course is designed to further the filmmaking skills students have begun to develop in previous production courses. Students will acquire a more robust proficiency in directing, editing, and cinematography. During the first part of the semester, students will be presented with several “challenges” designed to allow them to hone their creative vision while also solving problems behind the camera and in editing. The second half of the course will allow each student time to produce a 6 - 12min digital film project that is either narrative, documentary, or experimental.
Prerequisites: AS.061.145 OR AS.061.150 OR AS.061.152
Instructor(s): J. Roche
Area: Humanities.

AS.061.205. Introduction to Dramatic Writing: Film.
In this course we will explore the basic principles of visual storytelling in narrative film as they apply to the design and execution of a screenplay. During the course of the semester, each student will work on different writing exercises while they search for their specific story and the best way to approach it. We will study different narrative tools and methods of screenwriting by analyzing films to ascertain how they work or fail to do so at script level. Through in-class critiques, group discussions and one-on-one sessions, students will apply these techniques to their own work as they undergo the process of designing, breaking down, outlining and writing a screenplay for a short film. In-class analysis and debate on the strengths and challenges posed by the students’ work will help shape the thematic emphasis of the second half of the course.
Instructor(s): R. Buso-garcia
Area: Humanities.

AS.061.207. Fatal Women: The Femme Noire in Film Noir.
The femme noire in film noir: "so appealing, so dangerous . . ." An introduction to the basics of film analysis, with in-class screenings and emphasis on discussion over lecture. Students will keep daily film journals. No prior experience in film studies needed. Perfect attendance mandatory.
Instructor(s): L. Bucknell
Area: Humanities.

AS.061.208. (Special Topics) Experimental Video.
This course has been modified to fall under the FMS major’s "special topics" 200-level requirement. An introduction to experimental video from the 1960s to present. Understanding "experimental" as an operative to change existing forms of video using aesthetic and ideological innovation. With four video projects. Lab fee: $40
Prerequisites: AS.061.145 OR AS.061.150
Instructor(s): K. Yasinsky
Area: Humanities.

AS.061.209. Special Topics: Surrealism and Film.
We will define Surrealism through readings, including those of Andre Breton and Rene Daumal and texts that influenced the movement in the early part of the 20th c. Using an understanding of the practice of surrealism found in the readings as well as surrealist games and writing, we’ll study a diverse group of filmmakers influenced by the practice including Joseph Cornell, Rene Clair, Luis Bunuel and contemporary artists such as Jack Chambers and David Lynch. Assignments include weekly papers and one final creative project. Lab fee: $40
Instructor(s): K. Yasinsky
Area: Humanities.

Cinema loves a chase. Great examples in popular film from the silent era to the present. Comedies, westerns, and crime films will be considered. In-class screenings and emphasis on discussion over lecture. Students will keep a daily film journal to be handed in each class. No prior experience in film studies required.
Instructor(s): L. Bucknell
Area: Humanities.

AS.061.219. Special Topics: Animation Workshop.
Students will produce several animations using hand-made techniques, including drawing animation, paper puppets and stop-motion. Screenings and readings will provide a historical and conceptual context to the exploration of animation as an experimental technique within both narrative and non-narrative works. Weekly film screenings.
Instructor(s): K. Yasinsky
Area: Humanities.

AS.061.220. Special Topics: Silent Classics.
A survey of silent era masterpieces. From Murnau’s horror film Nosferatu to Keaton’s slapstick comedy Sherlock Jr to Dreyer’s great tragedy The Passion of Joan of Arc, these are films of exceptional beauty and artistry. Chaplin, Eisenstein, von Sternberg, and others also considered. Recommended course background: AS.061.140 or AS.061.141 or AS.061.145.
Instructor(s): L. Bucknell
Area: Humanities.

AS.061.221. Special Topics-Producing the Independent Film.
This class will guide students through the process of producing an independent film in the United States. The chronology of lectures and coursework will follow the lifeline of a project, from conception through financing and development, production, postproduction, marketing, and exhibition. Students will learn how to package and pitch projects, budget and schedule a screenplay, develop a financing plan, supervise production and post-production, and mount a viable festival and distribution strategy. Lab Fee: $40
Prerequisites: AS.061.150 OR AS.061.145 OR AS.061.151 OR AS.061.152
Instructor(s): M. Porterfield
Area: Humanities.

AS.061.222. Analyzing Popular Culture.
This course provides an introduction to the critical analysis of popular culture through the major theoretical paradigms of media and cultural theory. The teaching method uses a combination of media studies and sociology to explore popular culture and is designed to encourage students to become more active critics. The course presents a range of media from contemporary popular music to film and television. Smaller subjects include the teen "pop" love song, the politics of representation, and the forming of subcultures.
Instructor(s): M. Ward
Area: Humanities.

AS.061.225. Special Topics: Introduction to Animation.
Students will produce several animations using hand-made, stop-motion techniques, including drawing animation, collage-based and puppet animation. Work will be shot digitally. Screenings and readings will provide a historical and conceptual context.
Instructor(s): K. Yasinsky
Area: Humanities.
**AS.061.226. Special Topics: Writing About Film.**
A workshop focusing on the critical analysis of film, with particular attention to the writing of short analytical and critical essays on a range of movies—recent and classic—using a variety of approaches. Students are required to participate in weekly critiques and discussions of each other's writings.
Instructor(s): L. Mason
Area: Humanities.

**AS.061.228. Almost Grown.**
An introduction to the basics of film analysis through a survey of American coming of age films from the mid 20th century to the present. Attention to questions of race, class, and gender. A variety of genres considered. No prior experience in film studies required. In-class screenings and emphasis on discussion over lecture. Each student will write regular film responses, give an oral presentation, and write a short essay, 8-10pp., with a revision.
Instructor(s): L. Bucknell
Area: Humanities.

**AS.061.229. French New Wave.**
An exploration of the major films and directors of the French New Wave that is also designed to help students consolidate their skills in the analysis of film. The course will examine the origins of the French New Wave, looking at the directors as critics and as passionate film fans, along with the institutional and historical context of the films. It will also ask how the French New Wave changed the process of filmmaking, and transformed the way we think about the work of the director--inspiring more vocations in filmmaking than any other movement in cinema history. Film screenings T 7:30-10:00PM. $40 lab fee.
Prerequisites: AS.061.140 OR AS.061.141 OR PERMISSION OF INSTRUCTOR
Instructor(s): S. Roos.

**AS.061.249. Film History: Sound and Scores.**
This course will explore the history of film sound from the silent film era to the present day, examining the narrative and aesthetic purpose as well as the functionality of film music. The course will trace the history and development of film music and the process of film scoring through reading, lecture, and film viewing to explore how music and its relationship to film has changed over the last century. Class includes discussion and evaluation of different compositional styles and their purposes. $40 lab fee.
Instructor(s): H. Robbins; T. Dolby.

**AS.061.247. Creatures From Outer Space.**
An introduction to Hollywood cinema and the basics of film analysis through the close reading of selected 20th century American classics including Citizen Kane, On the Waterfront, Annie Hall, and others. Twice-weekly screenings. Short film responses and a final paper, 10pp.
Instructor(s): L. Bucknell
Area: Humanities.

**AS.061.245. Introduction to Film Theory.**
This course offers an introduction to the major paradigms of film theory, with work ranging from Sergei Eisenstein to Andre Bazin. Frequent film screenings are designed to help illustrate film theory concepts. Designed around one operative question, “What is cinema?” the course explores the varied and divergent answers provided by the great thinkers of the cinema in the past century. Students are expected to enter the course ready to engage in discussion. Film screenings W 7:30-10:00 PM.
Prerequisites: AS.061.140 OR AS.061.141
Instructor(s): M. Ward
Area: Humanities.

**AS.061.244. Film Genres.**
A survey of American genres: the Western, the Gangster Film, Science Fiction, Horror, Comedy, Melodrama, and others. Twice-weekly screenings. Short film responses and a final paper, 10pp.
Instructor(s): L. Bucknell
Area: Humanities.

**AS.061.248. American Masterpieces.**
An introduction to the basics of film analysis through the close reading of selected 20th century American classics including Citizen Kane, On the Waterfront, Annie Hall, and others. Emphasis on discussion over lecture. Several short film responses and an essay with optional revision.
Instructor(s): L. Bucknell
Area: Humanities.

**AS.061.246. Film Genres.**
$40 lab fee A survey of American genres: the Western, the Gangster Film, Science Fiction, Horror, Comedy, Melodrama, and others. Twice-weekly screenings. Short film responses and a final paper, 10pp.
Instructor(s): L. Bucknell
Area: Humanities.

**AS.061.232. Dreams, Psychois, and Altered States in Cinema.**
In this production course, students will create multiple video projects that reflect the representation of dreams, psychosis, and altered states in cinema. We will screen and deconstruct a variety of feature films, video artworks, and music videos to understand the mechanics and language of subjective realism as a narrative form. We will trace this stylistic lineage from its roots in art house cinema to its rise as an accepted Hollywood modality. We will also explore editing and software techniques that will further students’ ability to create stunning works of strange beauty. Basic proficiency with digital cameras and editing is required. This class fulfills the intermediate film production requirement.
Instructor(s): J. Roche
Area: Humanities.

**AS.061.230. Intermediate Film Production.**
This course continues the work of the Introduction to Film Production course. The course also introduces the use and design of sound through the incorporation of non-sync voice(s) and effects. Each student is responsible for the complete production of a short (4-6 minutes) film, from treatment to shooting script to final edit. The films are shot on 16mm color and/or black and white negative film stock and transferred to digital video. All editing for the films is with non-linear software, generally Final Cut Pro. $100 Lab fee
Prerequisites: AS.061.150 or permission
Instructor(s): J. Mann
Area: Humanities.

**AS.061.231. In Others' Words.**
“In Others Words” explores an enigmatic relationship between images and words. Each student creates a short, 16mm film incorporating their filmed images with texts written by others (fiction and non-fiction). Guided by the notion of collage, these films become a new form of documentary, bringing together seemingly disparate elements to reconfigure our ways of seeing. Drawing from the photo-text works of Wright Morris and C.D. Wright’s poetry, the course adheres to Paul Virilio’s suggestion: “sometimes the best way to see better is to look differently.” This is not about B roll. $125 lab fee.
Prerequisites: AS.061.150
Instructor(s): J. Mann.
Films will include Kurosawa’s Yojimbo, Leone’s Fistful of Dollars, Woo’s the Killer, among others. In-class screenings. Emphasis on discussion over lecture. No prior experience in film studies required.
Instructor(s): L. Bucknell
Area: Humanities.

AS.061.251. American Comedy Classics.
A survey of 20th century American comedy from the films of Charlie Chaplin and the Marx Brothers to Dr. Strangelove and Annie Hall. The course will provide an introduction to the basics of film analysis. No prior experience in film studies required. In-class screenings and emphasis on discussion over lecture. Each student will write regular film responses, give an oral presentation, and write a short essay, 8-10pp., with an optional revision.
Instructor(s): L. Bucknell
Area: Humanities.

AS.061.252. School Daze.
Teen angst and togas in comedies of American youth from The Graduate to Animal House to Lost in Translation. Course will provide an introduction to the basics of film analysis with an emphasis on discussion over lecture. Several short film responses and an essay with optional revision. No prior experience in the subject required.
Instructor(s): L. Bucknell; L. DeLibero
Area: Humanities.

AS.061.254. Watching the Detectives.
Films of surveillance and detection from the Humphrey Bogart/Howard Hawks classic The Big Sleep, to Polanski’s Chinatown with Jack Nicholson, and David Simon’s HBO series The Wire. The course will offer an introduction to the basics of film analysis. No prior experience in film studies required. In-class screenings and emphasis on discussion over lecture. Each student will write regular film responses, give an oral presentation, and write a short essay, 8-10pp., with an optional revision.
Instructor(s): L. Bucknell
Area: Humanities.

AS.061.257. I Want To Be Humphrey Bogart.
A close look at the Hollywood titan Humphrey Bogart in classics including Casablanca, To Have and Have Not, and The Big Sleep. In-class screenings and discussions are emphasized over lecture. No prior experience in film studies required.
Instructor(s): L. Bucknell
Area: Humanities.

Baltimore Filmmakers seeks to explore the unique personal narrative of the Media Artist within contemporary society, fourteen Filmmakers/Video Artists from Baltimore will visit the class room to give talks.
Instructor(s): J. Roche
Area: Humanities.

Using P. Adams Sitney’s text: The Cinema of Poetry, this course will explore the relationship between poetry and the moving image. When experimental film began to define itself in the 1950s and ’60s the terms cine-poem and film-poem were ubiquitous as identifying avant-garde cinema. Poetic structures in the moving image will be studied in relation to language, images and formation of meaning. Students will independently research a poet who greatly inspired and influenced a filmmaker/moving image artist and write on that filmmaker’s work. One moving image project will be undertaken and completed during the semester as well. Weekly assignments will include screenings, reading, writing, and or video work.
Instructor(s): K. Yasinsky
Area: Humanities.

AS.061.271. ‘Inside Station North’ TV/Webcast Show.
During this one-semester course you will create a pilot episode for a TV show/webcast tentatively titled ‘Inside Station North.’ It will be a magazine type show focusing on the arts/music/performance community around Baltimore’s vibrant Station North district. We will research comparable shows, design the image and graphic style, investigate alternative broadcast and distribution channels ranging from YouTube and iTunes to Public Television and cable. We will select exciting local artists and venues, and shoot video both on the Sound Stage at the Film Centre and out and about in the neighborhood. We will edit and post-produce the pilot and put it on the air with a view to producing a full series commencing Fall 2016.
Prerequisites: AS.061.140 OR (AS.061.141 AND AS.061.152)
Instructor(s): T. Dolby
Area: Humanities.

AS.061.301. Advanced Film Production: The mongrel film.
In this course, each student is responsible for the design and production of a short 16mm film. The film may be shot on color and/or black and white negative stock. The format is Super 16mm. The film may include sync and/or non-sync sound. The idea behind the “mongrel” film is for the student to incorporate a variety of genres within this project. These may include stylistic elements typically associated with documentaries, experimental, narrative, animation, and lost and found films. $125 Lab fee
Prerequisites: AS.061.150 AND AS.061.202
Instructor(s): J. Mann
Area: Humanities.

AS.061.307. In the City.
Glittering or gritty, rich with opportunity or “pestilential to the morals, the health, and the liberties of man”: the city in popular film from the silent era to the present. Lab fee: $40
Prerequisites: AS.061.140 AND AS.061.141 or instructor permission
Instructor(s): L. Bucknell
Area: Humanities.

AS.061.308. Experimental Video.
An introduction to experimental video from the 1960s to present. Understanding “experimental” as an operative to change existing forms of video using aesthetic and ideological innovation. With four video projects. Lab fee: $40. Recommended Course Background: AS.061.145 or AS.061.150
Area: Humanities.
**AS.061.313. Story and Character Design: for the Screenplay.**
A workshop devoted to developing dimensional characters and compelling, original stories. Weekly screenings, short written exercises, and a longer final project. Weekly screenings M 7:30-10 PM.
Instructor(s): L. Bucknell
Area: Humanities.

**AS.061.314. Sketching the Scene: Image as Narrative Tool.**
In the first half of the semester, students will be presented with prompts from a variety of media – photography, literature, popular music, et al - intended to stimulate the imagination and spark ideas. These ideas will be explored, cultivated, and mined for their visual information, with emphasis on information that might appear in their filmic representation. In the second half of the semester, students will search independently for cinematic ideas with an eye toward the details of a scene. As students identify scenic elements, their ideas will be developed and carried through the traditional workflow: outline, scenario, and screenplay. At the end of the semester, students will have prepared short scenes ready for pre-production. Lab fee: $40
Instructor(s): M. Porterfield
Area: Humanities.

**AS.061.315. Screenwriting By Genre.**
Story design for the screenplay with special attention to the genres of comedy, horror, melodrama, and adventure. Regular workshops, short written exercises, and a longer final project.
Prerequisites: AS.061.313 or AS.220.342 or instructor’s permission
Instructor(s): L. Bucknell
Area: Humanities.

**AS.061.316. Characters for the Screenplay.**
A workshop devoted to creating complex characters for the screen. Students will examine memorable film characters from the silent era to the present, with attention to how these characters are revealed through both the drama and the mise en scène. Weekly screenings. Short critical and creative written exercises and a longer, creative final project.
Prerequisites: (AS.061.270 OR AS.220.204 OR AS.220.337) or instructor permission.
Instructor(s): L. Bucknell
Area: Humanities.

**AS.061.319. Narrative Filmmaking: Pre-Prod Bootcamp.**
This two-week boot camp for student filmmakers from JHU and the Maryland Institute, College of Art (MICA), provides intensive training in the crucial aspects of preparing to shoot a successful narrative film. A weeklong workshop with a professional screenwriter will allow students to hone and improve their existing screenplays, practice the elements of writing for film, and learn how to do a script breakdown. A second workshop on working with actors, taught by a professional actor, will teach students the ins and outs of casting and directing. Supplemental workshops will cover elements of pre-production such as budgets, production schedules, call sheets, and legal issues.
Instructor(s): R. Buso-garcia
Area: Humanities.

**AS.061.322. Women in Hollywood Film.**
Female beauty, villany, and humanity in popular film from the silent era to the present.
Instructor(s): L. Bucknell
Area: Humanities.

**AS.061.323. Masculinities.**
Prereq: One Core Course Or Permission From tap dancer to gangster, assassin to anguished teen, versions of the male in film from the silent era to the present. Cross-listed with Studies of Women, Gender, and Sexuality.
Instructor(s): L. Bucknell
Area: Humanities.

**AS.061.325. The Westerns of Ford, Leone, & Peckinpah.**
A study of three masters – John Ford, Sergio Leone, and Sam Peckinpah - their impact on the genre and on each other. Lab fee: $40
Prerequisites: AS.061.140 or AS.061.141 or Permission
Instructor(s): L. Bucknell
Area: Humanities.

**AS.061.328. Gangster Films.**
The bad guy as hero from Little Caesar to Goodfellas. Film screenings Th 7:30-10:00 PM, Sun 7:00-9:30 PM. Lab fee: $40.
Instructor(s): L. Bucknell
Area: Humanities.

**AS.061.335. Monster Films.**
$40 and one core course or permission required. Monstrous others and monstrous selves in classic 20th century horror.
Instructor(s): L. Bucknell
Area: Humanities.

**AS.061.339. A Cinema Of Anxiety: Film Noir.**
Postwar film noir: Fuller, Huston, Lang, Mann, Tourneur, and others.
Instructor(s): L. Bucknell
Area: Humanities.

**AS.061.342. Going "On the Road": The Road Movie.**
This course explores the road film, one of the most popular thematic constructs in American film. Although the journey narrative has its roots in literature, the road film presents a unique variation of stories of wanderlust. Perhaps this is because cinema’s very nature lends itself to the form; the art form entails the creation of space and motion in time. We will follow the road movie from classical cinema to the present, concentrating on its position as a central trope in American mythology but also looking at the ways filmmakers in other cultures have made use of it. Lab fee: $40
Prerequisites: Prereqs: AS.061.140 OR AS.061.141
Instructor(s): L. Deliberio; M. Ward
Area: Humanities.

**AS.061.343. Deadwood and American Justice.**
The course aims at generating well-grounded discussion on issues of justice and social fairness in the wilderness of American westward colonization and spoliation. Issues such as the rule of foul language, chattel sex work, grassroots democracy, gun justice, and other basic elements of the American ethos of conquest and populist sovereignty.
Prerequisites: AS.061.140 OR AS.061.141
Instructor(s): E. Gonzalez.
AS.061.344. The Viewers in the Dark: One Hundred Years of Cinephilia, from Lumiere to Tsai Ming-Liang.
The movies have attracted a devoted following in their first hundred and twenty years. Here, we discuss the act of moviegoing itself, exploring the ways that film fans have traditionally considered themselves in relation to the silver screen, the movie house, and film culture, from the silent era, with its first moments of illuminated wonder at moving pictures, through early cine-clubs in the 1920s and the enthusiastic movements of film critics-turned-filmmakers with the French New Wave in the 1960s, up through the video store boom and bust. How does the way we literally engage with cinema affect the way that we love movies? With our culture now engaging with the rise of the home theater, we consider where we have come from as moviegoers as part of a genealogy of watchers in the dark, and how theorists have positioned themselves as regards the activity. This course also involves a practicum to enable students to think through questions of moviegoing in acts of moviegoing itself, and reflection on the experience. Thinking through how we have felt and thought about movies, we come to some conclusions about both the nature of film art and its most loyal spectator, the cinephile.
Prerequisites: AS.061.140 OR AS.061.141
Instructor(s): M. Porterfield
Area: Humanities.

AS.061.352. Media Workshop.
Media Workshop mixes the theory and practice of media-making in a workshop environment that allows upper-level students to hone their craft as filmmakers. Based upon the idea of a creative community, the workshop is an advanced lab designed to give students a place to share ideas, create new work, and receive intensive and supportive critique. Work produced in this class will consist of non-narrative experimental exercises, exploring issues of the image, editing, perception, and sound. Students will read filmmaker-theorists like Sergei Eisenstein, Robert Bresson, Stan Brakhage, Maya Deren and Wim Wenders and will produce creative work inspired by the texts.
Instructor(s): M. Porterfield; M. Ward
Area: Humanities.

This course is designed to immerse students in the creative and practical challenges of narrative production. It is our hope that you will emerge with a greater understanding of the professional structure of a film crew, as well as with an understanding of the collaborative creativity necessary to make a narrative short. We will work hard, but if you are interested in video, film and filmmaking, we guarantee you will learn a great deal. In this course students will be divided into teams, each of which will produce a short narrative film based upon a script written by a fellow student. All films will be fully student produced. Students will fill all principal roles: scripting, casting, producing, directing, designing, shooting, sound recording, and editing. Throughout the course, instructors will expose students to relevant films and film professionals in order to illuminate the key creative roles necessary in the making of any film. Instructors will serve a guiding role in the production of student projects, offering technical information and advice. Students will be evaluated not only on the films they produce, but also on their ability to create and contribute to the collaborative art of filmmaking. Lab fee: $100
Prerequisites: Prereq: AS.061.152
Instructor(s): M. Porterfield
Area: Humanities.

AS.061.358. Directing Actors.
This class, intended for students of film, will explore the theory, practice, and ethics of directing actors for the screen. Texts, screenings, production, and performance exercises will be combined over the course of the semester. The goal of this workshop is to inspire young directors and enhance their ability to communicate with their cast with confidence and empathy.
Instructor(s): M. Porterfield
Area: Humanities.

AS.061.359. Documentary Film.
This overview of the history of the documentary film format and its attempt to tell the “truth” examines documentaries from different historical moments and cultures, and asks theoretical and philosophical questions about the construction of argument, and the use of reality, ethnography, and storytelling.
Instructor(s): B. Wegenstein
Area: Humanities.

AS.061.361. Documentary Film Theory.
Prerequisites: AS.061.140 OR AS.061.141
Instructor(s): J. Mann
Area: Humanities.

AS.061.362. American & European Experimental Film.
Examines an eclectic group of experimental filmmakers including Stan Brakhage, Trin T. Minh-ha, Leslie Thornton, and Michael Snow. Includes screenings of filmmakers’ works and their writings on the subject.
Area: Humanities.

AS.061.364. The Films of Alfred Hitchcock.
Close examinations of Hitchcock’s films from the Lodger to Frenzy. $40 lab fee.
Instructor(s): L. DeLibero
Area: Humanities.

Films of Altman, Peckinpah, Coppola, Penn, Scorsese, and others. Intensive examination of the films and their cultural/political context.
Instructor(s): L. DeLibero
Area: Humanities.

AS.061.369. The 1930s in Jazz, Film, and Poetry.
The 1930s in Jazz, Film, and Poetry will focus on three art forms, jazz, film, and poetry, both separately and in conversation with each other during a decade of political, economic, technological, and cultural upheaval. A decade after the invention of amplifiers and public address systems, advances in sound recording and synchronized sound revolutionized film and recording arts. Jazz musicians, filmmakers, and poets collaborated on innovative and radical projects, often funded by the New Deal Federal Writers Project. Team-taught by faculty in Film and Media Studies, the Department of Jazz (Peabody), and the Center for Africana Studies, this course will bring together students from Peabody and the Krieger School of Arts & Sciences to engage with issues of art, culture, and politics during a turbulent decade.
Prerequisites: AS.061.140 OR AS.061.141
Instructor(s): H. Robbins
Area: Humanities.
AS.061.370. Theorizing Popular Culture.
This course explores the changing role of popular culture via the major paradigms through which it has been considered. Presents a range of media from contemporary popular music to film and television. Lab fee: $40
Prerequisites: AS.061.140 or AS.061.141
Instructor(s): M. Ward
Area: Humanities.

AS.061.371. Unrealities: The Fantastic in Film & Fiction.
The fantastic, the absurd, the blackly comic in films by Cocteau, Hitchcock, and others; and in the short fiction of Barthelme, Cortázar, Hrabal, and others. Several short creative exercises and a longer final project.
Instructor(s): L. Bucknell
Area: Humanities.

An exploration of French films about crime with a particular focus on the reciprocal relations between French and American cinema: how did the French tradition of poetic realism influence the American film noir--and why is our name for the genre one invented by French critics? How did French directors respond to American genre movies, and to the films of Hitchcock? Screenings will include films by Melville, Godard, Clément, Clouzet, Audiard, and Haneke.
Instructor(s): S. Roos.

AS.061.373. Intermediate Dramatic Writing: Film.
This course will explore different approaches towards understanding the fabric of story as it pertains to film. Students will be exposed to key challenges in conceiving, structuring and executing a compelling, memorable and vibrant feature-length screenplay. By studying key examples, we will discuss possible solutions to these issues. In every class, students will share their work in progress and will help each other find approaches or solutions to their specific challenges and issues. We will analyze films with screenplays that effectively play with the form to create lasting, thought-provoking and affecting stories. Through in-class critiques, group discussions and one-on-one sessions, students will apply new tools and approaches to their own work as they undergo the process of designing, breaking down, outlining and writing a full step outline, a beat sheet and the first ten pages of a feature length screenplay. As the semester progresses, in-class analysis and debate on the strengths and challenges posed by the students’ work will shape the thematic emphasis of each class.
Prerequisites: AS.220.204 OR AS.061.205
Instructor(s): R. Buso-garcia
Area: Humanities.

Beyond their balding pates, their notorious reclusiveness, and the relative paucity of their output, Stanley Kubrick and Terrence Malick share a mastery of cinematic space. This course will closely examine selected films from their work, with particular emphasis on their visionary manipulation of the epic vastness and lyrical intimacies of screen space. With this primary concern in mind, we will consider the directors’ engagement with philosophies of history and time, their experiments with narrative and generic conventions, and their enduring fascination with the relationship between the human and natural worlds. Sunday 7:00pm-9:30 pm weekly film screenings. $40 lab fee.
Prerequisites: AS.061.140 OR AS.061.141 OR PERMISSION OF THE INSTRUCTOR.
Instructor(s): L. DeLibero.

AS.061.375. Surrealism and Film.
We will define Surrealism through primary texts, including those of Andre Breton, Antonin Artaud and Rene Daumal and other works that defined and influenced the movement in the early part of the 20th century. Using an understanding of the practice of surrealism found in the readings, as well as in surrealist games and automatic writing, we’ll study a diverse group of filmmakers influenced by the practice, including Luis Buñuel, Joseph Cornell, Raul Ruiz and contemporary artists such as David Lynch. Assignments include weekly papers and one final creative project. Weekly film screenings Monday 7:30-10:00 PM. $40 lab fee. Media, Online
Prerequisites: AS.061.140 OR AS.061.141
Instructor(s): K. Yasinsky.

AS.061.376. Arts and Culture Journalism: Interactive Media, Online Publishing.
Students will participate in the ongoing creation of BmoreArt.com, an online arts and culture publication that serves the Baltimore community. In conjunction with visiting professionals, students will investigate the Baltimore cultural community and create different types of editorial content using interactive media including film, video, sound, and writing. Students will produce creative content utilizing their individual areas of expertise - such as visual art, art history, music, literary arts, film, and theater - while working together as a professional organization. A strong emphasis will be placed on the student’s collaborative participation and creative experimentation. Students with differing backgrounds in media will approach this project from unique perspectives, which will be valued and cultivated. Students with previous experience in journalism are welcome. An introductory writing or film course is suggested as a prerequisite.
Instructor(s): C. Ober
Area: Humanities.

This week-long course in Los Angeles gives students inside access to the entertainment industry through daily meetings and workshops with key figures in film, television, new media, and music, many of them JHU alums: directors, producers, screenwriters, studio executives, agents, exhibitors and more. We will visit studios, major agencies and production companies, and will end the week with a JHU networking event and panel discussion with alumni who work in film and television. The course runs from January 4 - 8. Open to all Film and Media Studies majors and minors, with preference given to seniors. Students outside FMS may apply if slots remain open after all FMS students have registered.
Instructor(s): L. DeLibero
Area: Humanities.

AS.061.378. Automatic Animation.
A hand-made, 2-D animation course based on ideas of automatism. Students will create their own animated movie during the semester. We’ll study a diverse group of filmmakers influenced by the practice, including Luis Buñuel, Joseph Cornell, Raul Ruiz and contemporary artists such as David Lynch. Assignments include weekly papers and one final creative project. Weekly film screenings Monday 7:30-10:00 PM. $40 lab fee. Media, Online
Prerequisites: AS.061.140 OR AS.061.141
Instructor(s): L. DeLibero.
AS.061.379. Audio for Video. 3 Credits.
This 3-credit, 300-level class covers all creative and technical aspects of working in Logic X and ProTools to create professional soundtracks for film, video, commercials and games. It will enable filmmakers, composers and recording arts students to learn how to import and synchronize QuickTime video; ‘spot’ a clip; create tempo maps and click tracks, and blend the three key elements of film sound ie dialog, music and effects. Classes will be mainly taught with students at individual workstations, though some classes will be held on the soundstage (for mixing and live recording techniques) as well as in the recording studio (dubbing and mixing.) Prerequisites: at least one production course (Intro to Film/Video Production, or Recording Arts); plus fluency in either Logic, ProTools, Final Cut or Premier.
Prerequisites: AS.061.150(C), AS.061.152(C), or other introductory film production course; fluency in either Logic, ProTools, Final Cut or Premier.
Instructor(s): T. Dolby

AS.061.381. Sound on Film.
This 3-credit upper-level course, sponsored by the Film and Media Studies Program at JHU and the program in Recording Arts and Sciences at the Peabody Institute, will offer undergraduates and faculty/staff from both institutions an unprecedented opportunity to collaborate on all aspects of designing soundtracks for film. Utilizing in-progress works, student filmmakers from the Film and Media Studies program will work with Peabody students to create soundtracks, from the initial phases of composition and scoring to the final stages of recording and sound syncing. Students will work in small teams in a lab setting to create their soundtracks, exploring a variety of scenarios, including the implications of image-driven music vs music-driven images, and the various uses of acoustic and electronic sound. Lab work will be supplemented by guest lectures and faculty presentations on various aspects—practical, theoretical, and historical—of applying sound to film. Guest lecturers will include sound designers and engineers, composers, editors, historians of film sound, and filmmakers working in both live action and animated film. Weekly film screenings. 
Instructor(s): T. Dolby
Area: Humanities.

AS.061.386. Sundance: Its Role in Contemp Cinema.
This course will allow students to witness and report on one of the most important film festivals in the world. Students will travel to the 2014 Sundance Film Festival, where they will attend screenings, participate in workshops and discussion groups with the instructors and members of the film industry, and write critical assessments of both the films and the festival’s crucial role in independent filmmaking today. Film and Media Studies majors and minors only.
Instructor(s): J. Roche; M. Ward
Area: Humanities.

In this course, film students from JHU and MICA will research, shoot, and edit a 30-minute documentary on JHU’s Baltimore Scholars Program under the supervision of professional filmmakers. Students will learn the techniques of filmmaking and of building a narrative for documentary film. In the process of conducting interviews and research for the film, they will also explore the historical and current relationship between Johns Hopkins University and the Baltimore community.
Instructor(s): L. DeLibero
Area: Humanities.

AS.061.388. Cinema Workshop - Cannes Film Festival.
This workshop provides students with access to professional events at the Cannes Film Festival, including screenings, non-competitive programs, tributes, master classes and directors’ showcases. Students are expected to participate in festival events and take an active role in organized discussions, critiques and dialogues. Written and oral assignments. Special Application: Open to JHU Cannes Program participants only.
Instructor(s): L. Mason
Area: Humanities.

AS.061.389. Women Making Movies (Europe).
Whether speaking of short narratives by Alice Guy Blaché, Leni Riefenstahl’s propaganda for Hitler, or the films of Agnes Varda, Lina Wertmuller, Sally Potter, Margarethe von Trotta, Agnieszka Holland and Marjane Satrapi—to name but a few—women have been a dynamic and integral presence in European film history from its earliest days. What has gender meant to them? Does that category, alone or in combination with feminist film criticism, illuminate how we understand their films? Does the fact of being female shape a director’s choice of subject, how she represents it, or how she works? How has a particular director’s work been shaped by other political, social, and historical circumstances? Does an enhanced appreciation of films directed by women change our sense of the canon or of what it means to be an auteur? We will address these and similar questions as we explore a few of the movies made by women over the past 100+ years.
Prerequisites: AS.061.140 OR AS.061.141
Area: Humanities.

AS.061.391. Love and Film.
In this course, we explore different understandings of “love” and the way that film has dealt with the concept as a medium. We explore a variety of approaches to the question of “love” - from the agapic to the familial to the romantic - through a series of interdisciplinary readings ranging from philosophy to anthropology. We will also equally explore the question of how film has engaged with the question of love as a concept, and what depictions of human affection - from the general to the personal - it has offered us. Screenings are required for this course.
$40 Lab fee. Cross-listed with Study of Women, Gender and Sexuality.
Instructor(s): M. Ward
Area: Humanities.

AS.061.396. Modern Paris on Film.
This course uses French film to examine the history of twentieth-century Paris. We will consider how filmmakers interpreted the social, political, and technological transformations that shaped Paris in the modern era, treating movies as expressions of change and means by which filmmakers comment on it. Taught in English. Film screenings Monday 7:30-10:00 PM. $40 lab fee.
Instructor(s): L. Mason
Area: Humanities.

AS.061.397. French Masculinities.
Examines changing ideals of masculinity in France after 1960 as they found expression on film, rooting the work of iconic stars and directors in their cultural, political and historical contexts.
Instructor(s): L. Mason
Area: Humanities.

AS.061.398. Godard.
An intensive study of the most important films of this seminal and influential director.
Prerequisites: AS.061.140 or AS.061.141
Area: Humanities.
AS.061.399. Stop-Motion Puppet Animation.
Students will create their own stop-motion models (puppets) based on a wire armature model. In small groups, students will design and create a simple set and make a short stop-motion movie using a DSLR camera. The question of “why animate” will be explored in student projects and responses to screenings. We will study the history of stop-motion puppet animation from Starewicz to Svankmajer to Nick Park.
Prerequisites: AS.061.140 OR AS.061.141 OR AS.061.150
Instructor(s): K. Yasinsky
Area: Humanities.

AS.061.403. Sound on Film II.
This course continues the explorations in sound and music for film begun in AS.061.381. This 3-credit upper-level course, sponsored by the Film and Media Studies Program at JHU and the program in Recording Arts and Sciences at the Peabody Institute, offers undergraduates and faculty/staff from both institutions an unprecedented opportunity to collaborate on all aspects of designing soundtracks for film. Classic and contemporary film scores are screened and analyzed. Then, using their own short films, students from the Film and Media Studies program work with Peabody students to create soundtracks, from the initial phases of ‘spotting’, composition and scoring, through the interim stages of studio recording and sound syncing, and on to final mixing of music with dialog and sound effects using industry-standard Digidesign ProTools. Students work in small teams in a lab setting to create their soundtracks, exploring a variety of scenarios, including the implications of image-driven music vs music-driven images, and the various uses of acoustic and electronic sound. The course also touches on the logistics of music budget, licensing and copyright. Lab work is supplemented by guest lectures and faculty presentations on various aspects - practical and theoretical - of applying sound to film. Guest lecturers may include sound designers and engineers, composers, editors, and filmmakers working in live action, documentary or animated film. Screenings are provided on Sundays from 7:30-10:00 PM. In order to be admitted to the course, students must have completed at least one 5-10 minute short film to be used for scoring a soundtrack during the semester. $40 lab fee.
Instructor(s): T. Dolby.

AS.061.404. Advanced Dramatic Writing: Film.
Intensive workshop course where students will write both a first draft and a full revision of a feature length screenplay. Classes will be designed and centered on the specific challenges of the students’ works-in-progress, with an emphasis on exploring and discussing different narrative approaches and solutions that will enhance their writing and revision processes. Select films will be screened and analyzed as they pertain to the students’ scripts. Students will aim to have a polished draft of their screenplay to be submitted to industry-recognized screenwriting labs at the end of the semester.
Prerequisites: AS.061.373 or AS.220.337
Instructor(s): R. Buso-garcia.

AS.061.413. Lost & Found Film.
This course explores various elements of film production and filmic expression through a somewhat nebulous field typically described as lost films. Lost films (or as they are sometimes called, “orphan” films) can be generally described as films that have, for a variety of reasons, fallen out of the public view. They frequently come from educational, scientific, medical, or industrial films from the 1950s and 1960s. Using these films as source materials, lost film filmmakers explore and expose cultural conventions, visual icons, and historical value materials. Each week, students are responsible for re-editing sources found on an internet archive site. The assignments follow thematic concerns related to film editing. Students complete a final project (4-8 minutes). All editing for the course is accomplished with non-linear software, generally Adobe Premiere or Final Cut.
Instructor(s): J. Mann
Area: Humanities.

AS.061.420. The French New Wave.
Conducted in English Study of the major films of the French New Wave, their origins, context, and afterlife.
Instructor(s): S. Roos
Area: Humanities.

AS.061.421. History and Film.
How do films inform, shape, or fundamentally alter our sense of the past? What are the strengths and limitations of cine-history? This course pairs traditional and avant-garde fiction films and documentaries with essays about history, historiography, memory and the political uses of the past to investigate fast-changing relationships between image and text, film and history. Screening T 7:30-10:00 PM. $40 Lab fee
Instructor(s): L. Mason
Area: Humanities.

AS.061.440. Sr Project-Film.
Prerequisites: AS.061.240, AS.061.301, AND AS.061.304
Instructor(s): J. Mann; M. Porterfield
Area: Humanities.

AS.061.441. Sen Proj-Film Production.
Instructor(s): J. Mann
Area: Humanities.

AS.061.443. Sen Proj-Digital Vid Prd.
Instructor(s): J. Mann; M. Porterfield
Area: Humanities.

AS.061.501. Independent Study - Film.
Instructor(s): Staff.

For students who wish to explore an aspect of film studies not covered by existing courses. The course may be used for research or directed readings/viewings and should include one lengthy essay or several short ones as well as regular meetings with the adviser. Permanently required: Lab Fee: $100 (if production related)
Instructor(s): J. Mann; L. Bucknell; L. DeLibero; M. Porterfield; M. Ward.

AS.061.503. Independent Study-Film/Media.
Permission required
Instructor(s): J. Mann; L. DeLibero; M. Porterfield.

AS.061.504. Independent Study-Film.
Instructor(s): J. Mann; L. DeLibero; M. Ward.

AS.061.505. Internship-Film/Media.
Instructor(s): J. Mann; L. Bucknell; L. DeLibero.
AS.061.506. Internship-Film & Media.
Instructor(s): L. Bucknell; L. DeLibero; M. Ward.
AS.061.573. Independent Study Film Prod.
Instructor(s): L. DeLibero.
AS.061.574. Internship-Film/Media.
AS.061.596. Ind Stdy-Film & Media.
Instructor(s): Staff.
AS.061.599. Internship-Film & Media.
Instructor(s): J. Mann; L. Bucknell; L. DeLibero; M. Ward; T. Dolby.
This course provides students an introduction to the discipline of sound studies and its relationship to three eras of historical forms of technological media. Structured around a problematic of emitter, medium, and receiver, it explores how sound was encoded by its creators as a structure of meaning in early media cultures; how it emerged as a means of aesthetic creation with the rise and dominance of the cinematic medium; and last, how it reaches the infatuated individual listener in the new era of mobile earbud audio. Theorizing our relationship to media through the study of sound and listening, we find new histories to be explored, as well as new media aesthetics to be negotiated. Through engagement with thinkers such as economist Jacques Attali, auditory and cultural historians Emily Thompson and Jonathan Sterne, film sound theorists Michel Chion and Rick Altman, and sound studies scholar Michael Bull, we construct how technologically mediated listening allows us to understand the historical and theoretical components of sound’s media aesthetics. Recommended Course Background: AS.061.245 for undergraduates or JHU graduate student status (open to all JHU graduate students).
Instructor(s): M. Ward
Area: Humanities.

Cross Listed Courses

English
AS.060.118. Asian American Literature and Film.
This course offers students a survey of Asian American literature, film and cultural politics. Throughout the course we will evaluate the literary and filmic productions of Asian Americans in order to ask a series of questions: Who is American? Who is Asian American? How does “Asian American” work as a category that uncovers contestations over the meaning of ethnic, sexual, and national identity? We will look at a diverse array of Asian American groups while paying attention to the formation of Asian American subjectivities across differences and the intersections of ethnicity, sexuality, class and gender. Cross-listed with Film and Media Studies
Instructor(s): R. Neutill
Area: Humanities.

Anthropology
AS.070.132. Invitation to Anthropology.
The screen that brings you last night's Instagrams and celebrity gossip also flashes glimpses of melting icecaps and burning rubble. These are complex times for human beings, both exhilarating and deeply unsettling. This course introduces anthropology as a way of reflecting on the challenges of contemporary life around the globe, focusing on themes such as faith, war, technology, money and ecology.
Area: Humanities, Social and Behavioral Sciences.

AS.070.262. Cuban Intellectuals, Cinema, and the State.
This course examines the relationship between intellectuals and the Cuban state, focusing on how cinema and other arts have been mobilized both as propaganda and as sites for social criticism. Screenings are required for this course and will take place on Tuesdays from 7 pm to 9:30 pm. Cross-list: Film and Media Studies, PLAS, Romance Languages.
Area: Humanities, Social and Behavioral Sciences.

AS.070.265. Anthropology of Media.
We will examine the mediation of contemporary cultural life through technologies such as cinema, television, radio, design, and the Internet, investigating questions of desire, power, identity, and belonging. Student coursework will center on the development of an ethnographic video project.
Area: Humanities, Social and Behavioral Sciences.

AS.070.309. Anthropology of Media.
We will examine the profound mediation of contemporary human life through technologies like film, television, radio, mobile phones, iPods, and the Internet, investigating questions of desire, politics, production, and the virtual. SPECIAL NOTE: There will be a $30 lab fee for the course.
Instructor(s): A. Pandian
Area: Humanities, Social and Behavioral Sciences.

AS.070.337. Digital Media, Democracy, and Control.
This course examines how digital technologies enable new publics that circumvent state and social controls as well as how they are mobilized to confirm existing racial, gendered, and political hierarchies.
Area: Humanities, Social and Behavioral Sciences.

AS.070.346. Cinema and Ethnography.
Films, like ethnographies, stage encounters with foreign worlds. We will examine this parallel by examining, side-by-side, cinematic and anthropological representations of subjects like environmental conflict, urban poverty, religious pilgrimage and media culture.
Area: Humanities, Social and Behavioral Sciences.

History
AS.100.499. Film and Propaganda in Nazi Germany.
By examining a range of cinematic works—from explicitly ideological pseudo-documentaries to entertainment films—this course will explore the transmission of propaganda into the everyday culture of Nazi Germany.
Instructor(s): H. Balz
Area: Humanities, Social and Behavioral Sciences.

German Romance Languages Literatures
AS.211.174. Media of Propaganda.
Today, promoting a particular political or personal point of view is not viewed as “propaganda,” but rather as building a community of equally minded people. But where do we draw the line, and when does the use of a medium in service of a certain message become intrusive and misleading? What role do democracy and cultural values play in this use or abuse of media? In this class the term “propaganda” will be evaluated carefully and applied to such historical media case studies as the informational use of the radio in World War One, Leni Riefenstahl’s Nazi propaganda films, the legendary success of advertisement campaigns in the 1950s and 1960s, the AIDS movement and other mobilization strategies from the 1980s to the 1990s, and the new values of friendship and propaganda in our current facebook nation.
Area: Humanities.
AS.211.330. Curating Media Artists in Residence at JHU.
Curating Media Artists in Residence at JHU: students will be closely involved with JHU's Program in Museum & Society, JHU's Center for Advanced Media Studies (CAMS), and the Baltimore Museum of Art (curator Kristen Hileman) in efforts to research and propose new media artists in residence as well as prepare the residency for 2015. This process will include examining cutting-edge media artists whose work will be discussed both in the classroom as well as on sponsored class trips to media art exhibits in DC and NYC. Students will also assist with the CAMS media art residency of acclaimed French artist Camille Henrot in March 2014.
Area: Humanities.

AS.211.375. Community Based Learning - Documentary Production Practicum: "The Cure:" the History and Culture of Breast Cancer.
This class will accompany Bernadette Wegenstein during some months of producing her feature documentary "The Cure" on the history and culture of breast cancer. It will be a hands-on experience with director/producer Bernadette Wegenstein, editor/producer Patrick Wright and cinematographer Allen Moore filming at the GBMC's Breast Care clinic, the Halsted Medical Archives, and some other Baltimore locations. This class will meet once a week, but some weeks the class will consist in the hands-on experience on the field rather than the actual class meeting.
Instructor(s): B. Wegenstein
Area: Humanities.

AS.211.412. Temps et recit dans le cinema francais.
In what ways does the narrative cinema condense, expand, fracture, reverse, or otherwise complicate our perception of time? What formal and stylistic means allow filmmakers to manipulate spectators' desire for narrative coherence and closure? Based on a range of films drawn from the silent era, the classic cinema of the 1930s to 1950s (costume dramas, literary adaptations, thrillers), and the freely inspired works of the French New Wave and its inheritors, this course will provide students with the critical concepts and vocabulary needed to speak in French about film as an aesthetic object. Course in French.
Prerequisites: AS.210.301 AND AS.210.302
Instructor(s): D. Schilling
Area: Humanities.

AS.211.416. Visual Languages in Medical Knowledge.
This interdisciplinary course, co-taught by professor Veena Das (Anthropology) and Research professor and filmmaker Bernadette Wegenstein (German and Romance Languages and Literatures) will track the mediation of images in the making of medical knowledge and show how sensory knowledge is incorporated or transformed in the process. Co-listed with 214.616 and 070.416
Instructor(s): B. Wegenstein; V. Das
Area: Humanities.

AS.213.305. Contemporary German Film.
After almost a quarter century of neglect, German cinema is on the map again. The many awards German films have been granted over the last 15 years speak to the renaissance of German Cinema since 2000. Among these movies are Florian Henckel von Donnersmark's The Lives of Others (Academy Award for Best Foreign Language Film, 2006), Caroline Link's Nowhere in Africa (Academy Award for Best Foreign Language Film, 2002), Fatih Akin's Head-On (Golden Bear at the Berlin International Film Festival, 2004; European Film Award 2004), Oliver Hirschbiegel's Downfall (nominated for Academy Award for Best Foreign Language Film, 2004) or Wolfgang Becker's Goodbye, Lenin! (European Film Award, 2003). Nazi Germany, the Stasi, or the Reunification are prominent topics of this internationally acclaimed Contemporary German Cinema. Parallel to these mainstream productions, an aesthetically far more adventurous cinema has developed known as "Berlin School" or "Nouvelle Vague Allemande". Directors associated with the Berlin School are Christian Petzold, Angela Schanelec, Christoph Hochhäusler or Valeska Grisebach. Dissecting the everyday reality of post-wall Germany, this 'counter-cinema' draws on the New German Cinema of the 1970s (among others) to develop radical notions of realism and challenge narrative conventions. This course will give a survey on German Film since 2000 - discussing the historical and cultural context of selected movies as well as analyzing aesthetic strategies and concepts of realism in Contemporary German Cinema. Taught in German.
Instructor(s): E. Strowick
Area: Humanities.

This course will examine the location of Berlin at the heart of European and global culture over the course of the 20th century. In addition to its centrality to German national identity and political culture, Berlin between the World Wars was a weigh station and meeting ground for a variety of languages, cultures, and artistic trends—whether expatriates, refugees, nomads, touring companies, or vagabonds. In what ways did these travelers to Berlin change German popular or intellectual culture? In what ways did Berlin function as a center for avant-garde culture, and in what sense did it remain a peripheral space, in the shadow of grander culture centers such as Moscow, Paris, New York, or Hollywood? What lessons might be taken from the supposed glamour of Berlin between the World Wars and the continued attraction of that period for post-Holocaust adaptation and contemplation? These questions, among others, will be considered with reference to a variety of narratives, dramas, and films taken from German, English, Hebrew, Russian, and Yiddish sources. Authors to be considered will include Walter Benjamin, Joseph Roth, Imrsgad Keun, Erich Kästner, Bertolt Brecht, Christopher Isherwood, Sh. Y. Agnon, Vladimir Nabokov, Viktor Shklovsky, and Dovid Bergelson. All readings and discussions in English.
Instructor(s): M. Caplan
Area: Humanities.

Taught in English. This course is an interdisciplinary introduction to the theory of the image with an emphasis on its material and conceptual transformations in the modern period.
Area: Humanities.
AS.213.349. Weimar Cinema: The Golden Age of German Film.
Taught in German. German cinema of the 1920s is regarded as one of the “golden ages” of world cinema. The course centers on close readings of works which belong to the canon of German film, including The Cabinet of Dr. Caligari, Nosferatu, Metropolis, The Blue Angel, The Last Laugh, and M. Focusing on the question of cinema and modernity, we will discuss topics like modern aesthetics and visual perception; Expressionism in film; technology and the metropolis; the emergence of film genres (e.g. horror film, film noir, science-fiction film, and melodrama). The film analyses will be accompanied by a discussion of the varied scholarly approaches to Weimar Cinema. 

AS.213.361. The Holocaust in Film and Literature.
How has the Holocaust been represented in literature and film? Are there special challenges posed by genocide to the traditions of visual and literary representation? Where does the Holocaust fit in to the array of concerns that the visual arts and literature express? And where do art and literature fit in to the commemoration of communal tragedy and the working through of individual trauma entailed by thinking about and representing the Holocaust? These questions will guide our consideration of a range of texts — nonfiction, novels, poetry — in Yiddish, German, English, French and other languages (including works by Elie Wiesel, Primo Levi, and Isaac Bashevis Singer), as well as films from French documentaries to Hollywood blockbusters (including films by Alain Resnais, Claude Lanzmann, and Quentin Tarantino). All readings in English.
Instructor(s): S. Spinner
Area: Humanities.

AS.213.367. Contemporary German Film.
After almost a quarter century of neglect, German cinema is on the map again. The many awards German films have been granted over the last 10 years speak to the renaissance of German Cinema since 2000. Among these movies are Florian Henckel von Donnersmarcks “The Lives of Others” (Academy Award for Best Foreign Language Film, 2006), Caroline Link’s “Nowhere in Africa” (Academy Award for Best Foreign Language Film, 2002), Fatih Akin’s “Head-On” (Golden Bear at the Berlin International Film Festival, 2004; European Film Award 2004), Oliver Hirschbiegel’s “Downfall” (nominated for Academy Award for Best Foreign Language Film, 2004) or Wolfgang Becker’s “Goodbye, Lenin!” (European Film Award, 2003). Nazi Germany, the Stasi, or the Reunification are prominent topics of this internationally acclaimed Contemporary German Cinema. Parallel to these mainstream productions, an aesthetically far more adventurous cinema has developed known as “Berlin School” or “Nouvelle Vague Allemande”. Dissecting the everyday reality of post-wall Germany, this ‘counter-cinema’ draws on the New German Cinema of the 1970s (among other influences) to develop radical notions of realism and challenge narrative cinema’ draws on the New German Cinema of the 1970s (among other influences) to develop radical notions of realism and challenge narrative cinema. The course will anchor our visual take on the myth and the man: Los diarios de motocicleta (Walter Salles, 2004), Che I and Che II (Steven Soderbergh, 2008), and Wall Street (Oliver Stone, 1987). The nineteen-eighties narcotraffic boom in Colombia and the cocaine-driven financial high times during the late Reagan years will frame our study. Taught in Spanish.
Instructor(s): E. Gonzalez
Area: Humanities.

AS.214.616. Visual Languages in Medical Knowledge.
This interdisciplinary course, co-taught by professor Veena Das (Anthropology) and Research professor and filmmaker Bernadette Wegenstein (German and Romance Languages and Literatures) will track the mediation of images in the making of medical knowledge and show how sensory knowledge is incorporated or transformed in the process. Co-listed with 211.416 and 070.416
Instructor(s): B. Wegenstein; V. Das
Area: Humanities.

El arte cinematográfico del gran cinesta español será estudiado a través de su obra, vista en partes selectas, obras enteras y dentro del marco escénico provisto por otras películas del cine español. Recommended Course Background: AS.210.326 or demonstrated proficiency in the language.
Instructor(s): E. Gonzalez
Area: Humanities.

AS.215.452. Che Guevara and Magical Realism.
His detractors often compare him to Hitler while many of his admirers see in him a saint and a martyr like Jesus Christ. Cuban school children are taught to be like him. Che was killed in 1967, the same year in which Gabriel García Márquez published Cien años de soledad (One Hundred Years of Solitude). We will study Guevara’s life as a militant revolutionary through his own writings and the exorbitant style known as realismo mágico, crafted by García Márquez, one of Che’s great admirers. Four movies will anchor our visual take on the myth and the man: Los diarios de motocicleta (Walter Salles, 2004), Che I and Che II (Steven Soderbergh, 2008), and Wall Street (Oliver Stone, 1987). The nineteen-eighties narcotraffic boom in Colombia and the cocaine-driven financial high times during the late Reagan years will frame our study. Taught in Spanish.
Instructor(s): E. Gonzalez
Area: Humanities.

Palestinian and Israeli cinemas have emerged side by side, each depicting its Other as a deceiving mirror of its own self. This course will analyze the different images of these Others in both cinemas. 
Instructor(s): N. Stahl; Z. Cohen
Area: Humanities.

AS.216.398. Zionism: Literature, Film, Thought.
This course studies the relation between Israeli culture and Zionism. Based on a close reading of both literary and non-literary Zionist texts, we will explore the thematic, social and political aspects of the Zionist movement. The course focuses on primary sources and its main goal is to familiarize students with the history of Zionism and its influence on Israeli culture. In the last part of the semester we will investigate the different meanings of Post-Zionism through contemporary literary and non-literary texts as well as recent Israeli films.Students wishing to do additional work in Hebrew should enroll in section 2 where students will meet for an additional hour at a time TBD and will earn 4 credits for the course.
Prerequisites: Students may receive credit for AS.216.398 or AS.300.398, but not both.
Instructor(s): N. Stahl; Z. Cohen
Area: Humanities.
AS.216.412. The Divine in Literature and Cinema.
This course studies various issues concerning literary and cinematic representations of the divine. We will investigate theoretical, theological, generic and aesthetic aspects of the topic and will familiarize ourselves with the general problem of the relation between religion, literature and cinema. Among the topics to be discussed are, negative theology in literature and film, theodicy and anti-theodicy, the question of religion and literary modernism, providence and narratology in the modern novel and in contemporary cinema.

This course studies literary and cinematic representations of the apocalypse. We will investigate theoretical, theological, generic and aesthetic aspects of the topic and seek to trace the narrative dynamics as well as literary and cinematic means of apocalyptic representations. We will discuss works from various periods, languages, cultures and religions. Among the issues to be discussed: what is the apocalypse, war and the apocalypse, the Holocaust as apocalypse, Biblical apocalypse, post-apocalyptic works, the apocalypse in popular culture, realism, anti-realism and the apocalypse.
Instructor(s): N. Stahl
Area: Humanities.

AS.216.612. The Divine in Literature and Cinema.
This course studies various issues concerning literary and cinematic representations of the divine. We will investigate theoretical, theological, generic and aesthetic aspects of the topic and will familiarize ourselves with the general problem of the relation between religion, literature and cinema. Among the topics to be discussed are, negative theology in literature and film, theodicy and anti-theodicy, the question of religion and literary modernism, providence and narratology in the modern novel and in contemporary cinema.
Instructor(s): N. Stahl.
Area: Humanities.

Writing Seminars
AS.220.204. Introduction to Dramatic Writing: Film.
Screenwriting workshop. This course will look at the screenplay as both a literary text and blue-print for production. Several classic screenplays will be analyzed. Students will then embark on their own scripts. We will intensively focus on character development, creating "believable" cinematic dialogue, plot development, conflict, pacing, dramatic foreshadowing, the element of surprise, text and subtext, and visual story-telling. Several classic films will be analyzed and discussed (PSYCHO, CHINATOWN, BLADE RUNNER). Students will learn professional screenplay format and write an 8-12 page screenplay that will be read in class and critiqued.
Instructor(s): M. Lapadula
Area: Humanities.

AS.220.337. Intermediate Dramatic Writing: Film.
An intensive workshop focusing on methodology: enhancing original characterization, plot development, conflict, story, pacing, dramatic foreshadowing, the element of surprise, text and subtext, act structure, and visual storytelling. Each student is expected to present sections of his/her "screenplay-in-progress" to the class for discussion. The screenplay Chinatown will be used as a basic text.
Area: Humanities.

Students read six novels by Hammett, Chandler, Cain, Burnett, and Woolrich and view seven films made from these novels by Huston, Hawks, Wilder, Dmytryk, Richards, Walsh, and Farrow. Cross-listed with Film and Media Studies.
Area: Humanities.

Earth Planetary Sciences
AS.270.115. Environmental Photojournalism and Filmmaking in the Era of New Media.
Students will review critical literature focusing on new media, visual representation theory, the relationship between images and social change, the history and typology of environmental photography and film, and an overview of modern environmental history, sustainability issues and environmental problems. Over the course of the semester, students will blend these conceptual frameworks with new media production. Based in Baltimore, students will identify an environmental narrative, document their particular story through photography or film, develop a new media platform through which to communicate that narrative effectively, and write a final paper analyzing their images, narrative and communication strategies using the theoretical frameworks covered throughout the course. The course is designed with an emphasis on independent research and practice, interdisciplinary analysis and application. One hour class time, plus two hours per week of independent field work and media production (times TBD by student groups)
Instructor(s): N. Stahl
Area: Natural Sciences.

Humanities Center
AS.300.312. Imagining Revolution and Utopia.
Examines theories of revolution and utopia in literature, art and film. Primary case study is Russia and the Soviet Union, with comparative look at influential European works and contemporary politics. Topics include gender and the family, terror, communism and communalism, and the avant-garde in art and film. Cross listed with Studies of Women and Gender, and Sexuality, and Film & Media Studies
Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.324. Cinema of the 1930s: Communist and Capitalist Fantasies.
Comedy and musical comedy film flourished in the USA during the Great Depression as well as in the USSR during the Stalinist Great Terror. This course will compare films of the era in a variety of genres (musical, epic, Western, drama), examining the intersections between politics and aesthetics as well as the lasting implications of the films themselves in light of theoretical works on film as a medium, ethics and gender.
Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.353. Present Mirth: Stages of Comedy.
A comparative survey of presentational comedies from Aristophanes to Beckett on stage and screen, with some attention to to to the vexed question of theories of comedy [no laughing matter].
Instructor(s): O. Mehrgan; R. Macksey
Area: Humanities.
AS.300.356. From Literature to Film - the case of Israeli Cinema.
This course explores the differences and similarities between two artistic mediums: literature and cinema. Our case study will be the interesting transformation of Hebrew fiction into Israeli films-- a dominant phenomenon in Israeli cinema since its very beginning. Our main framework will be narrative theories, but we will also consider the specific historical, ideological and geo-political aspects involved in this transformation. By comparing the two artistic modes and studying the transformation of 5 literary works into films, students will become familiar with the history of modern Hebrew literature, contemporary Israeli cinema, and the relationship between these two artistic mediums. Cross-listed with Jewish Studies, Film and Media Studies, and Writing Seminars
Instructor(s): N. Stahl
Area: Humanities.

AS.300.366. Russian Avant-Garde Cinema.
Russian cinema was born out of the intense artistic experimentation of the fin-de-siècle avant-garde and developed in a climate of dramatic political and cultural change in the twenties and thirties. While subject to draconian censorship in the Soviet period, it nonetheless engaged in active dialogue with the film industries of Western Europe and America and had a lasting impact on world cinema. This course examines the extraordinary flourishing of avant-garde cinema in the Soviet Union in the 1920s and 30s including films by Eisenstein, Vertov, Pudovkin, and Dovzhenko, their theoretical writings, and their far-reaching influence on film and film theory. All readings in English, films subtitled in English.
Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.367. Seeing Like a Woman.
This seminar examines the problems of female desire, subjectivity, spectatorship and performance in fiction, poetry, memoir and film from a variety of cultures and theoretical perspectives. Readings include: de Beauvoir, Riley, Butler, Cixous, Tolstoy’s “Family Happiness,” Woolf’s Orlando, Larsen’s Passing; Poetry by Moore, Bishop, Plath, Akhmatova, Tsvetaeva and Szymborska. Films by Deren, Ophuls, Hitchcock, Potter, Campion, Akerman, Varda, Denis.
Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.399. Cinema and Philosophy.
Do movies have anything to say about philosophical problems? Why is contemporary philosophy so interested in cinema? What are the most productive ways of bringing films and philosophy into conversation? Why is contemporary philosophy so interested in cinema?
Instructor(s): P. Marrati
Area: Humanities.

Center for Africana Studies
Close examination of films directed by African American filmmakers as well as a focus on historical and cultural representation of African Americans in American film.
Instructor(s): H. Robbins; L. DeLibero
Area: Humanities.

German and Romance Languages and Literatures
The Department of German and Romance Languages and Literatures offers graduate and undergraduate courses in the languages, literatures, and cultures of France, Germany, Italy, Portugal, Latin America, and Spain. The language program includes a wide range of courses from introductory through conversation and composition to civilization. The literature program treats all periods of literature from both historical and critical-theoretical perspectives. These courses emphasize the close reading of texts and modern theories of literary criticism, particularly those based on contemporary philosophy, psychoanalysis, anthropology, and linguistics. In addition, an active program of visiting professors and lecturers complements the core program offered by the faculty-in-residence.

Facilities
The Milton S. Eisenhower Library has collections that provide an ample basis for advanced research in the German and Romance languages and literatures. With the Peabody Library of The Johns Hopkins University in Baltimore and the Library of Congress and other libraries in nearby Washington, a variety of excellent research resources are available to students and faculty.

A major in the department prepares students for teaching language at the elementary level or for graduate work leading to advanced degrees in French, German, Italian, Latin American, Portuguese, or Spanish studies, or in comparative literature. It also provides excellent background for work in fields such as philosophy, history, international affairs, business, law, or medicine. Opportunities are available to study abroad. Students are encouraged to take advantage of these opportunities.

Requirements for the B.A.
Also see Requirements for a Bachelor’s Degree (p. 20).

Currently, the B.A. degree is offered in French, German, Italian, Romance Languages, or Spanish. A candidate for the B.A. degree in the Department of German and Romance Languages and Literatures should have a good command of the spoken language of his or her specialization, and a general familiarity with the literature written in that language. Each major requires a minimum of 24 hours (or eight courses) beyond the first two years of language instruction; please see specific details for each individual major below. The department also recommends that majors take courses in other literatures, history, philosophy, and anthropology.

The student who has had four years of German or a Romance language in high school or two years of German or a Romance language in college normally begins the major with Conversation and Composition (provided they have results commensurate with that level on the placement test) and (where offered) the undergraduate survey of literature. It is recommended that any student majoring in German or a Romance language spend at least one semester of junior year taking university courses in the country of study. Study abroad credit transfer is arranged by the student in consultation with the director of undergraduate studies and/or the relevant undergraduate language program director, and the Office of Study Abroad. In the senior year, a major may be permitted to take courses in the department at the graduate level.

A minor in German or one of the Romance languages is available to undergraduate students in any major. Like the various majors, the minors allow students to develop competence in German or a Romance language while receiving grounding in the culture and literature of that language. Five or six courses in the department beyond the first two
years of language study are required for each minor option (see below for details).

French (p. 286)

German (p. )

Italian (p. 286)

Portuguese (p. 287)

Romance Languages (p. )

Spanish (p. 286)

French

French Major

All major requirements must be completed with a grade of C or better and may not be taken satisfactory/unsatisfactory. Requirements are:

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AS.210.301</td>
<td>Advanced Writing and Speaking in French</td>
<td>3</td>
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<td>AS.210.302</td>
<td>Advanced Writing and Speaking in French II</td>
<td>3</td>
</tr>
<tr>
<td>AS.212.333</td>
<td>Introduction à la littérature française</td>
<td>3</td>
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<tr>
<td>AS.212.334</td>
<td>Introduction à la littérature française II</td>
<td>3</td>
</tr>
<tr>
<td>AS.210.417</td>
<td>Eloquent French (no later than fall of senior year)</td>
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<tr>
<td>AS.212.429</td>
<td>Thesis Prep (fall of senior year)</td>
<td>1</td>
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<tr>
<td>AS.212.430</td>
<td>Senior Seminar (spring of senior year)</td>
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Elective Courses

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<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<td>Two courses from the AS.211.3xx-AS.211.4xx or AS.212.3xx-AS.212.4xx series</td>
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</tr>
<tr>
<td>Three courses from the AS.212.3xx-AS.212.4xx series</td>
<td>9</td>
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</tbody>
</table>

Total Credits 34

Note about courses taken in study abroad programs:

A maximum of two courses in the upper-level culture or literature fields can count toward the minimum requirements for the major. Other courses can count only as additional transfer credits or as the equivalent of either Introduction à la littérature I or II. In other words, beyond Introduction à la littérature I and II, a minimum of three more upper-level literature or culture courses must be taken in the department, at least two of which must be upper-level literature courses. Any course that a student wishes to substitute for a JHU course must be pre-approved by the student's French advisor or the DUS of French before departure for the study abroad program and re-approved by their French advisor or the French DUS upon return to JHU and upon submission of ALL materials from the course. As courses for which students have obtained pre-approval the semester before leaving for study abroad are often not offered once the student enrolls in France, students must keep in contact with their French advisor or the DUS of French during the initial weeks of their stay to ensure pre-approval for their final program. For further information about study abroad credits, please see the study abroad page on the GRLL website (http://grll.jhu.edu/french/study-abroad).

Minor in French Literature

All minor requirements must be completed with a grade of C or better and may not be taken satisfactory/unsatisfactory. Please see the GRLL department website study abroad page for restrictions concerning counting study abroad courses for minor credit. Student's are expected to consult with either the director of undergraduate studies or their assigned French faculty advisor to review elective course selections. Requirements are:

Required Courses

<table>
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<td>AS.210.302</td>
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<tr>
<td>AS.212.333</td>
<td>Introduction à la littérature française</td>
<td>3</td>
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<td>Introduction à la littérature française II</td>
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Elective Courses

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two courses from the AS.212.3xx-AS.212.4xx series</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>One course from the AS.212.3xx-4xx series or AS.210.417</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 21

Minor in French Cultural Studies

All minor requirements must be completed with a grade of C or better and may not be taken satisfactory/unsatisfactory. Please see the GRLL department website study abroad page for restrictions concerning counting study abroad courses for minor credit. Requirements are:

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.210.301</td>
<td>Advanced Writing and Speaking in French</td>
<td>3</td>
</tr>
<tr>
<td>AS.210.302</td>
<td>Advanced Writing and Speaking in French II</td>
<td>3</td>
</tr>
<tr>
<td>AS.211.401</td>
<td>La France Contemporaine I</td>
<td>3</td>
</tr>
<tr>
<td>AS.211.402</td>
<td>La France Contemporaine II</td>
<td>3</td>
</tr>
<tr>
<td>AS.210.417</td>
<td>Eloquent French</td>
<td>3</td>
</tr>
</tbody>
</table>

or AS.211.420 Real French: From Slang to Sophistication

Elective Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two courses from the AS.211.3xx-4xx and/or the AS.212.3xx-4xx series</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 21

* Eloquent French and Real French cannot both count toward the minor.
German

German Major

Students are encouraged to declare their intent to major or minor in German in their sophomore year and to make an advising appointment with the Director of Undergraduate Studies to discuss their academic plans, including options for a study abroad semester or year.

Students must complete a minimum of 18 credit hours in German plans, including options for a study abroad semester or year.

Majors are required to complete the Advanced German sequence (AS.210.361 Advanced German I: Cultural Topics of the Modern German-speaking World and AS.210.362 Advanced German II: Contemporary Issues in the German Speaking World, which counts for 6 credits and is a prerequisite for upper level 213.xxx seminars taught in German. Of the remaining 21 credit hours, majors choose courses designated as 210.3xx; 211.xxx (with approval) and 213.xxx. A minimum of 12 credits must be completed in German literature, culture and thought in courses designated as 213.xxx. No more than 6 credit hours of translation courses may be used to fulfill major requirements. All major requirements must be completed with a grade of C- or better and may not be taken satisfactory/unsatisfactory.

The department strongly advises its majors to gain a knowledge of a second foreign language.

Major requirements are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.210.361</td>
<td>Advanced German I: Cultural Topics of the Modern German-speaking World</td>
<td>3</td>
</tr>
<tr>
<td>AS.210.362</td>
<td>Advanced German II: Contemporary Issues in the German Speaking World</td>
<td>3</td>
</tr>
<tr>
<td>12 credits of AS.213.xxx courses</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>9 credits of additional German courses</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>27</td>
</tr>
</tbody>
</table>

Minors are required to complete the Advanced German sequence (210.361-362), which counts for 6 credits and is a prerequisite for upper-level 213.xxx seminars taught in German. Of the remaining twelve (12) credits, minors choose courses designated as 210.3xx; 211.xxx (with approval) and 213.xxx. A minimum of three (3) credits must be completed in German literature, culture and thought courses designated as 213.xxx. No more than three (3) credits of translation courses may be used to fulfill minor requirements. All minor requirements must be completed with a grade of C- or better and may not be taken satisfactory/unsatisfactory.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.210.361</td>
<td>Advanced German I: Cultural Topics of the Modern German-speaking World</td>
<td>3</td>
</tr>
<tr>
<td>AS.210.362</td>
<td>Advanced German II: Contemporary Issues in the German Speaking World</td>
<td>3</td>
</tr>
<tr>
<td>Three credits of AS.213.xxx courses</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>9 credits of additional German courses</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Honors in German

The Department of German offers an Honors Program for highly qualified undergraduates. Students must have a minimum GPA of 3.5 to qualify for the program. Students will work on a project in German literature and thought under the guidance of a faculty advisor. The program is completed by a senior essay more comprehensive in scope than a seminar paper. Students interested in the honors program should meet with the Director of Undergraduate Studies no later than the spring semester of their junior year to discuss the requirements and outline the research project to be conducted the following year.

German Minor

Students are encouraged to declare their intent to major or minor in German in their sophomore year and to make an advising appointment with the Director of Undergraduate Studies to discuss their academic plans, including options for a study abroad semester or year.

Students must complete a minimum of 18 credit hours in German beyond Elementary German (210.161-162) and Intermediate German (210.261-262).

Italian

Italian Major

A minimum of eight semester courses (210.3xx-4xx or 214.2xx-4xx) beyond the first two years (four semesters) of language instruction (AS.210.252 Intermediate Italian II) are required for graduation with a major in Italian. Two courses in Italian films or film-making, Italian history, or art history are acceptable toward the minimum eight semester courses required for the major. Two independent studies are acceptable toward the requirements and they must be taken after a literature course in Italian. At least six of the eight courses must be taught in Italian. Any language requirement waived by exam must be documented in the student’s exam by the end of sophomore year. All major requirements must be completed with a grade of C- or better and may not be taken satisfactory/unsatisfactory.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.210.361</td>
<td>Advanced Italian I: Literature and Composition I</td>
<td>3</td>
</tr>
<tr>
<td>AS.210.362</td>
<td>Advanced Italian II: Literature and Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Three credits of AS.213.xxx courses</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>9 credits of additional Italian courses</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Honors in Italian

The Department of Italian offers an Honors Program for highly qualified Hopkins undergraduate students. Students must have a minimum GPA of 3.5 to qualify for the program. Students will work on a project in Italian literature and thought under the guidance of a faculty advisor. The program is completed by a senior essay more comprehensive in scope than a seminar paper. Students interested in the honors program should meet with the Director of Undergraduate Studies no later than the spring semester of their junior year to discuss the requirements and outline the research project to be conducted the following year.

Italian Minor

The minor requirements consist of successful completion of language courses through AS.210.252 Intermediate Italian II equivalent placement. Six courses beyond the first two years of language instruction must include 210.351-352 (Advanced Italian Conversation and Composition I and II). At least three of these six courses must be in Italian. No more than one independent study is permitted to count for the minor. The independent study must be taken after a literature course in Italian and have the approval of the advisor and written consent from the Director of Undergraduate Studies. All minor requirements must be completed with a grade of C- or better and may not be taken satisfactory/unsatisfactory.

Portuguese

The study of Portuguese gives you access to the diverse cultural and literary worlds of Brazil, Portugal and the Portuguese-speaking African
and Asian countries. In fact, Portuguese is the third most spoken European language, and the most widely spoken language in South America. Today, there are more than 200 million native Portuguese speakers throughout the world from Angola to Brazil and from Portugal to the distant island nation of East Timor in the Pacific. The Portuguese program in the Department of German and Romance Languages and Literatures offers not only the three levels of language training, but also a growing number of courses on literature as well as the culture and civilization of Brazil. We do not currently offer a major or minor in Portuguese but Portuguese may be used as the third language in the three-language option of the Romance Languages major.

**Romance Languages Major**

Students may complete a Romance language major in one of two configurations: by specializing in two of the Romance languages offered by the department, or by focusing in two Romance languages and exploring a third language. All major requirements must be completed with a grade of C- or better and may not be taken satisfactory/unsatisfactory.

The options are configured as follows:

**Dual Language Options**

Students must complete the requirements listed below for two languages (French, Italian, or Spanish).

### French

- AS.210.301 Advanced Writing and Speaking in French
- AS.210.302 Advanced Writing and Speaking in French II 3
- AS.212.333 Introduction à la littérature française 3
- or AS.212.334 Introduction à la littérature française II
- AS.212.429 Thesis Prep (by fall of Senior year) 1
- AS.212.430 Senior Seminar 3
- One French course from the AS.211.3xx-4xx or AS.212.3xx-4xx series 3
- Two French courses from the AS.212.3xx-AS.212.4xx series 6

**Total Credits** 19

### Spanish

- AS.210.311 Advanced Spanish I 3
- AS.210.312 Advanced Spanish II 3
- AS.215.231 Introduction to Literature in Spanish 3
- Two Spanish courses from the AS.211.3xx-4xx or AS.215.3xx-4xx series 6

**Total Credits** 15

### Italian

- AS.210.351 Advanced Italian I 3
- AS.210.352 Advanced Italian II 3
- Three Italian courses from the AS.211.3xx-4xx or AS.214.3xx-4xx series 9

**Total Credits** 15

**Language 3**

The student must satisfy their third language requirement as described below:

### French

- AS.210.301 Advanced Writing and Speaking in French 3
- AS.210.302 Advanced Writing and Speaking in French II 3
- AS.212.333 Introduction à la littérature française 3
- or AS.212.334 Introduction à la littérature française II
- One French course from the AS.212.3xx-4xx series 3

**Total Credits** 12

### Spanish

- AS.210.311 Advanced Spanish I 3
- AS.210.312 Advanced Spanish II 3
- AS.215.231 Introduction to Literature in Spanish 3
- One Spanish course from the AS.215.3xx-4xx series 3

**Total Credits** 12

### Italian

- AS.210.351 Advanced Italian I 3
- AS.210.352 Advanced Italian II 3
- Two Italian courses from the AS.214.3xx-4xx series 6

**Total Credits** 12

### Three Language Options

Students must complete the requirements of two languages (French, Italian, or Spanish) as described in the Languages 1 and 2 section and also complete the requirements of an additional language (French, Italian, Portuguese, or Spanish) as described in the Language 3 section.
Spanish Minor

Students may choose one of these two specialized minors: Spanish for the Professions or Spanish Language and Hispanic Cultures. It is also recommended that Spanish minors study abroad for a semester, a summer, or an intersession. With the approval of the Director of the Spanish Language Program, only two Spanish language courses taken abroad (in programs other than Johns Hopkins programs) or at another accredited institution may be applied toward the minor, and only one additional Spanish language course will be approved for credit (but this course will not count toward the minor). For both minors, all minor requirements must be completed with a grade of C- or better and may not be taken satisfactory/unsatisfactory.

Spanish for the Professions Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.210.311</td>
<td>Advanced Spanish I *</td>
<td>3</td>
</tr>
<tr>
<td>or AS.210.312</td>
<td>Advanced Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>or AS.210.316</td>
<td>Conversational Spanish</td>
<td></td>
</tr>
<tr>
<td>or AS.210.317</td>
<td>Adv Spanish Composition</td>
<td></td>
</tr>
<tr>
<td>AS.210.313</td>
<td>Medical Spanish</td>
<td>3</td>
</tr>
<tr>
<td>or AS.210.314</td>
<td>Spanish for International Commerce</td>
<td></td>
</tr>
<tr>
<td>or AS.210.315</td>
<td>Spanish for International Relations</td>
<td></td>
</tr>
<tr>
<td>AS.210.411</td>
<td>Translation for the Professions</td>
<td>3</td>
</tr>
<tr>
<td>AS.210.412</td>
<td>Spanish Language Practicum-Community Based Learning</td>
<td>3</td>
</tr>
<tr>
<td>or AS.210.413</td>
<td>Curso de Perfeccionamiento</td>
<td>3</td>
</tr>
<tr>
<td>or AS.211.380</td>
<td>Modern Latin American Culture</td>
<td></td>
</tr>
<tr>
<td>or AS.211.390</td>
<td>Modern Spanish Culture</td>
<td></td>
</tr>
</tbody>
</table>

Four courses from the 215.2xx-4xx series, distributed between the cultures and literatures of Spain and Latin America.

Total Credits 18

* If a waiver was provided for AS.210.311, students must take one Spanish course from the following: AS.210.4xx or AS.211.xxx or AS.215.2xx-4xx series.

Spanish Language and Hispanic Cultures Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.210.311</td>
<td>Advanced Spanish I *</td>
<td>3</td>
</tr>
<tr>
<td>or AS.210.312</td>
<td>Advanced Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>or AS.210.317</td>
<td>Adv Spanish Composition</td>
<td></td>
</tr>
<tr>
<td>AS.210.313</td>
<td>Medical Spanish</td>
<td>3</td>
</tr>
<tr>
<td>or AS.210.314</td>
<td>Spanish for International Commerce</td>
<td></td>
</tr>
<tr>
<td>or AS.210.315</td>
<td>Spanish for International Relations</td>
<td></td>
</tr>
<tr>
<td>AS.210.411</td>
<td>Translation for the Professions</td>
<td>3</td>
</tr>
<tr>
<td>AS.210.412</td>
<td>Spanish Language Practicum-Community Based Learning</td>
<td>3</td>
</tr>
<tr>
<td>or AS.210.413</td>
<td>Curso de Perfeccionamiento</td>
<td>3</td>
</tr>
<tr>
<td>or AS.211.380</td>
<td>Modern Latin American Culture</td>
<td></td>
</tr>
<tr>
<td>or AS.211.390</td>
<td>Modern Spanish Culture</td>
<td></td>
</tr>
<tr>
<td>or AS.211.391</td>
<td>Modern Spanish Culture</td>
<td></td>
</tr>
</tbody>
</table>

One course from the 215.2xx-4xx series 3

Total Credits 18

* If a waiver was provided for Advanced Spanish I, students must take one Spanish course from the following: AS.210.316 Conversational Spanish, AS.210.4xx or AS.211.xxx or AS.215.2xx-4xx series.

** If a waiver was provided for Advanced Spanish II, students must take one Spanish course from the following: AS.210.317 Advanced Spanish Composition or AS.215.2xx-4xx series.
Study Abroad in Madrid, Spain
The Department offers the following courses as part of the study abroad program in Madrid, Spain (Universidad Carlos 3):

215.340 Modern Spanish Literature
This course covers some representative Spanish literary works of the 20th century, and is divided into four sections: pre-Civil War texts (1900–1939), post-Civil War texts (1939–1975), the literature of the Transition (1975–1982), and contemporary literature (1982–2008). Ramón de Valle-Inclán, Miguel de Unamuno, Federico García Lorca, Antonio Buero Vallejo and Adelaida García Morales are some of the authors whose work will be studied. Three exams and a short research paper in addition to class attendance and participation are required.

215.342 Twentieth-century Latin American Literature
The object of this course is to familiarize students with representative literary works of authors such as Horacio Quiroga, Juan Rulfo, Ernesto Sábato, Jorge Luis Borges, Pablo Neruda and Garbriel García Márques, among others. Discussions of literary historical tendencies, esthetic conceptions and narrative techniques will be based on close reading of assigned works. Two exams and two papers in addition to class attendance and participation are required.

215.412 Spanish Theater
This course will cover the development of the history of Spanish theater: authors, esthetic tendencies and historical and cultural contexts. From the early period, the reading of Calderón de la Barca’s La vida es sueño introduces the student to Golden Age Spanish Theater, which will be discussed in the context of the corales de comedias, Spanish society and culture. The emphasis of the course, however, is placed on more recent Spanish theatrical works by authors such as Ramón de Valle-Inclán, Alfonso Sastre, Sanchis Sinisterra and Alonso de Santos. A short essay is required on the Golden Age section of the course; a second (voluntary) paper will analyze Valle Inclán’s Luces de bohemia. There will be a final exam. Attendance and participation are required.

215.305 Spanish Art
Spanish Art covers architecture and art from earliest times. The course is divided into three sections: architecture and urbanism in Spain from antiquity to the 20th century, Spanish painting from Manerism to the 19th century, and contemporary painting and sculpture. Visits to various museums in Madrid—The Prado, Reina Sofía, Sorolla—are included and required. Class assignments, attendance, demonstrated interest and class participation count heavily toward the final grade. There is also a final exam.

211.290 Modern Spanish Culture
Spanish culture will be studied in its historical and social contexts between 1931 and 1982. Movies, textbooks, popular music, photography, posters, literary works and censorship and the Movida Madrileña will constitute the material studied before and after Franco’s dictatorship. Visits to museums (Reina Sofia) and monuments (Valle de los caídos) are an integral part of the course. A final paper and exam are required, as is class attendance and participation.

Requirements for the M.A. degree
The department does not accept applications for the M.A. degree as a terminal degree.

German B.A./M.A. Degree
The department offers highly qualified students the option to complete a combined degree in five years. To receive the B.A./M.A. degree, the student must complete advanced courses in German literature and pass the departmental written and oral master’s examinations. Students interested in this option should make an appointment with the Director of Undergraduate Studies no later than the spring of their junior year to discuss the options available to them.

Graduate Ph.D. Requirements
In addition to general university requirements for the Ph.D., the following regulations apply to graduate students in the Department of German and Romance Languages and Literatures:

To be accepted into the Ph.D. program, students must demonstrate by an exceptionally strong academic record that they are capable of advanced study in literature. They will choose French, German, Italian, Latin American, or Spanish literature as the major field of interest. The student will normally take two to three years of graduate courses and devote the fourth year to study and research in the country on which the student’s study concentrates. The well-prepared student can expect to receive the Ph.D. after five years of study. The graduate program in German and Romance Languages and Literatures emphasizes work in three complementary areas: literary history, close textual analysis (including explication de texte), and theory of interpretation. By way of preparing students in a variety of critical schools, the faculty and the visiting professors offer training in the different disciplines pertaining to critical theory, including philosophy, theory of language, psychoanalytic theory, intellectual history, and cultural anthropology.

In addition to the major language, the Ph.D. candidate must demonstrate proficiency in one or two other languages besides English, depending on the specialization. (See below for further information.)

A dissertation proposal, presented to the faculty and students in their section, is required before official admittance to candidacy for the Ph.D. for French, Italian and Spanish graduate students.

French
For students who choose to specialize in an early modern period (medieval, Renaissance, or 17th century), proficiency in Latin is required by the end of the third semester. Students may also choose a minor field: another Romance literature, modern criticism, comparative literature, medieval studies, or some other field connected with the student’s major field.

German
In addition to fulfilling the general university requirements for advanced degrees, candidates for the M.A. must demonstrate fluency in spoken German, be able to write German reasonably well, have a good knowledge of the history of German language and literature, be familiar with the general cultural background, and have read extensively in German literature, particularly in the periods after 1700. During their first two years at Hopkins, candidates for the M.A. degree must pass two topical examinations. After the M.A., two major qualifying papers
are required under the supervision of two advisors, chosen by the candidate, before work on the dissertation can be undertaken.

Italian
In addition to the major language, the student must demonstrate proficiency in two other foreign languages. The student must take a minimum of five semesters of graduate courses. After this period, normally in the third year, the student will take examinations which, if completed successfully, will lead to candidacy for the Ph.D.

Spanish
In addition to the major language, the student must demonstrate proficiency in two other foreign languages. The student must take a minimum of four semesters of graduate courses. After this period, normally in the third year, the student will take four field examinations which, if completed successfully, will lead to candidacy for the Ph.D.

Graduate Study Abroad
The Department encourages and expects graduates student to do research abroad during their program of study. In the French section, an exchange program with the École Normale Superieure offers the opportunity for graduate students to study in Paris, where they are encouraged to participate to research programs at ENS, EHESS, and other Universities; an exchange program with University Paris-Diderot-Paris 7 offers the opportunity for graduate or post-graduate students in French to study and teach in Paris; and the University of Geneva offers a fellowship each year for a grad student in the French section. Ph.D. students in the French section are also encouraged to apply for the Chateaubriand scholarship offered by the Embassy of France. Exchange programs with the FU Berlin (Friedrich Schlegel Graduate School of Literary Studies), the University of Hamburg, and the Humboldt University, offer the opportunity for graduate students in the German section to study in Germany. In addition, the German section offers Max Kade travel grants for research in a German-speaking country. Italian graduate students can take advantage of a wealth of formal and informal contacts with Italian scholars, archives, and institutes. Spanish students may elect to make their fourth year a non-teaching year. After presenting a research proposal to their advisor, with the approval of that advisor and the head of section, they may elect to go abroad for a semester or the entire academic year in order to conduct research essential to their dissertation.

Financial Aid
The department has a number of fellowships for graduate students. Awards include university fellowships, which carry stipends and teaching fellowships currently set at $28,500 per academic year for teaching one section of an undergraduate language course each semester, in addition to remission of tuition fees. All graduate students are expected to do four years of apprentice teaching of elementary and intermediate level undergraduate courses as part of their professional preparation. The amount of classroom teaching required is usually three to four hours a week. Students are admitted for five years, fully funded, subject to annual review to assure satisfactory progress. In addition, stipends (equivalent to that year’s teaching fellowship) are available for study abroad during the third or fourth year.

Fourth- and fifth-year graduate students may also compete for Dean’s Teaching Fellowships, which provide opportunities for the design and teaching of undergraduate courses in literature, cultural studies, or intellectual history.

Graduate students conducting research in Italian studies compete each year for two Charles S. Singleton Travel Grants for study in Italy. This program is administered by the department and is open to graduate students from other departments.

Application Procedures
Prospective graduate students may visit the departmental website at http://grll.jhu.edu for further information on programs and faculty. All questions regarding the programs offered by the department should be emailed to grll@jhu.edu. Prospective students are encouraged to apply online through the secure Graduate Admissions website (https://app.applyyourself.com/?id=jhu-grad).

For current faculty and contact information go to http://grll.jhu.edu/
directory/

Faculty
Chair
Elisabeth Strowick
Modern German literature and thought, literary theory, poetics of knowledge

Professors
Wilda Anderson
The literature of the French Enlightenment; the relationship between science and literature; the French Revolution and its aftermath

Sara Castro-Klarén
Colonial cultures and literatures; theory; women’s writing; modern Latin American cultures and literatures

Christopher Celenza
Charles Homer Haskins Professor, Chair, Classics department, Renaissance Latin, paleography, history of classical tradition

William Egginton
Andrew W. Mellon Professor in the Humanities: Spanish and Latin American literatures, comparative European literature and thought

Pier Massimo Forni
Italian literature; history and theory of civility

Eduardo González
Latin American literature, film and media studies.

Jacques Neefs
James M. Beall Professor: Genetic criticism, 19th- and 20th-century literature, theory of the novel.

Elena Russo
17th- and 18th-century French literature

Derek Schilling
Modern and contemporary French literature; film esthetics and theory; geocriticism; urban and suburban studies

Harry Sieber
Renaissance and Baroque literature of Spain.

Walter Stephens

Rochelle Tobias
Modern German literature and thought; German-Jewish culture

**Associate Professors**

Andrea Krauss
Modern German thought and literature

Katrin Pahl
German literature and philosophy around 1800, affect and emotion, gender and sexuality, feminist and queer theory, psychoanalysis, rhetoric, comparative literature, literary theory, Hegel, Kleist

**Assistant Professors**

Nadia Altschul
Medievalism, 19th-century studies, postcolonial studies

Sara Miglietti
French Renaissance literature and thought, European intellectual history, Book history, Translation and reception studies, History of political thought, Environmental humanities

Eugenio Refini
Renaissance poetics, rhetoric, and drama; the Classical tradition; Latin and vernacular humanism; the intersections of music and literature

Neta Stahl
Modern Hebrew literature, religion and literature, narrative theory, genre theory

**Faculty Emeriti**

Richard L. Kagan

Lieselotte E. Kurth
Professor Emerita.

Stephen G. Nichols
James M. Beall Professor Emeritus of French and Research Professor: medieval language, literature, and culture, interrelation of literature with history, philosophy, and art history.

Paul Olson
Professor Emeritus.

**Research Professor**

Bernadette Wegenstein
Media theorist; Director: Center for Advanced Media Studies.

**Language Program Directors**

Flavia Azeredo Cerqueira
Portuguese Language Program Director, Lecturer: Portuguese

Kristin Cook-Gailloud
French Language Program Director, Senior Lecturer: French.

Deborah McGee Mifflin
German Language Program Director, Associate Teaching Professor: German

Loreto Sánchez-Serrano

Spanish Language Program Director, CALL Specialist, Associate Teaching Professor: Spanish

Alessandro Zannirato
Italian Language Program Director, Associate Teaching Professor: Italian

**Senior lecturer**

Bruce Anderson
French language

Claude Guillemand
French language

Aranzazu Moreno Hubbard
Spanish language

Maria del Rosario Ramos
Spanish language

Suzanne Roos
French language

Michelle Tracy
Spanish language

Barry Weingarten
Spanish language

Heidi Wheeler
German language

April Wuensch
French language

**Lecturers**

Beatrice Caplan
Yiddish Language and culture.

Julie Lirot
Spanish language

Naiara Martínez Vélez
Spanish language.

Sergio Ruiz-Perez
Spanish Language.

Michelle Tracy
Spanish language

**Associate Teaching Professors Emeriti**

Mary Miglio Bensabat-Ott
Sociolinguistics with a focus on bilingualism

**Postdoctoral Fellows**

Samuel Spinner
Yiddish Literature and Culture

**Joint Appointments**

Earle Havens
Adjunct Associate Professor

Margaret Keck
Professor of Political Science.
Gianna Pomata  
Professor (School of Medicine)

Todd Shepard  
Associate Professor of History.

Susan Weiss  
Professor of Musicology.

**Recent and Current Visiting Faculty**

Leonard Barkan  
Professor (Princeton University).

Francesco Bausi  
Visiting Professor, University of Calabria

Maurizio Campanelli  
Lecturer, Department of Greek, Latin, and Italian Studies, University of Rome La Sapienza.

Juliette Cherbuliez  
Professor of French (University of Minnesota).

James Coleman  
Visiting Assistant Professor, University of Pittsburgh

Evelyn Ender  
Visiting Professor, Hunter College, CUNY

Christoph Menke  
Max Kade Visiting Professor, Frankfurt/Main

Brian Reilly  
Assistant Professor.

Allen Stoekl  
Professor (Pennsylvania State University).

Juliane Vogel  
Max Kade Visiting Professor, University of Konstanz

For current course information and registration go to https://isis.jhu.edu/classes/

**Courses**

**AS.210.101. French Elements I.**

Provides a multi-faceted approach to teaching language and culture to the novice French student. The first semester emphasizes listening and speaking, while laying the foundation in grammar structures, reading, and writing. This course is designed for true beginners: Students with any previous background must take the placement test (http://www.advising.jhu.edu/placement_french.php) and receive below 30 (or below 200 on Webcape). Must complete both semesters successfully in order to receive credit. May not be taken on a Satisfactory/Unsatisfactory basis.

Instructor(s): C. Guillemard; Staff.

**AS.210.102. French Elements II.**

Provides a multi-faceted approach to teaching language and culture to the novice French student. The emphasis of the course is an aural-oral proficiency without neglecting the other basic skills of grammar structure, phonetics, reading, and writing. May not be taken Satisfactory/Unsatisfactory. Recommended course background: AS.210.101 or AS.210.103.

Instructor(s): C. Guillemard; Staff.

**AS.210.103. Learner Managed French Elements I.**

This beginner course is specifically designed for students who have had some exposure to French. They must take the mandatory placement test: http://www.advising.jhu.edu/placement_french.php, and receive between 30 and 49. They will cover the first semester of French Elements at a pace suited for “false beginners” with major online components to supplement class instruction. Must complete the year with 210.102 or 210.104 to obtain credit. May not be taken on a Satisfactory/Unsatisfactory basis.

**AS.210.104. Learner Managed French Elements II.**

Continuation of the refresher course AS.210.103, offered for three credits and letter grade. Recommended for self-motivated students who have some knowledge of French and wish to continue their review of the language intensively. Major online component supplements in-class instruction.

**Prerequisites:** AS.210.101 OR AS.210.103 or appropriate test score

Instructor(s): B. Anderson.

**AS.210.111. Spanish Elements I.**

This is an introductory Spanish language course. On completion of this course, the students will have acquired the basic communicative and grammatical skills necessary for speaking, writing, listening and reading in Spanish. Students will demonstrate these skills through their performance in class, by completing several online assignments, and by taking part in three group presentations in addition to two comprehensive exams which focus on the following thematic topics: Greetings, University Life, Family and Leisure. Students will also be introduced to the culture, history and geography of various Spanish and Latin American countries. The content covered in Spanish Elements 1 is the foundation for all consecutive Spanish courses. There are no prerequisites for this course. A placement exam is often required to ensure the appropriate level. Students wishing to retain credits for Spanish Elements I must complete Spanish Elements II with a passing grade. Your enrollment in Spanish Elements I will not be considered for approval until you have emailed the Spanish Language Director.

Instructor(s): M. Tracy; Staff.
AS.210.112. Spanish Elements II.
This introductory Spanish language course is a continuation of the content covered in Spanish Elements I. On completion of this course, the students will have further developed the communication and grammatical skills necessary for speaking, writing, listening and reading in Spanish. Students will demonstrate these skills through their performance in class, by completing several online assignments, and by taking part in three group presentations in addition to two comprehensive exams which focus on the following thematic topics: Food, Sports, Shopping, Travel, and Health. Students will also be introduced to the culture, history and geography of various Spanish and Latin American countries. The content covered in Spanish Elements II prepares the students for Intermediate Spanish. May not be taken on a Satisfactory/Unsatisfactory basis. Prerequisite: AS.210.111. No new enrollments permitted after 4th class session. Recommended Course Background: AS.210.162. Prerequisites: AS.210.111 or appropriate webcape score.

Instructor(s): A. Zannirato; Staff.

Summer Abroad Program. First semester college-level Portuguese. Students will develop basic listening, speaking, reading and writing skills. Some cultural readings are included. This course is intended for program participants with little or no prior Portuguese language instruction. Open to Brazil Program applications only. Course must be taken for a letter grade.

Instructor(s): F. De Azeredo Cerqueira.

AS.210.151. Italian Elements I.
This is a four-credit course, and Italian Elements II (AS.210.152) must be completed in the Spring 2014 to receive credit. The aim of the course is to provide students with basic listening, reading, writing, speaking and interactional skills in the language. All classes are conducted in Italian; oral participation is strongly encouraged from the beginning. Students wishing to retain credits for Italian Elements I must complete Italian Elements II with a passing grade. No Satisfactory/Unsatisfactory option.

Instructor(s): A. Zannirato; Staff.

AS.210.152. Italian Elements II.
Course helps students develop basic listening, reading, writing, speaking, and interactional skills in Italian. The content of the course is highly communicative, and students are constantly presented with real-life, task-based activities. Course adopts a continuous assessment system (no mid-term and no final).

Prerequisites: AS.210.151 or Placement Exam Part 1.
Instructor(s): A. Zannirato; Staff.

AS.210.161. German Elements I.
Four skills introduction to German language and culture. Develops proficiency in speaking, writing, reading, and listening skills through the use of basic texts, multi-media, and communicative language activities. Online tools required. Both semesters must be completed with passing grades to receive credit. May not be taken on a Satisfactory/Unsatisfactory basis. Tuesday section is a mandatory hour; choose your section based on the MWF time. Conflicts with Tuesday hour can be resolved after start of semester. Language Program Director: Deborah Mifflin. Students wishing to retain credits for German Elements I must complete German Elements II with a passing grade.

AS.210.162. German Elements II.
Continuation to the introduction to the German language and a development of reading, speaking, writing & listening through the use of basic texts and communicative activities. The culture of the German-language countries is also incorporated into the curriculum. May not be taken on a Satisfactory/Unsatisfactory basis. Choose your section based on MWF schedule. Tuesday hour is mandatory but flexible and conflicts with Tuesday hour can be resolved after the start of the semester.

Prerequisites: AS.210.161 or appropriate score on placement exam.
Instructor(s): D. Mifflin; Staff.

AS.210.163. Elementary Yiddish I.
Year-long course. Includes the four language skills, reading, writing, listening, and speaking, and introduces students to Yiddish culture through text, song, and film. Emphasis is placed both on the acquisition of Yiddish as a tool for the study of Yiddish literature and Ashkenazic history and culture, and on the active use of the language in oral and written communication. Both semesters must be taken with a passing grade to receive credit. Students wishing to retain credits for Yiddish Elements I must complete Yiddish Elements II with a passing grade.

Instructor(s): B. Caplan.

AS.210.164. Elementary Yiddish II.
Year-long course that includes the four language skills--reading, writing, listening, and speaking--and introduces students to Yiddish culture through text, song, and film. Emphasis is placed both on the acquisition of Yiddish as a tool for the study of Yiddish literature and Ashkenazic history and culture, and on the active use of the language in oral and written communication. Both semesters must be taken with a passing grade to receive credit. Recommended Course Background: AS.210.163 or instructor permission.

Instructor(s): B. Caplan
Area: Humanities.

AS.210.171. Italian Elements I for Advanced Spanish Speakers.
Course draws on the many similarities between Spanish and Italian to help students develop basic listening, reading, writing, speaking, and interactional skills in Italian in an accelerated fashion. The content of the course is highly communicative, and students are constantly presented with real-life, task-based activities. Course is taught in Spanish and Italian. Students completing both semesters with a grade of A- or higher will be able to place into Advanced Italian I (AS.210.351)

Instructor(s): A. Zannirato
Area: Humanities.

Course draws on the many similarities between Spanish and Italian to help students develop basic listening, reading, writing, speaking, and interactional skills in Italian in an accelerated fashion. The content of the course is highly communicative, and students are constantly presented with real-life, task-based activities. Course is taught in Spanish and Italian. Students successfully completing the course with a grade of A- or higher will be allowed to place into Advanced Italian I (AS.210.351)

Prerequisites: AS.210.171 with a grade of A- or higher.
Instructor(s): A. Zannirato
Area: Humanities.
AS.210.177. Portuguese Elements.
This one-year course introduces students to the basic skills in reading, writing, and speaking the language. Emphasis is placed on oral communication with extensive training in written and listening skills. Class participation is encouraged from the very beginning. All classes are conducted in Portuguese. Extensive language lab is required. Students must complete both semesters with passing grades to receive credit. May not be taken on a Satisfactory/Unsatisfactory basis. No previous knowledge of Portuguese is required. Students wishing to retain credits for Portuguese Elements I must complete Portuguese Elements II with a passing grade.
Instructor(s): F. De Azeredo Cerqueira.

AS.210.178. Portuguese Elements II.
This course expands students knowledge of the basic language skills: reading, writing, listening, speaking. It uses a multifaceted approach to immerse students in the cultures of Brazil, Portugal, and Portuguese-speaking Africa. The focus of the course is on oral communication with, however, extensive training in grammar. The course is conducted entirely in Portuguese. Lab work required. Students must complete both semesters with passing grades to receive credit.
Prerequisites: AS.210.177 or equivalent score on placement test.
Instructor(s): F. De Azeredo Cerqueira.

AS.210.201. Intermediate French I.
This course develops skills in speaking, listening comprehension, reading, and writing. Systematic review of language structures with strong focus on oral communication and acquisition of vocabulary; extensive practice in writing and speaking; readings and films from French-speaking countries. Recommended Course Background: AS.210.102 or AS.210.104 or score between 65 and 89 on Placement test I.
Prerequisites: Students who have taken AS.210.203 [ High Intermediate French I ] are ineligible to register for AS.210.201
Instructor(s): S. Roos; Staff
Area: Humanities.

Focus on oral communication; develops skills in oral and written expression, listening comprehension, and reading, with extensive study of films and readings from French-speaking countries. Online component via Blackboard. Continuation of AS.210.201. Recommended course background: AS.210.201 or AS.210.203.
Instructor(s): S. Roos; Staff
Area: Humanities.

A two-semester course offering a systematic review of language structures, conducted exclusively in French. This course is for students who can express themselves more fluently in both their written and oral work and can analyze more difficult texts than in Intermediate French. Students will study authentic texts, including film “text,” and focus on their written and oral skills. Extensive reading and writing is required. Credit will not be given if previously enrolled in AS.210.201-202 or the equivalent. Recommended Course Background: AS.210.102 or appropriate score on Webcape exam.
Prerequisites: Students who have taken AS.210.201 [ Intermediate French I ] are ineligible to register for AS.210.203
Instructor(s): A. Wuensch
Area: Humanities.

AS.210.204. High Intermediate French II.
This course is for students who can express themselves more fluently in both their written and oral work and can analyze more difficult texts than in Intermediate French. Students will study authentic texts, including film “text”, and focus on their written and oral skills. Taught exclusively in French. Credit will not be given if previously enrolled in AS.210.201-AS.210.202 or the equivalent. Recommended Course Background: AS.210.201, AS.210.203, or Webcape score between 420 and 480.
Prerequisites: Students who have taken AS.210.202 [ Intermediate French II ] are ineligible to register for AS.210.204
Instructor(s): A. Wuensch
Area: Humanities.

AS.210.207. German Pronunciation & Diction Practice.
One-credit course focusing on pronunciation and diction. Students will improve their accent, intonation, sentence melody, and will gain confidence while speaking and reading aloud. Individual feedback and strategies for improvement through regular audio recordings. May be taken Satisfactory/Unsatisfactory. Not for major/minor credit.
Prerequisites: AS.210.161 or above
Instructor(s): D. Mifflin; Staff
Area: Humanities.

This 5-week intensive course will cover the material of Intermediate French II. Through examining excerpts of popular French theater plays (by Camus, Sartre, Feydeau, Ionesco, and others), this class proposes to 1) improve French speaking and writing skills (pronunciation, intonation, vocabulary, syntax, argumentative reasoning, creative writing) 2) understand the linguistic nuances and socio-cultural practices expressed in the texts 3) learn the basic tools of acting (body language, vocal projection, physical expressivity, emotional expression, stage direction, improvisation, etc.). The course will include watching filmed representations of plays, as well as a performance at the end of the term. The daily hour overlapping with the Advanced class will focus on personalized, interactive, and level-based exercises.
Prerequisites: AS.210.201 OR AS.210.205 or appropriate placement.
Instructor(s): K. Haklin
Area: Humanities.

This course introduces students to the sound system of French: its development over centuries, its standardized Parisian form versus regional and international dialects and accents, and the popularity of “word games” (abbreviations, acronyms, and verlan). The course will include extensive practice in perceiving, articulating, and transcribing sounds, words, and intonation groups through viewing film clips, listening to songs, and completing in-class lab assignments. Recorded speech samples obtained at the beginning, middle, and end of the semester will allow students to track their progress in moving toward more native pronunciation and intonation. May be taken concurrently with AS.210.205 or AS.210.305.
Instructor(s): B. Anderson; Staff
Area: Humanities.
This 5-week intensive course will cover the material of Intermediate French I with an emphasis on listening comprehension and speaking: an attractive selection of classic and contemporary French movies (Les Intouchables, Manon des Sources, La Vie en rose, Sugar Cane Alley, among others) will enhance students’ acquisition of the language and will deepen their understanding of French and francophone cultures. The daily hour overlapping with the Advanced class will focus on personalized, interactive, and level-based grammar followed by group discussion on the movies. Creative role-play activities will develop students’ fluency.

**Prerequisites:** AS.210.102 or appropriate placement; placement exam link available at grll.jhu.edu
Instructor(s): C. Guillemard
Area: Humanities.

**AS.210.211. Intermediate Spanish I.**
Intermediate Spanish I is a comprehensive study of Spanish designed for students who have attained an advanced elementary level in the language. The course is organized around a thematic approach to topics relevant to contemporary Hispanic culture. Students will practice the four language skills in the classroom through guided grammatical and creative conversational activities and through the completion of three comprehensive exams. Outside of class, students will complete extensive online assignments and write three major compositions (as part of the three exams). In addition, students will broaden their knowledge of Hispanic culture by viewing a Spanish-language film and by reading several literary selections. Successful completion of Intermediate Spanish I will prepare students for the next level of Spanish (Intermediate Spanish II). May not be taken satisfactory/unsatisfactory. No new enrollments permitted after September 13th.

**Prerequisites:** AS.210.112 or appropriate placement exam score.
Instructor(s): B. Weingarten; Staff
Area: Humanities.

**AS.210.212. Intermediate Spanish II.**
Intermediate Spanish II is a comprehensive study of Spanish designed for students who have attained a mid-intermediate level in the language or who have completed Spanish 212. The course is organized around a thematic approach to topics relevant to contemporary Hispanic culture. Students will practice the four language skills in the classroom through guided grammatical and creative conversational activities and through the completion of three comprehensive exams. Outside of class, students will complete extensive online assignments and write three major compositions (as part of the three exams). In addition, students will broaden their knowledge of Hispanic culture by viewing a Spanish-language film and by reading several literary selections. Successful completion of Intermediate Spanish II will prepare students for the next level of Spanish (Advanced Spanish I). May not be taken satisfactory/unsatisfactory. No new enrollments permitted after September 13th.

**Prerequisites:** AS.210.211 or appropriate webc ape score.
Instructor(s): B. Weingarten; Staff
Area: Humanities.

**AS.210.250. Program Abroad: Objective Portuguese - Level II.**
Summer Abroad Program. Third semester college-level Portuguese. Students develop basic listening, speaking, reading and writing skills. Cultural readings included. The class is designed to further develop and strengthen the language skills acquired in Portuguese 210.177 & 210.178. Open to Brazil Program applications only. Course must be taken for a letter grade.
Instructor(s): F. De Azeredo Cerqueira.

**AS.210.251. Intermediate Italian I.**
Taught in Italian. Course continues building on the four essential skills for communication presented in Italian Elements courses (listening, speaking, reading, writing) on topics of increasing complexity. Course adopts a continuous assessment system. May not be taken Satisfactory/Unsatisfactory.

**Prerequisites:** AS.210.152 or placement exam
Instructor(s): A. Zannirato; L. Proietti; Staff
Area: Humanities.

**AS.210.252. Intermediate Italian II.**
Taught in Italian. Course continues building on the four essential skills for communication presented in Intermediate Italian I (listening, speaking, reading, writing) on topics of increasing complexity. Course adopts a continuous assessment system. May not be taken Satisfactory/Unsatisfactory.

**Prerequisites:** AS.210.251 or appropriate placement exam scores (Parts I II).
Instructor(s): A. Zannirato; Staff
Area: Humanities.

**AS.210.261. Intermediate German I.**
Taught in German. This course continues the same four-skills approach (speaking, writing, reading, and listening) from the first-year sequence, introducing and practicing more advanced topics and structures. Expansion and extension through topical readings and discussion and multi-media materials. Online tools required. Language Program Director: Deborah Mifflin

**Prerequisites:** AS.210.162 or placement exam.
Instructor(s): H. Wheeler; Staff
Area: Humanities.

**AS.210.262. Intermediate German II.**
Taught in German. This course is designed to continue the four skills (reading, writing, speaking and listening) approach to learning German. Readings and discussions are topically based and include fairy tales, poems, art and film, as well as readings on contemporary themes such as Germany’s green movement. Students will also review and deepen their understanding of the grammatical concepts of German.

**Prerequisites:** AS.210.261 or placement exam.
Instructor(s): H. Wheeler; Staff
Area: Humanities.

**AS.210.263. Intermediate Yiddish I.**
This course will focus on understanding the Yiddish language as a key to understanding the culture of Yiddish-speaking Jews. Emphasis will be placed on reading literary texts and historical documents. These primary sources will be used as a springboard for work on the other language skills: writing, listening, and speaking. Recommended Course Background: AS.210.164 or equivalent, or two years of German and permission of instructor.
Area: Humanities.

**AS.210.264. Intermediate Yiddish II.**
Continuation to Intermediate Yiddish I. This course will focus on understanding the Yiddish language as a key to understanding the culture of Yiddish-speaking Jews. Emphasis will be placed on reading literary texts and historical documents. These primary sources will be used as a springboard for work on the other language skills: writing, listening, and speaking. Recommended Course Background: AS.210.263 or instructor permission.
Instructor(s): B. Caplan
Area: Humanities.
AS.210.266. German Conversation.
This course is designed for intermediate and above students who wish to improve their conversational and oral presentational language skills. The syllabus aims to provide useful, relevant language and necessary discourse structures to hold conversations and presentations on varied topics of an everyday, as well as academic nature. Students will practice German to build confidence, develop fluency, and improve pronunciation and accuracy. Short texts, audio and films will provide the basis for discussion. Students’ fields of study and interests will be incorporated into the syllabus and tasks will be matched to the ability level of the students enrolled. Recommended Course Background: AS.210.262 or two years of college German or equivalent. May be taken concurrently with other courses in German. May be taken Pass/Fail. Not for major or minor credit.
Instructor(s): D. Mifflin.

More advanced training in the skills of the language with emphasis on vocabulary building, ease and fluency in the language through the use of a multifaceted approach. Materials used immerse students in the cultures of Brazil, Portugal, and Portuguese-speaking Africa, and reflect the mix of cultures at work in the contemporary Lusophone world. All classes are conducted in Portuguese. Extensive language lab is required. May not be taken on a Satisfactory/Unsatisfactory basis.
Prerequisites: AS.210.178 or instructor approval.
Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

This course is conducted entirely in Portuguese. Emphasis is placed on vocabulary building, ease and fluency in the language through the use of a multifaceted approach. Materials used immerse students in the cultures of Brazil, Portugal, and Portuguese-speaking Africa, and reflect the mix of cultures at work in the contemporary Lusophone world. Lab work required.
Prerequisites: Prerequisite: AS.210.177 or AS.210.178 or placement test.
Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

This course is designed for highly motivated undergraduate and graduate students who want to SPEAK Portuguese. Conversation sessions provide intensive work on communication skills through discussion on issues raised in films, news media & music. Grammar will be reviewed as needed outside of class with tutors or TA, freeing class time for more communicative activities. May not be taken on a Satisfactory / Unsatisfactory basis. Recommended Course Background: one semester of Portuguese (AS.210.177), or Placement test.
Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

AS.210.301. Advanced Writing and Speaking in French.
This very interactive third-year language course proposes, in the shape of animated class discussions, to 1) read fictional and non-fictional texts through the French explication de textes approach 2) review and develop grammar and conjugation skills and 3) learn an array of new vocabulary as well as idiomatic expressions used in everyday speech. Focus will be placed on improving language skills through an individualized review of grammar and vocabulary. Language Program Director: Kristin Cook-Gailloud
Instructor(s): A. Labat; K. Cook-Gailloud; L. Cariou; Staff
Area: Humanities.

AS.210.302. Advanced Writing and Speaking in French II.
Designed to further reveal the most fascinating and fearsome features of both written and spoken French, this unconventional course takes into account the unique profile of Johns Hopkins’ undergraduates by addressing their ability to generate powerful and new ideas. To that effect, this course proposes to involve students directly in the process of learning and assessing by raising participatory questions such as “What is the best way to learn this grammar point? What type of test will actually allow me to learn the material so I don’t forget it the next day? How can I move towards fluency without feeling discouraged?”
In full knowledge of our students’ ability to analyze and explore these questions, but also of the exceptionally high challenges they face today, this experimental, self-reflective course endeavors to get rid of needless (and unproductive) stress, and invite them to take pleasure in discovering how to better learn and master the French language.
Instructor(s): A. Wuensch; B. Anderson; Staff
Area: Humanities.

AS.210.306. Medical French.
This interactive course is designed to provide students with specific linguistic tools used in medical and public health fields, as well as a comprehensive understanding of health care systems in the French and francophone world. Through a wide range of media (newspaper articles, scenes from TV series, excerpts of historical and literary texts) and group discussions, we will focus on topics such as physical and mental health, consultation and diagnosis, hospitalization, specialized fields (epidemiology, neurology, psychiatry, etc.) and deontology.
Prerequisites: Prereq: AS.210.201 OR AS.210.202 or equivalent or permission (kacg@jhu.edu)
Instructor(s): K. Cook-Gailloud
Area: Humanities.

AS.210.309. The Sounds of French.
This course introduces students to the sound system of French: its development over centuries, its standardized Parisian form versus regional and international dialects and accents, and the popularity of “word games” (abbreviations, acronyms, and verlan). The course will include extensive practice in perceiving, articulating, and transcribing sounds, words, and intonation groups through viewing film clips, listening to songs, and completing in-class lab assignments. Recorded speech samples obtained at the beginning, middle, and end of the semester will allow students to track their progress in moving toward more native pronunciation and intonation. Recommended Course Background: AS.340.101-AS.340.102 or equivalent; AS.210.301 (may be taken concurrently).
Instructor(s): B. Anderson; Staff
Area: Humanities.
AS.210.311. Advanced Spanish I.  
This course is a comprehensive study of the Spanish language focused on the continuing development of students' communicative abilities and their knowledge of Hispanic cultures. Students will expand their use of basic structures of Spanish with a special emphasis on more difficult grammatical and vocabulary aspects, and further improve both their oral and written skills. Students will sharpen their critical thinking skills and listening abilities utilizing movies and written texts. This course combines an extensive use of an online component with class participation and three exams. Upon successful completion of this course, students will have acquired extended complex language tools that facilitate proficiency in Spanish and its use in various professional contexts. May not be taken satisfactory/unsatisfactory. No new enrollments permitted after September 13th.  
Prerequisites: AS.210.212 or AS.210.213 or appropriate placement exam score.
Instructor(s): A. Hubbard; Staff
Area: Humanities.

AS.210.312. Advanced Spanish II.  
This course is thorough review of the Spanish language focused on the development of students' communicative abilities and their knowledge of Hispanic cultures. Students will both expand their knowledge of the basic structures of Spanish, with special emphasis on more difficult grammatical and vocabulary aspects, and further improve on oral and written skills. Students will increase their critical thinking skills and listening abilities utilizing movies and written texts. This course combines an extensive use of an online component, class participation and three exams. Upon successful completion of this course, students will have acquired more complex language tools to become proficient in Spanish and its use in various professional contexts. May not be taken satisfactory/unsatisfactory. No new enrollments permitted after September 13th.  
Prerequisites: AS.210.311 (Advanced Spanish) or appropriate placement exam score.
Instructor(s): A. Hubbard; Staff
Area: Humanities.

AS.210.313. Medical Spanish.  
Medical Spanish is a comprehensive examination of vocabulary and grammar for students who either work or intend to work in medicine and health-related fields in Spanish-speaking environments. The student will be able to participate in conversations on topics such as contrasting health systems, body structures, disorders and conditions, consulting your doctor, physical and mental health, first-aid, hospitalization and surgery on completion of this course. In completing the course's final project students will apply, synthesize, and reflect on what has been learned in the class by creating a professional dossier individualized to their professional interests. May not be taken satisfactory/unsatisfactory. Not open to native speakers of Spanish. No new enrollments permitted after September 13th.  
Prerequisites: 210.311 (Advanced Spanish I) or appropriate webcake score
Instructor(s): M. Ramos; Staff
Area: Humanities.

Students will increase their vocabulary and practice grammar structures closely related to trade and business practices in the public and private sectors. All language skills are equally emphasized. Highly recommended to students majoring in Business and International Relations. There will be an intensive online component. No Satisfactory/Unsatisfactory option. Students will increase their vocabulary and practice grammar structures closely related to trade and business practices in the public and private sectors. All language skills are equally emphasized. Highly recommended to students majoring in Business and International Relations. There will be an intensive online component. No Satisfactory/Unsatisfactory option. Language Program Director: Loreto Sanchez-Serrano
Prerequisites: AS.210.311 or appropriate S-Cape score
Instructor(s): M. Ramos; Staff
Area: Humanities.

AS.210.315. Spanish for International Relations.  
Spanish for international relations is an advanced examination of grammar and an analysis of international relations' topics in Spanish. By completion of this course the student will have developed the ability to read, critically discuss and demonstrate mastery of political and socio-economic issues in Spanish-speaking environments. Potential topics include a survey of the professions in international relations, NGOs in Latin America, intellectual property, cultural diplomacy, remesas, regional coalitions and treaties, and the environment. Class presentations and final projects will allow students to apply, synthesize, and reflect on what has been learned in the class by participating in a global simulation that will include a written exercise individualized to their professional interests. May not be taken satisfactory/unsatisfactory. Not open to native speakers of Spanish. No new enrollments permitted after the 4th class session  
Prerequisites: AS.210.311 or appropriate placement exam score.
Instructor(s): M. Ramos; Staff
Area: Humanities.

AS.210.316. Conversational Spanish.  
Conversational Spanish surveys high-interest themes, discusses short films by contemporary Hispanic filmmakers and offers a thorough review of grammar. The student will be able to participate in conversations on topics such as personality traits, social media, political power, art and lifestyles on completion of this course. Conversational skills mastered during the course apply to all careers interconnected by Spanish. May not be taken satisfactory/unsatisfactory. Not open to native speakers of Spanish. No new enrollments permitted after September 13th.  
Prerequisites: AS.210.311 (Advanced Spanish I) or appropriate placement exam score.
Instructor(s): M. Ramos; Staff
Area: Humanities.
This third-year course is a hands-on and process-oriented introduction to discussion and compositional analysis. On completion of this course, students will have improved their Spanish writing skills in various types of compositions they might be expected to write in academic settings and in real-life formats such as film reviews, letters to the editor, cover letters, etc. The course also focuses on refinement of grammar and vocabulary use. May not be taken satisfactory/unsatisfactory. Not open to native speakers of Spanish. No new enrollments permitted after September 13th.
Prerequisites: AS.210.312 or appropriate placement exam score.
Area: Humanities.

¡Salsa! The Afro-Antillean song surveys Caribbean music in an international Spanish-speaking context. As a language course, it reviews grammar and instils vocabulary acquisition through the close analysis of the biggest hits of salsa from the past one hundred years. In completing the course’s final project students will apply, synthesize, and reflect on what has been covered in the class by creating a professional dossier individualized to their own personal musical interests. On completion of this course the student will have developed the ability to read and critically discuss music and its history in the Spanish-speaking Caribbean and will have examined cultural roots, market dominance, and media crossovers in the musical universe of the Spanish-speaking archipelago of the Antilles. May not be taken satisfactory/unsatisfactory. Not open to native speakers of Spanish. No new enrollments permitted after the third class session. Co-listed with AS.211.319
Prerequisites: AS.210.311 or appropriate placement exam score.
Instructor(s): M. Ramos
Area: Humanities.

AS.210.350. Program Abroad: Objective Portuguese - Level III.
Summer Abroad Program. Fifth semester college-level Portuguese. Students further improve conversation and comprehension proficiency. Develop reading and writing skills through literary analysis and grammar review. The class is designed to further develop and strengthen the language skills acquired in Portuguese 210.277 & 210.278. Open to Brazil Program applications only. Course must be taken for a letter grade.
Instructor(s): F. De Azeredo Cerqueira.

AS.210.351. Advanced Italian I.
Course presents a systematic introduction to a variety of complex cultural and historical topics related to present-day Italy, emphasizing intercultural comparisons and interdisciplinarity, and encouraging a personal exploration of such topics. Course adopts a continuous assessment system (no mid-term and no final). Taught in Italian. Year course; must complete both semesters for credit. No Satisfactory/Unsatisfactory option. Language Program Director: Alessandro Zannirato
Prerequisites: AS.210.252 or placement exam
Instructor(s): A. Zannirato; Staff
Area: Humanities.

AS.210.352. Advanced Italian II.
Course presents a systematic introduction to a variety of complex cultural and historical topics related to present-day Italy, emphasizing intercultural comparisons, interdisciplinarity, and encouraging a personal exploration of such topics. Course adopts a continuous assessment system (no mid-term and no final).
Prerequisites: AS.210.351 or appropriate placement exam scores (Parts I, II and III).
Instructor(s): A. Zannirato; Staff
Area: Humanities.

AS.210.361. Advanced German I: Cultural Topics of the Modern German-speaking World.
Taught in German. Topically, this course focuses on defining moments in cultural history in German speaking countries in the 2nd half of the 20th century. Films, texts and other media provide a basis for discussing events in post-war Germany from 1945 to 1989. A review and expansion of advanced grammatical concepts and vocabulary underlies the course. Focus on improving expression in writing and speaking. Language Program Director: Deborah Mifflin
Prerequisites: AS.210.262 or placement exam.
Instructor(s): D. Mifflin; Staff
Area: Humanities.

Taught in German. Topically, this course focuses on contemporary issues such as national identity, multiculturalism and the lingering social consequences of major 20th century historical events. Readings include literary and journalistic texts, as well as radio broadcasts, internet sites, music and film. Students read a full-length novel. Emphasis is placed on improving mastery of German grammar, development of self-editing skills and practice in spoken German for academic use. Introduction/Review of advanced grammar.
Prerequisites: AS.210.361 or equivalent score on placement test.
Instructor(s): D. Mifflin; Staff
Area: Humanities.

Taught in German. Course is designed to familiarize students with the vocabulary and standards for doing business in Germany. Taking a cultural approach, students read texts and engage in discussion that elucidate the works of business, commerce & industry in Germany, the world’s third largest economy. Emphasis is placed on vocabulary expansion and writing as it relates to business.
Prerequisites: AS.210.262 OR AS.210.361 OR AS.210.362.
Instructor(s): H. Wheeler; Staff
Area: Humanities.
Taught in German. This course is designed to provide language training in German tailored to students of science & engineering. Germany has long been a world leader in engineering, most notably in chemical and mechanical engineering. Over the past decades, Germany also has taken a lead in environmental sciences and information technology. In addition, Germany is now becoming an increasingly attractive place to pursue degrees in the technical fields. This course will provide practice and expansion in all language skill areas: analysis of texts, hands-on-activities, preparation of presentations, and discussion of topics. Specific areas of interest to the course members will be taken into consideration for the selection of materials. [Does not replace 210.362 as prerequisite for upper level courses or as major requirement.]
Prerequisites: AS.210.262 OR AS.210.361 OR AS.210.362 OR EQUIVALENT OR PLACEMENT EXAM
Area: Humanities.

This course will provide students who have completed at least two years of Yiddish with the opportunity to hone their skills in all four language areas: reading, writing, listening, and speaking. In addition to advanced grammar study and readings in Yiddish literature, the course will take into account the interests of each individual student, allowing time for students to read Yiddish texts pertinent to their own research and writing.
Instructor(s): B. Caplan
Area: Humanities.

AS.210.368. Advanced Yiddish II.
Continuation of Advanced Yiddish I (AS.210.367). Students will continue to hone their skills in all four language areas: reading, writing, listening, and speaking. In addition to advanced grammar study and readings in Yiddish literature, the course will take into account the interests of each individual student, allowing time for students to read Yiddish texts pertinent to their own research and writing.
Prerequisites: AS.210.367
Area: Humanities.

AS.210.369. Yiddish Texts I.
This course will give students who have completed Advanced Yiddish the chance to improve their proficiency. The curriculum will be determined according to the research interests of the students with an emphasis placed on reading primary texts fluently. Since the course is taught in Yiddish, students will also have ample opportunity to practice the other language skills (listening, speaking, writing).
Prerequisites: AS.210.368 or permission of instructor.
Instructor(s): B. Caplan
Area: Humanities.

AS.210.370. Yiddish Texts II.
Continuation of Yiddish Texts I. This course will give students who have completed Advanced Yiddish the chance to improve their proficiency. The curriculum will be determined according to the research interests of the students with an emphasis placed on reading primary texts fluently. Since the course is taught in Yiddish, students will also have ample opportunity to practice the other language skills (listening, speaking, writing).
Instructor(s): B. Caplan
Area: Humanities.

AS.210.371. From the yidishe gas to the Yiddish Farm: Yiddish Identity and Yiddish Community.
In premodern Ashkenaz, the vernacular Yiddish was an important factor maintaining a distinct Jewish communal identity. With the advent of modernity, and the abandoning of Yiddish by some Jews as their daily language, the choice to speak Yiddish and to use it as a vehicle of modern cultural production became a distinct strand in the web of new Jewish identities. In this course, students will develop a sociolinguistic understanding both of the place of Yiddish in premodern Jewish society, and ways in which the language was -- and is -- seen as essential to living a Jewish life in the modern world. Since this is an advanced language course, readings, discussion and written work will be in Yiddish. Grammar will be reviewed as necessary, according to the needs of the students.
Instructor(s): B. Caplan
Area: Humanities, Social and Behavioral Sciences.

This course will allow students with advanced Yiddish language skills to design their own reading list, in consultation with the instructor, in order to deepen their understanding of an area of Yiddish culture of special interest while at the same time continuing to improve their language skills. Texts may include literary works, scholarship, the press, and archival materials. All discussion and written responses will be in Yiddish.
Instructor(s): B. Caplan
Area: Humanities.

AS.210.391. Advanced Portuguese Language & Literature I.
This third-year course focuses on reading, writing, and oral expression. Under the supervision of the instructor, students will read one or two complete works by major Brazilian, Portuguese, and/or Afro-Portuguese writers each semester, followed by intense writing and oral discussion on the topics covered. Grammar will be reviewed as necessary. Lab work is required. All classes are conducted in Portuguese.
Prerequisites: AS.210.278 or instructor approval.
Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

AS.210.392. Advanced Portuguese: Language and Literature II.
This course focuses on reading, writing, and oral expression. Under the supervision of the instructor, students will read one or two complete works by major Brazilian, Portuguese, and/or Afro-Portuguese writers each semester, followed by intense writing and oral discussion on the topics covered. Grammar will be reviewed as necessary. The course is conducted entirely in Portuguese. No satisfactory/unsatisfactory.
Prerequisites: AS.210.391 or equivalent score on placement test.
Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

AS.210.405. Teaching French in Public School-Community Based Learning.
A Community-Based Learning (CBL) language course for upperclass students that: 1) establishes a mutually beneficial relationship between JHU students, a neighboring Elementary School, and their common community; 2) combines academic components (linguistic, pedagogical and social) with the experiential work with the community partner as a way to reinforce learning. Students participate in weekly meetings in French on campus to prepare for their classes and teach twice a week to 2nd, 3rd, or 4th graders at the Elementary school. Recommended course background: AS.210.301 or AS.210.302.
Area: Humanities.
AS.210.411. Translation for the Professions.
Spanish Translation for the Professions surveys the field of contemporary translation theory and provides practice of translation from English to Spanish. Translation exercises may include comparing and contrasting texts of literature, medicine, health, law, technology, politics, and journalism. Students will identify and differentiate terminology specific to these various fields and will focus on practicing correct uses of the grammatical structures relevant to the translation of both English and Spanish. In the course’s final projects students will apply, synthesize, and reflect on what has been learned in the class by completing a translation exercise individualized to their professional interests. Strategies of communication mastered in this course will help students of Spanish throughout their careers, in that achievement of the course objectives will help students discern, translate, and evaluate the usefulness of translations in different professional settings. May not be taken satisfactory/unsatisfactory. Not open to native speakers of Spanish. No new enrollments permitted after September 13th.
Prerequisites: Prereqs: AS.210.313 OR AS.210.314 OR AS.210.315 -
Instructor(s): M. Ramos; Staff
Area: Humanities.

AS.210.412. Spanish Language Practicum-Community Based Learning.
This fourth-year course involves a specially designed project related to the student’s minor concentration. On completion of this course, the student will be able to use the Spanish language in real world contexts. The student-designed project may be related to each student’s current employment context or developed in agencies or organizations that complement student’s research and experimental background while contributing to the improvement of his/her language proficiency. May not be taken satisfactory/unsatisfactory. No new enrollments permitted after September 13th.
Prerequisites: AS.210.411
Instructor(s): L. Sanchez
Area: Humanities.

AS.210.413. Corso di Perfezionamento.
This forth-year course is an in-depth examination of the Spanish grammar, including a wider range of idiomatic expressions and usages than students might have previously encountered. On completion of this course, students will be able to achieve the ACTFL Advanced-Mid to high level in oral and written expression as well as in reading and listening skills. The course will also help to prepare students for the DELE Intermediate or Superior levels, offered by the Instituto Cervantes. May not be taken satisfactory/unsatisfactory. Not open to native speakers of Spanish. No new enrollments permitted after the 4th class session.
Prerequisites: (AS.210.311 AND (AS.210.312 OR AS.210.317)) AND (AS.210.313 OR AS.210.314 OR AS.210.315)
Instructor(s): L. Sanchez
Area: Humanities.

This interactive, writing intensive course places emphasis on: 1. Building linguistic tools that will help students reach the highest level of proficiency (advanced lexical, stylistic and idiomatic expressions, linking expressions used in complex sentences, stylistic and grammatical differences between French and English) 2. Enhancing analytical skills through French “Explication de textes” (close reading method) 3. Developing individual style through creative writing
Instructor(s): K. Cook-Gailloud; Staff
Area: Humanities.

AS.210.450. Program Abroad: Objective Portuguese - Level IV.
Summer Abroad Program. Emphasis on the development of communication skills: the ability to comprehend both written and spoken texts, adit o speak, read, and write in Portuguese with native-like proficiency. Open to Brazil Program applications only. Course must be taken for a letter grade.
Instructor(s): F. De Azeredo Cerqueira.

This task-based course is designed to prepare students to acquire Effective Operational Proficiency in Italian (C1 level of the Common European Framework). By the end of the course, successful students will be able to 1) understand a wide range of demanding, longer texts, and recognize implicit meaning, 2) produce clear, well-constructed, detailed texts on complex subjects 3) express themselves fluently and spontaneously without much obvious searching for expressions, and 4) use language flexibly and effectively for social, academic, and professional purposes. Extensive independent work required. Course adopts a continuous assessment system (no mid-term and no final), and is conducted entirely in Italian. No Satisfactory/Unsatisfactory option. Recommended Course Background: AS.210.352 with a grade of B+ or higher, or appropriate placement exam score and interview with Language Program Director.
Prerequisites: AS.210.352 with a grade of B+ or higher, or appropriate placement exam score and interview with Language Program Director.
Instructor(s): A. Zannirato.

AS.210.462. Introduction to German Literature & Culture, 1900 - 1945.
This course is designed to introduce students to the analysis literary and cultural topics. A variety of 20th century texts and visual media will form the basis for discussion of literature and cultural phenomena specific to the time period. This semester will focus on the European capitals of Zurich, Vienna, and Berlin, thereby offering a “European” perspective on literary, cultural, and political events after 1900. Continuities between and differences amongst the three German speaking countries will be investigated. Attention is given to improving student writing. Readings, discussion, and written assignments in German. Recommended Course Background: AS.210.361-AS.210.362
Area: Humanities.

Instructor(s): K. Cook-Gailloud.

Instructor(s): K. Cook-Gailloud; Staff
Area: Humanities.

AS.210.541. Italian Independent Study-Language.
Prerequisites: AS.210.252 or higher or placement exam score Parts 1 and II.
Instructor(s): A. Zannirato
Area: Humanities.

Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

Instructor(s): D. Mifflin
Area: Humanities.
Required for all in-coming teaching assistants in the Department of German and Romance Languages, this course involves a series of workshops which will focus on an overview of the tenets of second language acquisition (SLA) and the research which informs current teaching practice. Students will both study the current state of the L2L profession and look at different methods and techniques for effective second language teaching and learning. The focus of the course will be on the practical applications of the theoretical foundation. This is a full year course meeting 6 times per semester.
Instructor(s): A. Zannirato; D. Mifflin; L. Sanchez
Area: Humanities.

The goal of this course is 1) to familiarize students with different theoretical and practical approaches of language teaching and learning and 2) to understand how these approaches can be used to create a rich learning environment. Participants are expected to engage actively in classroom discussions based on assigned readings, as well as observe classes taught by other instructors in their department. Required for all in-coming teaching assistants in the French section.
Instructor(s): K. Cook-Gailloud
Area: Humanities.

AS.210.615. Adquisición del español como segunda lengua.
This course will aim to clarify for future teachers the important aspect of the Spanish language syntax, related to cultural aspects, second language acquisition, issues of technology and assessment to prepare them for the task they will face in their own language classes. The course will include a review of several topics of Spanish grammar, concepts of second language acquisition and applied linguistics. The course also will help to prepare students for the DELE Superior level offered by the Instituto Cervantes if they opt to take it.
Instructor(s): L. Sanchez
Area: Humanities.

This task-based course is designed to prepare students to acquire Effective Operational Proficiency in Italian (C1 level of the Common European Framework). By the end of the course, successful students will be able to 1) understand a wide range of demanding, longer texts and recognize implicit meaning, 2) produce clear, well-constructed, detailed texts on complex subjects, 3) express themselves fluently and spontaneously without much obvious searching for expressions, and 4) use language flexibly and effectively for social, academic, and professional purposes. Extensive independent work required. Course adopts a continuous assessment system (no mid-term and no final), and is conducted entirely in Italian. No Satisfactory/Unsatisfactory option. Students should have a satisfactory GTA language diagnostic exam score.
Instructor(s): A. Zannirato.

AS.210.661. Reading and Translating German for Academic Purposes.
Taught in English. This is the first semester of a year-long course designed for graduate students in other fields who wish to gain a reading knowledge of the German language. Seniors who intend to do graduate study in other disciplines are also welcome. Instruction includes an introduction to German vocabulary and grammatical structures as well as discussion of relevant translation practices. The goal of the course is for students to gain confidence in reading a variety of texts, including those in their own fields of study. No knowledge of German is assumed. Seniors & Graduate students only.
Instructor(s): H. Wheeler
Area: Humanities.

AS.210.662. Reading & Translating German for Academic Purposes II.
Taught in English. Seniors & Graduate students only. This course is designed for graduate students in other departments who wish to gain reading knowledge of the German language and translation practice from German to English. This course is a continuation of the Fall semester. Focus on advanced grammatical structures and vocabulary. For certification or credit.
Prerequisites: AS.210.661 or permission of instructor.
Instructor(s): H. Wheeler; Staff
Area: Humanities.

AS.210.700. German Language Teaching Practicum I.
Provides methodological and practical support and oversight for graduate student instructors teaching Deutsch als Fremdsprache in the American university context. Two-semester sequence, includes orientation during the week before semester begins. Required for German Graduate Teaching Assistants in the first year of their teaching in the program.
Instructor(s): D. Mifflin.

AS.210.701. German Language Teaching Practicum II.
Required for German Graduate Teaching Assistants in the first year of their teaching in the program. Second semester of a two-semester sequence.

AS.211.104. Freshman Seminar: Weimar on the Pacific: German Exile Culture in the United States.
Freshmen seminar. After Hitler’s seizure of power in 1933, the number of artists and intellectuals who fled the Nazi regime soon rose into the thousands. Many of these German expatriates ultimately settled in the United States (e.g. Los Angeles, New York), where, simultaneously attracted and alienated by their new surroundings, they made a significant impact on American culture. The seminar will explore German Exile Culture in the U.S. in its broad variety spanning a spectrum from film to architecture, literature, and philosophy. Based on the aesthetic and conceptual specificities of the artifacts, class discussions will focus on the relations between art and politics, modernist and mass culture, art and capitalism, culture and democracy. The seminar will close with a look at postwar America and the McCarthy era, when European emigrants became the target of suspicion as left-wing intellectuals.
Instructor(s): A. Krauss
Area: Humanities.
AS.211.174. Media of Propaganda.
Today, promoting a particular political or personal point of view is not viewed as “propaganda,” but rather as building a community of equally minded people. But where do we draw the line, and when does the use of a medium in service of a certain message become intrusive and misleading? What role do democracy and cultural values play in this use or abuse of media? In this class the term “propaganda” will be evaluated carefully and applied to such historical media case studies as the informational use of the radio in World War One, Leni Riefenstahl’s Nazi propaganda films, the legendary success of advertisement campaigns in the 1950s and 1960s, the AIDS movement and other mobilization strategies from the 1980s to the 1990s, and the new values of friendship and propaganda in our current facebook nation.
Area: Humanities.

This course will introduce students to the history and culture of Ashkenazi Jews through their vernacular, Yiddish, from the settlement of Jews in German-speaking lands in medieval times to the present day. Particular emphasis will be placed on the responses of Yiddish-speaking Jews to the challenges posed by modernity to a traditional society. In addition to studying a wide range of texts—including fiction, poetry, memoir, song, and film—students will learn how to read the Yiddish alphabet, and will prepare a meal of traditional Ashkenazi dishes. No prior knowledge of Yiddish is necessary for this course.
Instructor(s): B. Caplan
Area: Humanities.

AS.211.205. Cosmic Imagination from Dante to Borges.
Since time immemorial humankind has looked to the skies for clues as to our origins, our destiny, and the nature of existence itself. In some ways, one of the hallmarks of western science has been a story of viewing the cosmos in ever greater clarity and detail. Yet the very nature of the universe—its massive size, the distance and obscurity of its farthest reaches—requires the active intervention of our imaginations to picture it, no matter how powerful the technologies we use. In this course we will look at how western cultures from the middle ages to the present have deployed the imaginative tool of literature to try to grasp the ungraspable, and how those attempts in some cases helped prepare intellectuals and scientists to make very real advances in understanding the universe.
Instructor(s): W. Egginton
Area: Humanities.

AS.211.207. Waves of Feminism through Film and Media.
This course will examine the movements known as second- and third-wave feminism as expressed in film and other media since the 1950s. Second-wave feminism—influenced in part by the French philosopher Simone de Beauvoir but driven by social and economic factors in the US and the post-war, industrialized west—departed from the practical exigencies of suffrage that drove the first wave before it and became concerned with defending the identity of women from being defined in terms of patriarchal norms. From popularized images of working women in US television series to the formalist experimentation of the France’s New-Wave in cinema, the media of the sixties and seventies absorbed and explored many of second-wave feminism’s central themes and critiques. Largely a critique of the perceived Euro-centrism of the second wave, third-wave feminism, coined in the early nineties, focused on the experience of women of color and those from the developing world who did not share the relatively privileged backgrounds of their predecessors. The second part of the course will examine how film and media since the nineties has incorporated and reflected this new inclusiveness, and striven to tell stories of women from a broad spectrum of backgrounds. We will take advantage of the visit to Hopkins by acclaimed media artist Sharon Hayes to examine how her own media practice has been shaped by successive waves of feminist thought and has in turn affected feminism. Other works will include the films of Agnés Varda and Shirin Neshat.
Instructor(s): B. Wegenstein
Area: Humanities.

AS.211.209. DADA! Avant-Garde Exorcism.
This course surveys the Dada art and literature movement of the early 20th century in Zurich, Berlin, Paris, and New York. This course compares the visual, performative, and literary arts of Dada through both primary and secondary sources in order to further understand the political and aesthetic theories of this school of thought and their interactions with their unique historical moment, so dominated by mechanization, brutality, and war.
Instructor(s): J. Pelcher
Area: Humanities.

Among the organs of the human body the breast has a special place. A marker of sex, of eroticism, of life, motherhood, even the distinction of the mammalian class of vertebrates, the breast carries as much meaning for humanity as it does vital function. The breast, in other words, is a sign and site where Western culture believes life as such to be situated. Sadly, it is also vulnerable to its virulent and deadly form of what has been recently termed “the emperor of all maladies”: cancer. The loss of the breast can provoke a form of “castration anxiety.” This course will explore the history of the breast as symbol of sex and life, along with the cancer that affects it not merely as a medical condition, but as a powerful symbol in culture, art, and literature.
Instructor(s): B. Wegenstein
Area: Humanities.
AS.211.214. Writing & Thinking About Food.
How do you write about food? Is it possible to describe taste? What role does gastronomy have in literature? Taking advantage of the popularity of “foodie” movement and recent scholarly interest in the role of food in culture, this course considers these questions by examining a wide variety of genres from a comparative perspective. Authors include Epicurus and his commentators, Proust, Brillat-Savarin, Shakespeare, Byron, Cervantes, Neruda, Ferran Adrià, Carolyn Korsmeyer and others.
Instructor(s): A. Sheeran
Area: Humanities.

AS.211.221. Italian Matters Italian Manners.
This is an introductory course to Italian culture relying on a tradition of books of conduct including the Middle Ages, the Renaissance, and today.
Instructor(s): P. Forni
Area: Humanities.

AS.211.225. Inverted Worlds: Topsy-Turvy Perspectives.
This course will examine the concept of the inverted world in art, literature and philosophy. It will focus on the aesthetic forms and ideas most closely associated with the overturning of values. Satire and parody make a mockery of existing institutions and cultural norms. At the same time they claim to provide an insight into the modern human condition. Thus, in this course, we will analyze modernity adopting the lens of the inverted world in order to see what needs to be turned upside down in order to be right side up again.
Instructor(s): E. Edelmann
Area: Humanities, Social and Behavioral Sciences.

AS.211.228. Filming Change: French Society through Documentary.
Since the 1960s France has gone through radical changes impacting all aspects of social life, such as race/class dynamics, union/workplace politics, and gender relations. Filmmakers, specifically those working in a documentary mode, have confronted contemporary events in their complexity and offered some of the most compelling accounts of them. This course will introduce students to the recent history of French documentary film, focusing on its capacity to reflect and to fuel social and historical change. Films by Rouch, Varda, Resnais, Marker, Depardon.
Instructor(s): C. Benaglia
Area: Humanities, Social and Behavioral Sciences.

AS.211.235. Panorama of German Thought I.
Taught in English. German thought is a broad intellectual tradition that encompasses works in an astonishing number of fields including philosophy, aesthetics, sociology, epistemology, psychology, anthropology, history, religious studies, and cultural analysis. The most prominent representatives of this tradition are Luther, Kant, Humboldt, Hegel, Nietzsche, Marx, Warburg, Freud, Benjamin, Kracauer, Weber, Simmel, Cassirer, Auerbach, Adorno, Arendt, Heidegger, and Luhmann. Indeed the study of cultural, historical, and social phenomena as well as of literary and artistic forms would not have been possible without the German intellectual tradition which, beginning with the Enlightenment, emphasized the role of the subject in constituting objects of knowledge and experience. This two-semester survey course will highlight important topics of German Thought, e.g. the subject, consciousness and unconsciousness, Bildung and the idea of the university, the sublime and the uncanny, irony, hermeneutics and translation, the desire for knowledge, tragedy and repetition, civilization, symbolic forms and medial reproduction, memory, and authority in a historical scope. While the first semester (Fall) covers until 1850 (from Luther to Hegel/Kierkegaard), the second (Spring) focuses on Modern German Thought after 1850 (from Marx to Luhmann). Meets with AS.213.235
Instructor(s): E. Strowick
Area: Humanities.

AS.211.236. Panorama of German Thought II.
Panorama of German Thought from Nietzsche to Habermas. Course will examine major thinkers in nineteenth and twentieth-century German thought with emphasis on the response to Enlightenment philosophy, the critique of reason, the questions about the autonomy of the subject and the search for new individual and collective identities. Reading will include traditional philosophical texts (Nietzsche, Cassirer, Heidegger, Adorno, Habermas) as well as works in anthropology (Gehlen, Scheler), sociology (Simmel, Weber), psychology (Mach, Freud), political theory (Marx, Schmitt) and aesthetics (Benjamin, Warburg, Panofsky). This course is a continuation of Panorama of German Thought I, though the first semester is not a prerequisite for the second. Taught in English.
Instructor(s): R. Tobias
Area: Humanities.

AS.211.237. Literature and Medicine.
Taught in English. The course will analyze literary representations of illness as well as explore interfaces between literary and medical knowledge in more general ways. Both literature and medicine can be considered semiotics as they deal with the study of signs; further, both are invested in interpretation. We will analyze the relation between literature and madness, explore “illness as metaphor” (Susan Sontag) and discuss case studies in relation to literary genres (for example, Freud is surprised to notice that his studies on hysteria read like novellas). As prominently depicted in Thomas Bernhard’s “In the Cold” and theoretically analyzed by Michel Foucault, the course will further address the nexus between medical institutions and power. Readings will include: Antonin Artaud, Thomas Bernhard, Georg Büchner, Michel Foucault, Sigmund Freud, Henry James, Franz Kafka, Thomas Mann, Daniel Paul Schreber, Susan Sontag, etc. Films: “Philadelphia” (Jonathan Demme, 1993), “Melancholia” (Lars von Trier, 2011).
Instructor(s): E. Strowick
Area: Humanities.
AS.211.253. Freshman Seminar: Why is the Fiddler on the Roof?: The Shtetl in Modern Jewish Culture.
The most familiar portrayal of the shtetl for an American audience is the setting of the Broadway musical Fiddler on the Roof, where the shtetl, or market town, is a bastion of traditional Jewish life. But what exactly was a shtetl? How did traditional Jews live there, and how were their lives affected by the sweep of modernity? How was the Yiddish language, spoken by all shtetl jews, both a repository of tradition and an agent of change? How do representations of the shtetl—from corrupt backwater to pious haven—reflect the concerns of Jews from the nineteenth century up to our own day? Through memoir, literature, film and painting, this course will examine actual lives lived in the shtetl, as well as a selection of the many artistic representations of it. All readings will be in English.
Instructor(s): B. Caplan
Area: Humanities.

AS.211.265. Panorama of German Thought.
German thought is a broad intellectual tradition that encompasses works in an astonishing number of fields including philosophy, aesthetics, sociology, epistemology, psychology, anthropology, history, religious studies, and cultural analysis. The most prominent representatives of this tradition include Luther, Leibniz, Kant, Humboldt, Hegel, Nietzsche, Marx, Warburg, Freud, Benjamin, Kracauer, Weber, Simmel, Cassirer, Auerbach, Adorno, Arendt, Heidegger, and Luhmann. Indeed, current approaches to understanding cultural, historical, and social phenomena as well as literary and artistic forms would not have been possible without the German intellectual tradition which, beginning with the Enlightenment, emphasized the role of the subject in constituting objects of knowledge and experience. This survey course will highlight important topics in German Thought, which may include the subject, consciousness and unconsciousness, Bildung and the idea of the university, the sublime and the uncanny, irony, hermeneutics and translation, the desire for knowledge, tragedy and repetition, civilization, symbolic forms and medial reproduction, memory, and authority in a historical scope. Taught in English.
Instructor(s): R. Tobias; Staff
Area: Humanities.

AS.211.271. Taking Risks: Literature and Film.
This course will explore concepts of risk in literary texts, philosophy, sociology, and film and discuss to what extent the effort to avoid risk generates knowledge and influences representations of the world. We will think of risk in the realm of accidents, abysses (of thought), and economy by constantly reflecting upon its use of rhetorical devices. Materials include: Henry James, Martin Heidegger, Friedrich Nietzsche, Franz Kafka, Georges Bataille, "The Wolf of Wall Street" and others.
Instructor(s): N. Tolksdorf
Area: Humanities, Social and Behavioral Sciences.

AS.211.276. The Culture of Italian Football.
This course will use football (soccer, or calcio) as a key to understanding fundamental aspects of Italian culture and society. Through football, you will become familiar with the character of Italian cities, with their rivalries, and with their social and linguistic landscapes. We will explore dialects, different social classes, and immigration in Italy, all of which are reflected in the choice of supporting one football club or another. You will also study the use of football in Italian literature, cinema, and music as a metaphor for life, temporality, and for man’s quest for happiness. By studying the connection between clubs/cities and the presence of football in Italian arts, you will understand the close relationship, which permeates all of Italian culture, between artistic expression and local identity. No knowledge of Italian is required, but this will be a chance to read Italian texts for those who can. However, everyone will learn some Italian words and expressions.
Instructor(s): F. Brenna
Area: Humanities, Social and Behavioral Sciences.

This course will track uses of “the underground” in major canonical and peripheral literary works in the nineteenth century. Readings will include works by Balzac, Baudelaire, Hugo, and Zola.
Prerequisites: AS.211.402 OR HA.211.402
Instructor(s): R. Powers
Area: Humanities.

AS.211.312. Acting French: learning about French language and culture through theater.
Performing a play in a foreign language not only improves language skills, but develops the ability to express oneself through the body and to communicate both efficiently and elegantly. Using excerpts from popular French stage plays by Camus, Sarthe, Feydeau, Ionesco, Pagnol and Rostand among others, this course aims to help students to
1) improve French pronunciation, intonation, syntax, and vocabulary;
2) appreciate and understand linguistic nuance and socio-cultural practices; 3) learn fundamentals of acting that carry over into everyday communication, from body language and vocal projection to the expression of emotion and improvisation. Students will view filmed representations of select plays as well as present an end-of-semester staging. Recommended course background: AS.210.301.
Instructor(s): K. Cook-Gailloud; M. Alhinho
Area: Humanities.

AS.211.318. Women in Pre-Modern French Literature.
This course will examine the changes in the relationship of women to literature in France up to the French Revolution from several points of view: (1) What were the social and intellectual contexts of gender distinctions? (2) How did men writing about women differ from women writing about women? (3) How were these questions affected by the changing norms of literary production? Texts by Marguerite de Valois, Mme. de Sévigné, Molière, Mme. de Lafayette, Prévost, Diderot, Rousseau, Mme d’Epinay and Revolutionary memorialists
Instructor(s): W. Anderson
Area: Humanities.
AS.211.319. ¡Salsa! The Afro-Antillean song.
¡Salsa! The Afro-Antillean song surveys Caribbean music in an international Spanish-speaking context. As a language course, it reviews grammar and instils vocabulary acquisition through the close analysis of the biggest hits of salsa from the past one hundred years. On completion of this course the student will have developed the ability to read and critically discuss music and its history in the Spanish-speaking Caribbean and will have examined cultural roots, market dominance, and media crossovers in the musical universe of the Spanish-speaking archipelago of the Antilles. In completing the course’s final project students will apply, synthesize, and reflect on what has been covered in the class by creating a professional dossier individualized to their own personal musical interests. Concepts learned in this course will be directly applicable to careers linked to intercultural and international relations while also apply to multiple careers in media, music industry and dance. There is no final exam. May not be taken satisfactory/unsatisfactory. Not open to native speakers of Spanish. No new enrollments permitted after the third class session.
Instructor(s): M. Ramos
Area: Humanities.

AS.211.329. Contemporary Society on Stage: Koltès, Lagarce, Mouawad.
This course proposes to examine six plays by three leading figures in contemporary French theater to see how the social changes that occurred in the last three decades are viewed and expressed in the French-speaking world. We will closely read two plays by each author as well as excerpts by these and other major playwrights. Works by Jean-Luc Lagarce (Derniers remords avant l'oubli) and Bernard-Marie Koltès (Combat de nègre et de chiens) will enable us to see how issues such as homosexuality, new family relationships and urban violence deeply transformed French society in the 80s and 90s, while Incendies and Forêts by Wajdi Mouawad will allow us to ask how these issues, along with immigration, decisively shape today’s global society. Using literary analysis to reflect upon the contemporary moment and its institutions, the course will incorporate to the extent possible performance recordings and films based on the plays. Course taught in French. Scenes from the plays can be performed at the end of the term.
Prerequisites: AS.210.302
Instructor(s): F. Champy
Area: Humanities.

AS.211.330. Curating Media Artists in Residence at JHU.
Curating Media Artists in Residence at JHU: students will be closely involved with JHU’s Program in Museum & Society, JHU’s Center for Advanced Media Studies (CAMS), and the Baltimore Museum of Art (curator KristenHileman) in efforts to research and propose new media artists in residence as well as prepare the residency for 2015. This process will include examining cutting-edge media artists whose work will be discussed both in the classroom as well as on sponsored class trips to media art exhibits in DC and NYC. Students will also assist with the CAMS media art residency of acclaimed French artist Camille Henrot in March 2014.
Area: Humanities.

AS.211.340. Topics in French Cinema: Amour, Sexualité, Mariage.
What is the nature of desire? Where does it come from, and what determines and conditions it? What do we fall in love with when we fall in love? An exploration of a series of films that ask essential questions about the psychological, political, and social stakes of human love, desire and sexuality, and about the institution of marriage. Focus on discussion and analyses of film sequences in class and on oral presentations. Students will have the opportunity to progress in vocabulary and oral expression. Films studied include works of Truffaut, Godard, Bunuel, Kechiche, Haneke, Breillat and Ophuls.
Instructor(s): S. Roos
Area: Humanities.

AS.211.341. Power and Resistance: Approaches to French Political Thought.
Even as a coherent, rational conception of state power emerged in France in as early as the Renaissance, French thinkers never stopped challenging the ways by which power justified itself in order to foster obedience and consensus. In so doing, they focused critically as much on the claims of sovereignty issuing from the top as on the willingness of the governed to submit to them. The course will examine the dialectic between the legitimation and delegitimation of power, from the Renaissance wars of religion to the Revolution and beyond: the haunting fear of the corruption and death of the political body; the notion of permanent crisis; the right to revoke the social contract; the reach of power in shaping minds and bodies. Readings may include works by La Boétie, Bodin, Bayle, Rousseau, Sade, Saint-Just, Constant, Maistre, Tocqueville, Foucault, Lefort and Rancière. Readings and discussion in English.
Instructor(s): E. Russo; W. Anderson
Area: Humanities.

AS.211.346. 20th Century French Theater and Performance.
Taught in English. In this course, we will survey the themes and techniques that marked the theory and practice of theater in France in the 20th century. As we make our way from the early century avant-garde movements such as Futurism and Surrealism to Antonin Artaud’s Theater of Cruelty, from the Theater of the Absurd and mid-century existentialists to the post-1968 turn to collective authorship, our goal will be twofold: first, we will examine the prominent plays of the era as literary products, generated from within specific socio-political contexts. Second, we will attempt to re-construct their three-dimensional lives in performance, how they looked, sounded and felt to those watching. In addition, we will examine how French theater went from being a playwright-centered institution to a director-centered one, and how acting styles transitioned from psychological realism to a focus on the human body. Course materials will include plays, theoretical texts on the theater, as well as directors’ manifestos, rehearsal notes, set and costume designs and filmed recordings of theatrical events. Cross-listed with Theatre Arts and Studies THIS COURSE CAN COUNT EITHER AS A 212 (LITERATURE--AS.212.346) OR AS A 211 (CULTURE) COURSE FOR THE FRENCH MAJOR AND MINORS.
Instructor(s): E. Fisek
Area: Humanities.
AS.211.358. Writing the Great War: French Literature and World War I.
This course examines literary texts engaging with WWI and related topics such as class struggle, gender conflicts, and colonialism. Authors studied include H. Barbusse, J. Cocteau, L.F. Celine, A. Malraux. Course taught in French.
Prerequisites: AS.210.302 OR AS.212.333 OR AS.212.334 OR AS.211.401 OR AS.211.402
Instructor(s): C. Benaglia
Area: Humanities.

AS.211.367. La Nouvelle Vague.
Exploration des films les plus importants et des principaux cinéastes de la Nouvelle Vague française; introduction à l’analyse et à l’appréciation des films. Conducted in French. Recommended Course Background: AS.210.301 or permission of the instructor. Recommended screenings Tuesday 7:30pm. $40 lab fee.
Instructor(s): S. Roos
Area: Humanities.

AS.211.371. Kafka and the Kafkaesque.
Franz Kafka is regarded as one of the most influential writers of the 20th century. To this day, his lucid and subtle prose continues to intrigue literary critics, writers of fiction, and readers with observations that create a fictive world at once strange and familiar, hopelessly tragic and hilariously comical. The related term “kafkaesque” refers to the unique character of a literary universe that is perceived as both eerie and resistant to any classification. In this course, we will analyze texts by Franz Kafka from a variety of perspectives: as investigations into modern institutions and bureaucracy, law, punishment and family structures. Special emphasis will be given to the exploration of Kafka’s poetic practice, i.e. to the material, rhetorical and performative quality of his writing. In addition to reading a selection of Kafka’s prose and analyzing several film adaptations, we will also discuss some influential commentaries on his work and discuss Kafka’s impact on the conceptualization of modernity. Students will gain an in-depth understanding of Kafka’s oeuvre while developing skills in critical analysis and literary close reading.
Area: Humanities.

AS.211.375. Community Based Learning - Documentary Production Practicum: “The Cure:” the History and Culture of Breast Cancer.
This class will accompany Bernadette Wegenstein during some months of producing her feature documentary “The Cure” on the history and culture of breast cancer. It will be a hands on experience on the field rather than the actual class meeting. Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

AS.211.380. Modern Latin American Culture.
Taught in Spanish. This course will explore the fundamental aspects of Latin American culture from the formation of independent states through the present—in light of the social, political, and economic histories of the region. The course will offer a general survey of history of Latin America, and will discuss texts, movies, songs, pictures, and paintings, in relation to their social, political, and cultural contexts. May not be taken satisfactory/unsatisfactory.
Instructor(s): Staff
Area: Humanities.

AS.211.385. Documentary Production Practicum: Community Based Learning: Raqs Media Artists in Residence.
This course accompanies the New Delhi based media art collective raqs, consisting of 3 artists, during their first residency in Baltimore during Spring 2013. Students will be helping prepare the media artists’ solo exhibition opening at the BMA on February 20, and be involved in a production workshop offered through the JHU Digital Media Center. Instructor(s): B. Wegenstein
Area: Humanities.

AS.211.390. Modern Spanish Culture.
This course will explore the fundamental aspects of Spanish culture from the nineteenth to the twenty-first centuries. This course will offer a general survey of the history of Spain and will discuss texts, movies, songs, pictures, and paintings in relation to their social, political, and cultural contexts. This course will be of particular interest for students planning on spending a semester abroad in Spain—specially for those students going to the JHU Fall Semester in Madrid, at Carlos III University. Taught in Spanish. Recommended Course Background: AS.210.311 or appropriate Webcape score.
Instructor(s): L. Sanchez; N. Altschul; S. Castro-Klaren; Staff
Area: Humanities.

AS.211.394. Brazilian Culture & Civilization.
This course is intended as an introduction to the culture and civilization of Brazil. It is designed to provide students with basic information about Brazilian history, art, literature, popular culture, theater, cinema, and music. The course will focus on how indigenous Asian, African, and European cultural influences have interacted to create the new and unique civilization that is Brazil today. The course is taught in English, but ONE extra credit will be given to students who wish to do the course work in Portuguese. Those wishing to do the course work in English for 3 credits should register for section 01. Those wishing to earn 4 credits by doing the course work in Portuguese should register for section 02. The sections will be taught simultaneously. Section 01: 3 credits Section 02: 4 credits (instructor’s permission required)
Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

AS.211.397. Program Abroad: Brazilian Culture & Civilization.
Summer Abroad Program. Intensive language and culture program offered in Rio de Janeiro, Brazil. The Culture and Civilization course strengthens students’ language skills while deepening their understanding of Brazilian history and culture. Pre-req: 1 semester of Portuguese or 1 year of Spanish. Open to Brazil Program applications only. Course must be taken for a letter grade.
Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

AS.211.401. La France Contemporaine I.
Students will explore contemporary French society and culture through a wide variety of media: fiction and non-fiction readings (graphic novels, news periodicals, popular magazines), films, music, art, websites, and podcasts. A diverse range of hands-on activities in addition to guided readings will help students develop cultural awareness as we discuss topics such as education, politics, humor, sports, cuisine, immigration, slang, and national identity, as well as the historical factors that have influenced these facets of French and francophone culture. Recommended Course Background: AS.210.301 or AS.210.302 or permission of instructor.
Instructor(s): B. Anderson; Staff
Area: Humanities.
AS.211.402. La France Contemporaine II.
Students will explore contemporary French society and culture through a wide variety of media: fiction and non-fiction readings (graphic novels, news periodicals, popular magazines), films, music, art, websites and podcasts. A diverse range of hands-on activities in addition to guided readings will help students develop cultural awareness as we discuss topics such as education, politics, humor, sports, cuisine, immigration, slang, and national identity, as well as the historical factors that have influenced these facets of French and francophone culture. Recommended Course Background: AS.210.301-AS.210.302 or AS.210.301 or permission of instructor.
Instructor(s): A. Wuensch; Staff
Area: Humanities.

AS.211.406. The City in Early Modern French Literature.
Prerequisites: AS.212.333 OR AS.212.334 or permission
Instructor(s): W. Anderson
Area: Humanities.

The second half of the Nineteenth Century in France is a period of dramatic political, social, historical, and technical experiments and profound changes. It is as well a fascinating period of artistic creativity in Literature and Art, considered as the rise of Modernity. We'll read texts by Hugo, Flaubert, Zola, Jules Verne, Baudelaire, Rimbaud, Mallarmé, Tocqueville, Michelet, and study works by Courbet, Manet, Monet, Berlioz, Saint-Saëns, Fauré.
Area: Humanities.

AS.211.412. Temps et recit dans le cinema francais.
In what ways does the narrative cinema condense, expand, fracture, reverse, or otherwise complicate our perception of time? What formal and stylistic means allow filmmakers to manipulate spectators' desire for narrative coherence and closure? Based on a range of films drawn from the silent era, the classic cinema of the 1930s to 1950s (costume dramas, literary adaptations, thrillers), and the freely inspired works of the French New Wave and its inheritors, this course will provide students with the critical concepts and vocabulary needed to speak in French about film as an aesthetic object. Course in French.
Prerequisites: AS.210.301 AND AS.210.302
Instructor(s): D. Schilling
Area: Humanities.

AS.211.416. Visual Languages in Medical Knowledge.
This interdisciplinary course, co-taught by professor Veena Das (Anthropology) and Research professor and filmmaker Bernadette Wegenstein (German and Romance Languages and Literatures) will track the mediation of images in the making of medical knowledge and show how sensory knowledge is incorporated or transformed in the process. Co-listed with 214.616 and 070.416
Instructor(s): B. Wegenstein; V. Das
Area: Humanities.

AS.211.420. Real French: From Slang to Sophistication.
This class will teach the realties of the French language, ranging from slang to the most sophisticated forms of expression. We will study excerpts of films, literary works, essays, political speeches, etc., in order to examine which level of speech is at work. Course also provides students with linguistic tools that will help them reach the highest level of written proficiency, as well as develop their personal stylistic voice.
Instructor(s): K. Cook-Gailloud
Area: Humanities.

This course proposes to examine the momentous world exhibition organized in Paris in the year 1900 along with the new technologies and concepts it introduced into the modern world: the first subway line in Paris, talking films on giant screens, escalators, moving walkways, the first large-scale exhibit of the rising Art Nouveau, the first display of Picasso's painting on French territory, and even a presentation on the idea of television at the Palais de l'électricité. Our discussions will include the social, political, cultural, and artistic events that led to this pivotal moment which constituted an emblematic stepping stone between the old world and the new.
Instructor(s): K. Cook-Gailloud
Area: Humanities.

AS.211.427. Libertins, Athées, Imposteurs.
An exploration of the clandestine culture of free-thinkers, hedonists and rakes in France in the 17th and the 18th centuries and their strategies for undermining the theological grounding of morality, politics, sexuality and gender. Readings from Descartes, Cyrano de Bergerac, Molière, Diderot, Sade, Laclos and others. Meets with AS.212.427
Instructor(s): E. Russo
Area: Humanities.

AS.211.430. L'Affaire Dreyfus.
This course proposes to look at persuasive strategies that were engaged during the Dreyfus Affair in order to either incriminate or discriminate the Jewish captain falsely accused of having betrayed the French army. Course will focus on the socio-political events that framed the Dreyfus Affair (anti-Semitism in 19th-century France, caricatures and polemical writings in the press, the consequences of the Franco-Prussian War and of the Commune, the bipolar division that split French society into Dreyfusards and anti-Dreyfusards), as well as its long-term effects (the rise of the extreme right, the creation of the "intellectual", the consolidation of Zionism which ultimately led to the creation of a Jewish state). Recommended Course Background: AS.210.301-AS.210.302 or AS.210.301 or permission of instructor.
Instructor(s): K. Cook-Gailloud
Area: Humanities.

AS.211.431. Desecrating the Sacred Heart: Science, Religion and Art in Fin-de-Siècle France.
This interactive course analyzes the stakes underlying the construction of Paris' controversial Sacré-Coeur Basilica in Montmartre. In the light of heated 19th-century debates on moral authority that opposed religious believers and partisans of a secular state inspired by a scientific ethos, we will consider how the advocates of both sides use specific rhetorical techniques in the public domain (newspaper articles, caricatures, speeches) and artistic devices (paintings, literary writings) to convince their audience of the validity of their claims. The course will open up onto contemporary debates that show similar ethical conflicts.
Instructor(s): K. Cook-Gailloud
AS.211.469. Limit-Experience, Limit-Texts.
Among the many functions of literary narrative is that of describing and domesticating extreme experience, from the horrors of war and incarceration to religious ecstasy, madness, and acute illness. Writers have long exploited the extreme to probe the reaches of human consciousness and the social pacts that differentiate transgressive from normal behaviors. Drawing on the work of 20th century French-language authors of novels, short stories, and witness accounts (Breton, Camus, Chraibí, Delbo, Duras, Guibert, Le Clézio, Volodine), this course will explore how narrative strategies relate to extreme states, situations, and conditions. At the same time, through excerpts from experimental writers from Surrealism to l’écriture féminine, we will also consider how language itself can create a manner of limit-experience by questioning the boundaries of the readable. Course in French.
Instructor(s): D. Schilling
Area: Humanities.

AS.211.470. French Debate Series: Joan of Arc - Past & Present Interpretation.
In 2012, we celebrated the 600th anniversary of the birth of French heroine Joan of Arc. Through close readings of primary sources such as the proceedings of her trial (which led to her burning at the stake at 19), as well as animated discussions around her representations in the arts (painting, sculpture, literature, music, and cinema), this course proposes to explore past and present implications of her heroic feats in the political, religious, and cultural realms of French society. We will consider in particular how Joan of Arc has been recuperated as an emblem of French nationalism since the Revolution (for example during WWII, where both the Vichy regime and the Resistance brandished her as their national heroin), as well as in the context of the upcoming French 2012 presidential elections. This class strongly emphasizes the acquisition of oral linguistic skills and vocabulary through discussion and debate. Recommended Course Background: AS.210.301 or AS.210.302 or special permission from Kristin Cook-Gailloud (kacg@mac.com) or Claude Guillemand (claude@jhu.edu)
Instructor(s): C. Guillemand
Area: Humanities.

AS.211.471. Jules Verne.
An overview of the corpus of the author of the "Voyages extraordinaires". The patron saint of steampunk authors explored through his novels the transformation of the modern world resulting from the explosion of technological advances in the industrial age. Yet he was also an astute and erudite historical thinker, an amateur anthropologist whose work reflected many of the prejudices and challenges of his exploring or colonizing contemporaries, a dabbler in the new human sciences and their relationship to the development of cultural models. A disabused, even pessimistic thinker, he provides a unique entryway into the fin-de-siècle French mind set. Works to be read will include "Cinq semaines en ballon", "Voyage au centre de la terre", "De la terre à la lune", "20,000 lieues sous les mers" and "L’Île mystérieuse", "Le Tour du monde en quatre-vingt jours", "Robur le conquérant" and "Le Maître du monde", "le Sphinx des glaces", "Le Château des Carpathes", and "Paris au XXe siècle". Class will be taught in French. This course can be taken either as a 211 Culture course or 212 Literature course 212.
Prerequisites: AS.212.334
Instructor(s): W. Anderson
Area: Humanities.

AS.211.472. Barbers and countesses: conflict and change in the Figaro trilogy from the age of Mozart to the 20th century.
2016 marks the bicentennial of Rossini’s irreverent masterwork The Barber of Seville, which premiered in Rome in February 1816. Thirty years earlier, in 1786, Mozart’s The Marriage of Figaro had opened in Vienna. The two operas, based on the first two plays of Beaumarchais’ controversial “Figaro trilogy”, stage conflicts of class and gender, challenging the assumptions of the aristocracy as well as the ludicrous pretensions of the raising bourgeoisie. The same themes inform the post-modern portrayal of the past in John Corigliano’s The Ghosts of Versailles (1991), which ideally completes the musical afterlife of the trilogy. By studying how the plays were adapted to the opera stage within their different cultural and historical contexts, the course will explore the representation of the ideological, social, and political turmoil that, eventually, culminated in the French Revolution. The course will also include field trips and screenings of movies such as Stanley Kubrick’s Barry Lyndon (1975) and Milos Forman’s Amadeus (1984). This course may be used to satisfy major requirements in both the French and Italian majors.
Instructor(s): E. Refini
Area: Humanities.

AS.211.475. Inside the Writer’s Laboratory.
How do books come to life? Behind every masterpiece is a tale of hard work, dialogue with other texts, and constant negotiations with social and material circumstances that evolve over time. This course opens up the “laboratory” of figures of the European Renaissance like Erasmus, Machiavelli, and Montaigne to explore the world of writerly culture in its manifold expressions, including authorial revision, self-translation, controversy, censorship, intertextuality, and forgery. Our own laboratory will be the Department of the Special Collections, where we will spend a good deal of our time handling manuscripts and early printed books. Course may be used to satisfy major requirements in both French and Italian sections.
Instructor(s): S. Miglietti
Area: Humanities.

AS.211.501. Independent Study-French Culture.
Instructor(s): Staff
Area: Humanities.

AS.211.791. Film Theory and Critical Methods.
Placed at the crossroads of aesthetics and politics, psychology and economics, the history of technology and popular culture, film has emerged as the interdisciplinary object of study par excellence. Based on intensive weekly viewing and on classic and contemporary statements in film theory, this seminar—required for the Graduate Certificate in Film and Media—opens up questions of film language, authorship, genre, spectatorship, gender, technology, and the status of national and transnational cinemas. Cannot be taken if student took any of AS.212.791, AS.213.791, AS.214.791, or AS.215.791
Prerequisites: Cannot be taken if student took any of AS.212.791, AS.213.791, AS.214.791, or AS.215.791
Instructor(s): D. Schilling
Area: Humanities.

AS.211.875. GRLL CPT Research Practicum.
Instructor(s): Staff
Area: Humanities.

AS.211.894. Independent Study - Portuguese Culture.
Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.
AS.212.115. Dead Men Talking.
How do the dead speak to the living? This question compels the texts and films that this course covers to investigate the words of the dead and the debate surrounding the death penalty, from the guillotine to lethal injection. We will examine the works of Chateaubriand, Stendhal, Balzac, Hugo, Benjamin, Camus, and Wahnich as well as the films of Kubrick and Robbins, among others. All materials will be available in English and French. Instructor(s): A. Alexander Area: Humanities.

AS.212.127. Freshman Seminar: 18th Century Theater.
An introduction to 18th century theater and performance. Using philosophical and critical texts by Aristotle, Chapelain, Diderot, and others, we will examine a series of plays and other works for theatrical performance. Course has a performance requirement. Taught in English. Dean’s Prize Freshman Seminar Instructor(s): O. Sabee Area: Humanities.

AS.212.203. Presence and Absence in Modern French Poetry.
In this one-credit intersession course, we will explore the tension between silence and language, between nothingness and plenitude, bringing into question how both presence and absence are intimately related to literary creation. Although we will primarily focus on the modern poetry of Charles Baudelaire, we will also read poems written by Mallarme, Rimbaud, and Apollinaire. All materials will be provided in both English and French. Instructor(s): J. Neefs Area: Humanities.

This course will not aim at drawing the exhaustive literary landscape of French Middle Ages, neither will it be a Comparative Literature or History class. It may be considered a gateway to French Medieval literature, given that the Modern Fantasy has obviously improved the last decades, the latter being built as a rewriting of Medieval themes and Western European folklore. Looking at texts originally written in Old French, including prose and poetry, but also at the French Medieval iconography, we will try to understand the old roots of the Modern and so popular (but sacrificing) Fantasy Literature. Basic French will be required. Instructor(s): M. Alhinho Area: Humanities.

A failed bourgeois marriage, a scandalous love affair with a Russian diplomat, a crippling state of jealousy, a clandestine abortion: are these topics worthy of literature? Are telling these stories constitutive of a feminism-informed writing? Publishing in the aftermath of the second wave of feminism, Annie Ernaux’s autobiographically grounded books consistently depict experiences of wider concern for women. In this course, we will question the efficacy of four of Ernaux’s testimonial works in stimulating a socially significant discussion around issues relevant to women’s everyday lives, while also considering their place within the canon, whether for feminist, life-writing, or simply literary merit. Instructor(s): R. Powers Area: Humanities.

The City of Light also has a dark side. This course will explore how Paris catacombs, sewers, and underground metro system have captured the imagination of writers and artists since the nineteenth century. Readings will include excerpts from Leroux’s Le Fantôme de l’opéra and Hugo’s Les Misérables, available in both English and French. Films and documentaries will be shown in French with subtitles. Students will be evaluated based on class participation and a final project. Instructor(s): R. Powers Area: Humanities.

The classic detective novel scenario: a crime is committed, a body, discovered, but... whodunit? Untangling two French Caribbean novels consecutively, we attempt to answer just that question. But, what happens if the texts provide no clear solution, point to no definitive culprit? We will consider these unsolvable detective novels as exemplary of a community-based approach to storytelling, asking how we as readers might nevertheless penetrate their mystery. Area: Humanities.

AS.212.301. Evil in French Literature.
In his book, Literature and Evil, Georges Bataille points out that “a rigorous morality results from the complicity in the knowledge of Evil, which is the basis of intense communication”. But what is Evil? What is the nature of this communication? What forms of knowledge does Evil elicit? How is Evil represented? Are there any changes in the representation of Evil throughout centuries? How does it pervade the structures of our daily life? How does literature encompass the idea of Evil? Through a close reading of a variety of French literary texts ranging from medieval (La Chanson de Roland, Tristan et Yseut), Renaissance (Gargantua et Pantagruel), early-modern (Médée, Candide) up to 19th century (Flaubert, Baudelaire) and 20th century (Proust, Ionesco) fiction, we will explore various facets of Evil and its emotional, ethical, cultural, religious, and political impact on the human self and body. Instructor(s): A. Marculescu.

This course will track uses of “the underground” in major canonical and peripheral literary works in the nineteenth century. Readings will include works by Balzac, Baudelaire, Hugo, and Zola. Prerequisites: AS.212.334 OR HA.212.334 Instructor(s): R. Powers Area: Humanities.
AS.212.317. Thousand Faces: Rousseau’s Literary and Philosophical Writings.
Jean-Jacques Rousseau is not only responsible for the romantic discovery of Self (Les Confessions) or one of the ideological fathers of the French Revolution (Le Contrat Social), or the author of passionate, best-selling novels (La Nouvelle Héloïse). He was also a musician, a playwright, a theorist of education and a botanist. The class will explore various tracks, using Rousseau’s works as an opportunity to understand the century to which he belongs and to explore such topics as: autobiography, Revolutionary ideology, musical forms. This course will be taught in French.
Instructor(s): A. Roge; Staff
Area: Humanities.

AS.212.318. Women in Pre-Modern French Literature.
This course will examine the changes in the relationship of women to literature in France up to the French Revolution from several points of view: (1) What were the social and intellectual contexts of gender distinctions? (2) How did men writing about women differ from women writing about women? (3) How were these questions affected by the changing norms of literary production? Texts by Marguerite de Valois, Mme. de Sévigné, Molière, Mme. de Lafayette, Prévost, Diderot, Rousseau, Mme d’Épinay and Revolutionary memorialists
Instructor(s): W. Anderson
Area: Humanities.

Did women warriors exist or are they just a (sexual) fantasy? Did men and women writers represent female warriors differently? Can women warriors be considered as women from a philosophical and biological point of view or does warfare diminish their femininity? In this course we will analyze the representation of these heroines based on Italian and French epics, e.g. Ariosto’s "Orlando furioso" (1532), Voltaire’s ‘La pucelle d’Orleans’ (1758), and on iconography and French and Italian opera. Philosophical and historical texts from the Antiquity (e.g. Diodorus of Sicily) and from Queer and Gender studies (e.g. J. Butler) will help us analyze the function of women warriors in these literary texts. The course is based on interactive discussions and can be held in English.
Instructor(s): V. Denzel
Area: Humanities.

AS.212.324. Vive la Difference!: Belonging and Difference in Contemporary France.
This course studies the impact that globalization and mass migration have had on France’s cultural identity by focusing on how recent developments in the arts illuminate the multiethnic nature of French society. Although France has been a “melting pot” in historian Gérard Noiriel’s words for over a century, the official culture of the nation remains skeptical of multiculturalism, highlighting instead an abstract image of the French citizen, shorn of cultural, ethnic, racial or religious differences. In this course, we will examine novels, performance pieces, plays, films and documentaries that challenge, live with and explore this norm, allowing us to ask: What is the relationship between diversity and political community? How do different aesthetic forms imagine belonging, citizenship and diaspora? The syllabus may include work by Mehdi Charef, Yamina Benguigui, Nasser Djemai, Leila Sebbar, Merzak Allouache, Laurent Cantet and Abdellatif Kechiche as well as theoretical readings from Pierre Nora, Dominique Schnapper and Pierre Tévianian. Recommended Course Background: AS.212.333-AS.212.334 or permission of instructor.
Instructor(s): E. Fisek
Area: Humanities.

AS.212.327. Mise et remise en scène: Performing in the 18th Century.
An introduction to texts and performance practices of the eighteenth century French theater, and an exploration of challenges and creative approaches to its restaging today. Course has a performance requirement.
Instructor(s): O. Sabee
Area: Humanities.

AS.212.329. Contemporary Society on Stage: Koltès, Lagarce, Mouawad.
This course proposes to examine six plays by three leading figures in contemporary French theater to see how the social changes that occurred in the last three decades are viewed and expressed in the French-speaking world. We will closely read two plays by each author as well as excerpts by these and other major playwrights. Works by Jean-Luc Lagarce (Derniers remords avant l’oubli ) and Bernard-Marie Koltès (Combat de nègre et de chiens) will enable us to see how issues such as homosexuality, new family relationships and urban violence deeply transformed French society in the 80s and 90s, while Incendies and Forêts by Wajdi Mouawad will allow us to ask how these issues, along with immigration, decisively shape today’s global society. Using literary analysis to reflect upon the contemporary moment and its institutions, the course will incorporate to the extent possible performance recordings and films based on the plays. Course taught in French. Scenes from the plays can be performed at the end of the term.
Prerequisites: AS.210.302
Instructor(s): F. Champy
Area: Humanities.

AS.212.333. Introduction à la littérature française.
Introduction à la Littérature française I and II propose reading and discussion of texts of various genres from the Middle Ages to the 21st century. The two semesters may be taken in either order. Introduction à la littérature française I will cover readings and discussion of texts of various genres from the 14th to the 18th century. This sequence is a pre-requisite to all further literature courses. Students may co-register with an upper-level course during their second semester. Recommended Course Background: AS.210.301-AS.210.302 or at least one semester of AS.210.301-AS.210.302 with a grade of A and written permission of the instructor.
Instructor(s): S. Miglietti; Staff; W. Anderson
Area: Humanities.

AS.212.334. Introduction à la littérature française II.
Readings and discussion of texts of various genres from the Middle Ages to the 20th century. The two semesters (212.333 and 212.334) may be taken in either order. This sequence is a pre-requisite to all further literature courses. Students may co-register with an upper-level course during their second semester. Introduction à la littérature française II covers the time period from the Revolution to the present.
Prerequisites: AS.210.301 OR AS.210.302 or at least one semester of AS.210.301 or AS.210.302 with a grade of A and written permission of the instructor.
Instructor(s): D. Schilling
Area: Humanities.
Just who was Edgar Allan Poe, and who is he today? This course explores how and why a multitude of 19th-century French writers constructed Poe as an author. Through selected works from Hugo, Baudelaire, Mallarmé, and Verne, to be read alongside Poe’s original texts, we will study the means by which these figures projected uniquely French versions of this mysterious American writer the better to stake out their own literary revolutions. By exploring versification, translation, adaptation, and the role of the proper name, we will examine the broad literary history that underlies contemporary understandings of Poe. No knowledge of French is required.
Instructor(s): A. Alexander
Area: Humanities.

AS.212.341. Power and Resistance: Approaches to French Political Thought...
Even as a coherent, rational conception of state power emerged in France in as early as the Renaissance, French thinkers never stopped challenging the ways by which power justified itself in order to foster obedience and consensus. In so doing, they focused critically as much on the claims of sovereignty issuing from the top as on the willingness of the governed to submit to them. The course will examine the dialectic between the legitimation and delegitimation of power, from the Renaissance wars of religion to the Revolution and beyond: the haunting fear of the corruption and death of the political body; the notion of permanent crisis; the right to revoke the social contract; the reach of power in shaping minds and bodies. Readings may include works by La Boétie, Bodin, Bayle, Rousseau, Sade, Saint-Just, Constant, Maistre, Tocqueville, Foucault, Lefort and Rancière. Readings and discussion in English.
Instructor(s): E. Russo; W. Anderson
Area: Humanities.

AS.212.343. Literature and Science in France 1750-1880.
This course will investigate changes in the meaning and function of the literature of science and of the natural world during the period 1750-1850 (N.B. All course readings, assignments, and discussions will be conducted in French). Dean’s Teaching Fellowship.
Prerequisites: Advanced French I and II (AS.210.301-302), Introduction to French Literature I or II (AS.212.333 or 334)
Instructor(s): H. Roman
Area: Humanities.

AS.212.346. 20th Century French Theater and Performance.
Taught in English. In this course, we will survey the themes and techniques that marked the theory and practice of theater in France in the 20th century. As we make our way from the early century avant-garde movements such as Futurism and Surrealism to Antonin Artaud’s Theater of Cruelty, from the Theater of the Absurd and mid-century existentialists to the post-1968 turn to collective authorship, our goal will be twofold: First, we will examine the prominent plays of the era as literary products, generated from within specific socio-political contexts. Second, we will attempt to re-construct their three-dimensional lives in performance, how they looked, sounded and felt to those watching. In addition, we will examine how French theater went from being a playwright-centered institution to a director-centered one, and how acting styles transitioned from psychological realism to a focus on the human body. Course materials will include plays, theoretical texts on the theater, as well as directors’ manifestos, rehearsal notes, set and costume designs and filmed recordings of theatrical events. Cross-listed with Theatre Arts and Studies. THIS COURSE CAN COUNT EITHER AS A 212 (LITERATURE--AS.212.346) OR AS A 211 (CULTURE) COURSE FOR THE FRENCH MAJOR AND MINORS.
Instructor(s): E. Fisek
Area: Humanities.

AS.212.358. Writing the Great War: French Literature and World War I. 3 Credits.
This course examines literary texts engaging with WWI and related topics such as class struggle, gender conflicts, and colonialism. Authors studied include H. Barbusse, J. Cocteau, L.F. Celine, A. Malraux. Course taught in French.
Prerequisites: AS.210.302 OR AS.212.333 OR AS.212.334 OR AS.211.401 OR AS.211.402
Instructor(s): C. Benaglia
Area: Humanities.

AS.212.362. Ecrire l’héroïsme au féminin [Writing Heroism in the Feminine].
How can we define a heroine? What distinguishes heroines from mere female protagonists? Who are the main heroines to have marked the French literary tradition? This course examines how writers have transformed the notion of heroism inherited from Ancient Greece and Rome to lend it different and distinctly gendered shapes in the figure of the female hero: bravery, scandal, crime, sacrifice, nationalism. Focus will be placed on the evolution of the concept from the 17th century to the end of the 20th century in novels and plays by Racine, Madame de Lafayette, Prevost, Balzac, Maupassant, Anouilh, Wittig, and Condé. Recommended Course Background: AS.212.333 or AS.212.334.
Instructor(s): L. Cariou
Area: Humanities.

AS.212.365. Twisted Roots: Writing “Creole” in the French Caribbean. 3 Credits.
This course examines rootedness and hybridity in contemporary literary and critical works from the French Caribbean, exploring the act of writing “Creole” as illustrative of innovative thought-constructs. French students will read and write in French and should register for section 02; other students will read translations and should register for section 01. Discussions will be conducted in English.
Instructor(s): R. Loescher
Area: Humanities.
Distant places have always exerted a particular fascination on the human mind. Many classics of European literature feature journeys to foreign lands, whether real or imaginary: from More’s Utopia and Ariosto’s Moon, to Bacon’s New Atlantis and Swift’s Lilliput. Through a range of examples from early modern France, we will explore the complex relationship between travel and the literary imagination. Topics to discuss include: the style, status, and models of travel literature; cultural encounter, Otherness, and self-representation; imaginary places and social critique. Readings will include fictional texts like Cyrano’s Estats et empires de la Lune, genuine travel reports such as Champlain’s Voyage au Canada, and works that skilfully mix fiction and reality, as in Montesquieu’s Lettres persanes.
Instructor(s): S. Miglietti
Area: Humanities.

AS.212.400. Flaubert’s L’Éducation sentimentale, a Prose Novel for Modern Time.
Undergrads need instructor permission. Through a close reading of Flaubert’s novel, selective consideration of the drafts and of the historical, political and artistic context, we shall examine the making of that masterpiece of narrative prose, which Flaubert himself conceived under the sign of modernity. Our central concern, in other words, is with L’Éducation sentimentale as a second crucial event in aesthetic modernity, twenty years after Madame Bovary. Seminar will be taught in French and English. L’Éducation sentimentale edition required: GF Flammarion, 2003.
Instructor(s): J. Neefs; M. Fried
Area: Humanities.

AS.212.401. The Literature of Medieval Cathedrals.
To understand medieval cathedrals we must “read” them through the literature of the age. This course will examine the medieval literature that illuminates some of the great cathedrals of twelfth- and thirteenth-century France. The texts studied will be in modern French translation and will come from a variety of genres: lyric poetry; romance; epic; devotional literature; biography and autobiographical confession. Cannot be taken Satisfactory/Unsatisfactory. Taught in French. Recommended Course Background: AS.210.302
Instructor(s): B. Reilly
Area: Humanities.

AS.212.404. The City in Early-Modern French Literature.
The city is an integral theme, even a privileged character, in the literary and speculative texts of the 17th and 18th century. It is often understood to stand opposition to the royal court and embodies the spirit of the people in a way related to the modern notion of “solidarity”.
This course will look at a number of examples of the peculiar status of the French city (especially Paris) from the late Renaissance to the First Empire. Selections from Marguerite de Valois, Mme de Sévigné, Montesquieu, Diderot, Rousseau, Turgot, Raoul, Réti of la Bretone, Mercier, Saint-Just, Robespierre, Napoléon Bonaparte, with perhaps a coda from Balzac or Michelet. Recommended Course Background: AS.212.333-AS.212.334 or permission of instructor.
Instructor(s): W. Anderson
Area: Humanities.

The second half of the Nineteenth Century in France is a period of dramatic political, social, historical, and technical experiments and profound changes. It is as well as a fascinating period of artistic creativity in Literature and Art, considered as the rise of Modernity. We’ll read texts by Hugo, Flaubert, Zola, Jules Verne, Baudelaire, Rimbaud, Mallarmé, Tocqueville, Michelet, and study works by Courbet, Manet, Monet, Berlioiz, Saint-Saëns, Fauré. Co-listed with AS.211.410
Area: Humanities.

AS.212.412. Temps et recit dans le cinema francais.
In what ways does the narrative cinema condense, expand, fracture, reverse, or otherwise complicate our perception of time? What formal and stylistic means allow filmmakers to manipulate spectators’ desire for narrative coherence and closure? Based on a range of films drawn from the silent era, the classic cinema of the 1930s to 1950s (costume dramas, literary adaptations, thrillers), and the freely inspired works of the French New Wave and its inheritors, this course will provide students with the critical concepts and vocabulary needed to speak in French about film as an aesthetic object. Course in French.
Prerequisites: AS.210.301 AND AS.210.302
Instructor(s): D. Schilling
Area: Humanities.

AS.212.417. Textes off/on the Terror from the French Revolution.
Taught in French. During the first half of the semester we will take advantage of the renewed interest in scholarship on the Terror to deal with some of the most famous examples of Revolutionary rhetoric, focusing especially on the trial of Louis XVI and the late speeches of Robespierre. During the second half of the semester we will read literary works produced during the Terror and accounts of the Terror from authors such as Balzac, Dumas, and Michelet. We will be asking questions such as: What was the Reign of Terror and to what extent was its project dependent on public discourse? Why and how does the nature of public oratory change? What happens to definitions of “the literary” and of authorship in a terroristic context?
Area: Humanities.

AS.212.421. Textes et Performances: le théâtre français du 17e au 19e siècle.
Le théâtre français, des classiques aux romantiques. There will be a performance component to this course. Recommended co-registration with 210.312. Acting French. For more information, see http://www.wilda.org/Courses/CourseVault/Undergrad/18thTheaterUG/SyllabusTheater.html
Area: Humanities.

AS.212.427. Libertins, Athées, Imposteurs.
An exploration of the clandestine culture of free-thinkers, hedonists and rakes in France in the 17th and the 18th centuries and their strategies for undermining the theological grounding of morality, politics, sexuality and gender. Readings from Descartes, Cyrano de Bergerac, Molière, Diderot, Sade, Laclos and others. Meets with 211.427
Instructor(s): E. Russo
Area: Humanities.
This course will meet three times during the Fall semester to enable all French majors to prepare their thesis subject, thesis bibliography, and abstract prior to the writing of the Senior Thesis (AS.212.430) in the Spring semester of their senior year. This course is required of all French majors and must be taken during the Fall semester of their senior year. Schedule TBA upon consultation with the class list, as there are only three group meetings. The rest of the meetings are in individual appointments with the DUS or another chosen French professor.

Prerequisites: Prerequisite or Corequisite: AS.210.417; Prerequisite: AS.212.333 OR AS.212.334
Instructor(s): Staff
Area: Humanities.

AS.212.430. Senior Seminar.
An in-depth and closely supervised initiation to research and thinking, oral and written expression, which leads to the composition of a senior thesis in French. Recommended Course Background: AS.212.429.
Instructor(s): Staff; W. Anderson
Area: Humanities.

AS.212.434. Reading Poetry.
Reading poetry is one of the best ways to learn and practice the complex richness of a language. Through close readings and interpretation of prominent poets in French from the Early Modern to the Contemporary period, this course addresses the variations of Poetry through history and its function and importance in society. What do changes in poetic forms mean? How do tensions between verse and prose in modern Poetry work? What makes writing and reading Poetry interesting? Students will compose and present their own "French Poetry Anthology." Course taught in French, though students may also investigate the translatability of Poetry.
Instructor(s): J. Neefs
Area: Humanities.

AS.212.441. Jules Verne.
An overview of the corpus of the author of the "Voyages extraordinaires". The patron saint of steampunk authors explored through his novels the transformation of the modern world resulting from the explosion of technological advances in the industrial age. Yet he was also an astute and erudite historical thinker, an amateur anthropologist whose work reflected many of the prejudices and challenges of his exploring or colonizing contemporaries, a dabbler in utopianism, by philosophical optimism, by the dissolution of language, etc.) and renewed, regenerated (through the sense of the absurd, postmodern immanence, irredeemable violence) – and indeed, there has been a flourishing of the genre in France in the late XXth century. Through readings of a selection of plays, both ancient and modern, and theoretical works, we'll examine the metamorphosis of the tragic hero and heroine, the issues of gender, moral responsibility and the management of the spectator's emotions. Readings from Sophocles, Aristotle, Corneille, Racine, Hegel, Kierkegaard, Anouilh, Sartre, Césaire, Koltès, Gably. Course taught in French.
Instructor(s): J. Neefs; M. Fried
Area: Humanities.

AS.212.443. Marcel Proust, Literature and Art.
Proust's great sequence of novels À la recherche du temps perdu is also a theory of the Novel and indeed of Art. A close reading of Du côté de chez Swann and Le Temps retrouvé, will put this to the test. Required editions: Proust's Du côté de chez Swann, Gallimard, Folio, Le Temps retrouvé, Gallimard, Folio, Contre Sainte-Beuve, Gallimard, Folio. The seminar is open to advanced undergrads, with authorization of the instructor. Meets with 212.773, 300.406 and 300.684.
Instructor(s): J. Neefs; M. Fried
Area: Humanities.

An overview of the corpus of the author of the "Voyages extraordinaires". The patron saint of steampunk authors explored through his novels the transformation of the modern world resulting from the explosion of technological advances in the industrial age. Yet he was also an astute and erudite historical thinker, an amateur anthropologist whose work reflected many of the prejudices and challenges of his exploring or colonizing contemporaries, a dabbler in the new human sciences and their relationship to the development of cultural models. A disabused, even pessimistic thinker, he provides a unique entryway into the fin-de-siècle French mind set. Works to be considered include "Château des Carpathes", "Le Maître du monde", "le Sphinx des glaces", "Le Tour du monde en quatre-vingt jours", "Robur le conquérant" and "Le Maître du monde", "le Sphinx des glaces", "Le Château des Carpathes", and "Paris au XXe siècle". Class will be taught in French. This course can either be taken as a 211 Culture course or a 212 Literature course.
Instructor(s): W. Anderson
Area: Humanities.
Using new websites devoted to the lyrics and music of Guillaume de Machaut, the foremost poet and composer of the 14th-century French royal court, this seminar will explore the role of music and literature during the Hundred Years War. The course aims to give students a thorough grounding in Machaut’s literary and musical works, while also introducing them to digital tools to view and analyze original illustrated musical manuscripts of his work. Critical analysis of Machaut’s work will be assessed not only through more traditional essay writing, but also through the creation of a multimedia digital edition of a section of his oeuvre using Omeka exhibition software. The course is designed so that no prior knowledge of musical notation or medieval French is necessary. Instructor(s): T. Rose-Steel
Area: Humanities.

AS.212.481. The 18th-Century French Novel.
Key novels will be studied from a variety of approaches. Authors to include Marivaux, Montesquieu, Prévost, Diderot, Crébillon, Rousseau, and Voltaire. Recommended Course Background: AS.212.333 and AS.212.334 or AS.212.333 and permission of the instructor. Instructor(s): W. Anderson
Area: Humanities.

Instructor(s): D. Schilling; E. Russo; W. Anderson.

AS.212.502. French Indep Study-Lit.
Instructor(s): D. Schilling; J. Neefs; S. Miglietti; W. Anderson
Area: Humanities.

AS.212.506. French Independent Study-Spanish.
Instructor(s): E. Gonzalez.

AS.212.504. Around Baudelaire.
Topics in Baudelaire’s art and thought, and in that of various contemporaries (Courbet, Manet, Wagner) and successors (Mailarmé, Proust, Benjamin, Starobinski, Bonnefoy, Roubaud, Deguy). Readings and discussion will be mainly in French. Instructor(s): J. Neefs; M. Fried.

The development of the drame bourgeois and the theater criticism of the French Enlightenment. Authors to be studied include Racine, Le Sage, Marivaux, Voltaire, Diderot and Beaumarchais. For more information, please see http://www.wilda.org/Courses/CourseVault/Grad/Theater/Syllabus.html
Instructor(s): W. Anderson.

AS.212.620. The Encyclopédie.
In its attempt to realize fully the potential of a group description of knowledge, the Encyclopédie of Diderot and d’Alembert displays the program of the philosophies in a particularly intense and idiosyncratic form. This intellectual conversation will be studied through the investigation of several different subjects treated in the Encyclopédie; for example, the theory of the encyclopedia itself, history, natural history, literature, medicine, and theories of language. Instructor(s): W. Anderson.

AS.212.632. Utopias.
Reflecting on the genre of the Utopia which from the late 17th century through the late 19th century alludes to diverse ideological constructions, such as the Golden Age, the "Pays de Cocagne", fantastic worlds, primitive societies, the state of nature, "robinsonnades", science fiction. Instructor(s): W. Anderson.

AS.212.640. Mercier.
Playwright, renowned essayist, philosophe of a sort and just plain observer of the late Parisian Enlightenment, Mercier’s literary career embodied the esthetic, political and conceptual changes that occurred in the move from the Ancien Régime to the Révolution française, the Terreur, the Thermidorean period and the Napoleonic movement of Paris. This course will cover some of his plays and other writings, especially his Tableau de Paris and its post-revolutionary continuation Le Nouveau Paris. Instructor(s): W. Anderson.

Readings in Balzac, Stendhal, Hugo, Musset and Nerval, plus viewings of Géricault, Delacroix, Daumier. Theories of Romanticism, from Baudelaire to present will be examined and commented as well. Instructor(s): J. Neefs
Area: Humanities
Writing Intensive.

AS.212.644. Libertinage: entre révolte et fantasme.
The prerevolutionary libertine novel, starring at its center the character of the libertine, is the one most iconically associated with the French novel and with notions of transgressive “Frenchness,” intended both for national use and for export. In the wake of the pioneering work of René Pintard (Le Libertinage érudit dans la première moitié du 17e siècle, 1943) libertinage was emancipated from the fictional realm and promoted to a category of intellectual and cultural history. Yet recent critics have contested the use of this label, arguing that the historical individuals who were so called were a heterogeneous collection who had nothing in common apart from their marginality, which was in turn stigmatized or valorized. The purpose of this course is to examine critically the relationship between fictional and historical libertines, the many overlaps between the “transgressive” and the “erudite” communities, the role they played in the emergence of the “radical” Enlightenment and scientific materialism, their subversive use of language, the fluctuation between protective strategies of equivocation and the audacity of parrésia. Readings from trial documents, pamphlets, correspondence, novels and essays, by G. C. Vanini, François Garasse, Antonio Rocco, Théophile de Viau, Descartes, Cyrano de Bergerac, Dassoucy, Bayle, Boyer d’Argens, Voltaire, Sade, Diderot, Laclos.
Instructor(s): E. Russo.

AS.212.655. Persistence of the City.
This course will address a number of problems derived from current ecological and sustainability concerns, via readings of classic texts of the French avant-garde and modernist tradition (early to mid- twentieth century: Romain, Breton, Le Corbusier, Debord), as well as films (Godard, Resnais) and reportages of more recent date. To be taught in English, this course will be of interest not only to students of French and comparative literature, but to students in urban planning, design, sustainability studies, and architecture. Dates of classes: 2/3, 2/17, 3/2, 3/16, 4/6, 4/20.
Instructor(s): A. Stoekl
Area: Humanities.
AS.212.666. Writers Confront Time, Posterity and Survival.
This course will discuss various ways by which authors see time as shaping and reflecting the reception and the value of their works. I will focus on a select group of Enlightenment philosophers with some forays into classical antiquity and the Romantic period. The purpose of the seminar is to explore the existence of a relationship between models of transmission of aesthetic value and models of cultural, theological and biological “evolution.” Works by Diderot, Voltaire, Charles Bonnet, Rousseau, Ballanche and others.
Instructor(s): E. Russo
Area: Humanities.

AS.212.678. Guillaume de Machaut: exploring medieval authorship in the digital age.
Using new websites devoted to the lyrics and music of Guillaume de Machaut, the foremost poet and composer of the 14th-century French royal court, this seminar will explore the role of music and literature during the Hundred Years War. Students will learn to use digital tools to view and analyze original illustrated musical manuscripts of Machaut’s work.
Instructor(s): T. Rose-Steel.

What if Rousseau’s description of the sentiment de l’existence were to join to the models of consciousness Damasio develops in The Feeling of What Happens? This course explores aspects of consciousness in French literature (Rousseau, Sand, Nerval, Amiel, Flaubert, Valéry, Proust, Sartre) in a dialogue with recent texts in theory, philosophy, neuroscience (e.g. Poulet, Merleau-Ponty, Sartre, Scarry, Noë, Humphrey, Damasio, Sacks).
Instructor(s): E. Ender
Area: Humanities.

AS.212.692. Research Methods.
Texts have lives. From handwritten manuscript to digital format, the various incarnations of the literary text have implications for literary scholarship. This course examines the many lives of a literary text and the issues of access, retrieval, and research. From online resources to the core printed reference works, this course acquaints graduate students with the range of scholarly apparatus in the field of literary studies.
Instructor(s): S. Waterman.

AS.212.696. Literature Confronts Science: Zola.
Zola worked with the theories of heredity of his time in the Rougon-Macquart novels. But he also attempted to use his understanding of biology and thermodynamics to reform the theory of the novel in general. This course will examine these two different effects of science on literature and try to see what leads an author to undertake such a project. For a more extended description, please see http://www.wilda.org/Courses/CourseVault/Grad/Zola/Syllabus.html. Advanced undergraduates with sufficient background may register for this course with permission of the instructor.
Instructor(s): W. Anderson.

AS.212.699. Cultures of Criticism from the Classics to the Romantics.
It is said that the French Enlightenment invented art criticism. Yet art criticism was just one of many forms of critical thought at the time, like theatrical criticism, the genre of the éloge, scientific prefaces, satires, the Querelle des Bouffons, and much more. But what work does critical thought do for the early moderns? It certainly constructs the canon, it regiments the Republic of Letters, it can be seen to create the concept of a literary field. It marks boundaries, invents new languages, even new genres (is the novel always a criticism of its own genre?). Is it only the practitioner of an art who is competent to write the criticism of that art? How does the concept of critical thought evolve over the Long Eighteenth Century, and how does it mutate in the early Romantic period? Authors to be studied include: Racine, Perreault, Voltaire, d’Alembert, Diderot, Rousseau, the natural scientists, Beaumarchais, Mercier, Stendhal, Hugo, Baudelaire.
Instructor(s): E. Russo; W. Anderson
Area: Humanities.

AS.212.700. Flaubert’s L’Éducation sentimentale, a Prose Novel for Modern Time.
Undergrads need instructor permission. Through a close reading of Flaubert’s novel, selective consideration of the drafts and of the historical, political and artistic context, we shall examine the making of that masterpiece of narrative prose, which Flaubert himself conceived under the sign of modernity. Our central concern, in other words, is with L’Éducation sentimentale as a second crucial event in aesthetic modernity, twenty two years after Madame Bovary. Seminar will be taught in French and English. L’Éducation sentimentale edition required: GF Flammerion, 2003.
Instructor(s): J. Neefs; M. Fried
Area: Humanities.

AS.212.703. Literary Renaissance of the 12th Century.
The High Middle Ages in France witnessed both a re-birth of learning and a re-invention of literature. This course examines the medieval French literature that flourished during this “Twelfth-Century Renaissance.” It considers texts across of variety of genres (the roman antique; politely lyric; autobiography; lai; chronicle) in order to interrogate literature’s engagement with the surrounding intellectual currents. In particular this seminar asks how literature’s relation to the past changed during this time and how it came to create something new.
Instructor(s): B. Reilly
Area: Humanities.

AS.212.704. Violence & Tragedy.
This seminar traces the persistence of violence in tragedy. Working though traditional periodization insisting on an evolution away from spectacular baroque violence toward disembodied neoclassical purity, we will explore how violence continually shaped theater as a multi-sensory, multi-medial practice. While the primary source of our discussion will be seventeenth-century France (Hardy, Rotrou, Corneille, Racine, et al.), ample opportunity will be made for students to present research from the literary traditions in which they work. Contemporary theorists and critics (Bersani, Benjamin, Biet, Chartier, Elsner, Greenberg, Loraux, Heller-Roazen, et al.) will be available in English. Taught in English. Dates of classes: 2/10, 2/24, 3/9, 3/30, 4/13, 4/27.
Instructor(s): Staff
Area: Humanities.
AS.212.705. Fictions d’espace: géopoétique du roman de langue française.
En quoi consiste et par quels moyens se construit l’espace dans les fictions littéraires? Quelles fonctions y jouent les toponymes, les descriptions de lieux, les trajectoires des personnages ou encore ces excroissances visuelles que sont les cartes ou les plans? Quels contrats l’écrivain peut-il passer avec son lectorat à l’égard du statut des espaces traversés et décrits, qu’ils se fondent sur le « réel » ou qu’ils soient fabriqués de toutes pièces? Cette introduction à la géopoétique propose d’aborder la mimésis littéraire sous sa dimension spatiale. Si d’une part notre objectif est de forger des concepts d’analyse littéraire en dialogue avec le discours sur l’architecture et la géographie, d’autre part nous chercherons à construire des lectures d’œuvres qui misent sur la puissance évocatrice des espaces et des lieux. Puisant dans la littérature d’expression française depuis 1800, de Balzac à Chamoiseau en passant par Giono, Ramuz, et Percy, nous relèverons divers “chronotopes” (Bakhtine) ayant contribué à forger l’imaginaire géographique. Course in French.
Instructor(s): D. Schilling
Area: Humanities.

AS.212.710. Les religions du 19e Siècle.
Chateaubriand, Michelet, Quinet, Hugo, mais aussi bien Nerval, Baudelaire, Flaubert, Mallarmé, les œuvres du 19ème siècle se rapportent aux paradigmes religieux d’une manière particulièrement forte et problématique. De l’histoire des religions du Progrès, le fait religieux est interprété par la littérature, autant que la littérature se confronte à lui. Le séminaire s’appuiera sur la lecture précise de quelques textes déterminants en ce sens.
Instructor(s): J. Neefs.

AS.212.717. Montesquieu.
The first half of the seminar is devoted to a close reading of some of Montesquieu’s major works in law, politics, fiction, history and the natural sciences, with an emphasis on the negotiations between nature, law and society. The second half will focus on selected interpretations and appropriations of Montesquieu’s thought from the 18th to the 20th century. In English, reading knowledge of French.
Instructor(s): E. Russo; W. Anderson
Area: Humanities.

AS.212.719. Enlightenment and Revolution.
Writing Equality: the French Revolution. Enlightenment authors whose work is relevant to the Revolution (Montesquieu, Rousseau, Condorcet, etc.), Revolutionary authors and orators, and 19th-century authors like Balzac and Stendhal or historians like Tocqueville and Michelet who use literary topoi to come to terms with the Revolution.
Instructor(s): W. Anderson
Area: Humanities.

One is never done with Rousseau: generations of readers and a myriad of critical schools have mapped in many, contradictory ways the vast territory he has explored: composer, musicologist, novelist, dramaturgist, botanist, political philosopher, autobiographer, pedagogue, prophet, dreamer, persecuted victim and, always, provocateur. Rousseau lived and wrote at the intersection of pathos and logos, history and myth, reason and the sacred and his method, if any, was to construct a system against all systems. We will read his major works in light of the debates they have triggered both within the Enlightenment and postmodernism.
Instructor(s): E. Russo.

AS.212.743. Marcel Proust, Literature and Art.
Proust’s great sequence of novels À la recherche du temps perdu is also a theory of the Novel and indeed of Art. A close reading of Du côté de chez Swann, À l’ombre des jeunes filles en fleurs, La Prisonnière and Le Temps retrouvé, will put this to the test. Required editions: Proust’s Du côté de chez Swann, Gallimard, Folio, À l’ombre des jeunes filles en fleurs, Gallimard, Folio, La Prisonnière, Gallimard Folio, Le Temps retrouvé, Gallimard, Folio, Contre Sainte-Beuve, Gallimard, Folio. The seminar is open to advanced undergrads, with authorization of the instructor. Recommended course background: At least 2 212.xxx courses
Instructor(s): J. Neefs; M. Fried
Area: Humanities.

AS.212.750. Récits de la marge dans la littérature française depuis 1950.
Examen de romans et récits modernes et contemporains où la marge (géographique, ethnique-sociale, sexuée) apparaît comme un lieu de parole spécifique. L’histoire longue de la figure du ‘z’onard’ et du ‘jeune de banlieue’ permettra d’interroger les processus de légitimation littéraire et l’émergence de subcultures qui suscitent des postures esthétiques novatrices. Textes de Begag, R. Camus, Charef, Chraibi, Clébert, Collard, Djaïdani, Queneau...
Instructor(s): D. Schilling
Area: Humanities.

From exoticist features of the 1920s and 1930s and political works of the 1960s, to family sagas and personal essays looking back on a conflicted past from the standpoint of the new century, Algeria has featured prominently in the French cinematographic imaginary. The independent North African nation has likewise produced compelling narratives that address the colonial legacy, the armed struggle for independence and its aftermath. Addressing from both sides of the Mediterranean an entangled political and cultural history, this course places in critical context conflicting screen representations as well as the institutions, individuals, and publics associated with them. The course will be taught in English, however most course materials will be in French. Undergraduates may take with permission of the instructor and completion of AS.212.333 and AS.212.334. Graduate students need not have completed the prererequisite courses.
Instructor(s): D. Schilling
Area: Humanities.

AS.212.752. The Character Function.
What do we really mean when we talk about a "character" in a discursive work? What are the structuring, esthetic and heuristic functions of such devices? How has the concept of the character evolved from the early modern period to the present day? A sampling of the cases to be considered: Descartes, Leibniz, Marivaux, Racine, Diderot, Rousseau, Robespierre, Napoleon, Michelet, Zola, avatars and "digital angels".
Instructor(s): W. Anderson
Area: Humanities.

AS.212.768. Norms and Forms of Academic Communication.
How to write a book review, an article, a conference paper; how to choose the appropriate journal for publication.
Instructor(s): W. Anderson
Area: Humanities.
AS.212.778. Les écritures contemporaines aux confins des genres [Contemporary French Writing Beyond the Genres].
A critical survey of hybridized or mixed literary forms that have emerged in French-language writing since the postwar revolution of the New Novel and the materialist forays of the Tel Quel group circa 1968. What attitudes might be adopted toward texts that seemingly invent their own rules, refusing generic ascription even as they borrow freely from established narrative and poetic codes? How might we resist the temptation to view works of motivic reprise, pastiche, formal constraint, and intertextual weaving as symptoms or expressions of a disenfranchised "postmodern condition," and endeavor instead to situate these texts in the contemporary moment, as elements of a vital cultural critique? Authors to be considered include Bon, Cadiot, R. Camus, Gavarry, Levé, Père, Quintane, Redonnet, J. Rolin, Simon, and Viel. Seminar in French.
Instructor(s): D. Schilling
Area: Humanities.

AS.212.781. L’entre-deux-guerres en toutes lettres [French Literature Between the Wars].
French literary culture between the wars (1919-1939) promoted the novel as a forum for social comment and formal experimentation alike. Questioning the psychological biases of the ‘roman d’analyse’ and reacting to the collective tragedy of the Great War, interwar writers updated the French language as well as narrative ‘technique’ in light of emergent theories (psychoanalysis, Marxism, phenomenology). Readings from Aragon, Breton, Céline, Cocteau, Colette, Dabit, Mairaix, Némirovsky, Queneau, and Simenon.
Instructor(s): D. Schilling
Area: Humanities.

AS.212.783. Diderot, Power and Representation.
A reading of some of Diderot’s major works in light of his struggle to break out of imposed and self-imposed hierarchies of style and manner, and to reframe or reform radically the relationship between ethics, politics, sexuality, gender and the arts. Special emphasis on Diderot’s self-representation as arbiter of taste, mediator and mentor.
Instructor(s): E. Russo
Area: Humanities.

AS.212.784. Founding Myths: Literature, Historicity, and the Nation.
National identities often coalesce around historical events that acquire the status of “founding myths”. In this seminar, we will draw upon French history to discuss how literature and art (including cinema) can contribute to forging and crystallizing a series of identity-making myths. Cases to consider include the burning of Joan of Arc in 1431, the massacres of St Bartholomew’s Day (1572), and the beheading of Louis XVI in 1793. By analyzing representations of these and other historical moments through a wide range of media, we will seek to penetrate the complex relationship between literature, fiction, and historicity in making national identity—a relationship that proves particularly problematic in the case of violent and divisive events such as those mentioned above. Among the authors studied will be Villon, De Thou, D’Aubigné, Marlowe, Shakespeare, Voltaire, Michelet, Dumas, Hugo, Brecht, Anouilh, Camus.
Instructor(s): S. Miglietti; Staff
Area: Humanities.

AS.212.789. Literature & Identity in the Age of Globalization.
In this seminar we will examine a selection of literary reflections on and engagements with globalization and its mounting failures and burdens, as it has emerged in Europe and the Americas from the mid-twentieth century to the present. From the economic, constitutional, and cultural politics around the unification of Europe, to the ideological and imperial misfortunes of the U.S. after the collapse of the “End-of-History” thesis, to the resurgence of state populism in Latin America in the wake of neoliberal exhaustion, literary fiction has been deployed to posis, explore, and contest national and post-national myths of identity. The seminar will interrogate how this engagement functions both as aesthetic and theoretical discourse. Readings may include novels by Albert Camus, W. G. Sebald, Leonardo Sciascia, Orhan Pamuk, Javier Marías, Roberto Bolaño, and Jonathan Franzen, along with theoretical writings by Gianni Vattimo, Jürgen Habermas, Rodolphe Gasché, and others.
Instructor(s): E. Gonzalez; W. Egginton
Area: Humanities.

AS.212.790. What is Philology?.
In recent years, philology has gained new attention as a field of methodological reflection which at the same time opens up Literary Criticism toward interdisciplinary research and media studies as it emphasizes the specific status of Literary Criticism in the humanities. The course will examine the changing field(s) of philology from the 18th century to the present in both historical and systematic scope. Including methods of textual criticism, edition philology, and hermeneutics, philology has been addressing questions of theory, methodology, and epistemology in various constellations. Precisely because philology’s interest lies in connecting languages and literatures to their historical contexts, one of its primary tasks is to account for the epistemic framework and limitations of such historicization, so as to ensure that the literary object not be confused with historical contexts but is perceived as a distinct phenomenon in itself. In addition to these questions, the course will discuss methods of edition philology, ranging from historical-critical edition to “material philology” and “genetic criticism” along with analyzing editions of Kafka, Joyce, and Flaubert. Further, we will examine the more recent discussion on philology and new media (e.g. digital editions). Readings will include Vico, Schlegel, Schleiermacher, Nietzsche, Auerbach, Szondi, Bollack, Nichols, Cerquiglini, and Ferrer among others. The course will be taught in English. Meets with AS.212.790, AS.214.790, and AS.215.790.
Prerequisites: ;;
Instructor(s): E. Strowick; J. Neefs.

AS.212.791. Film Theory and Critical Methods.
Placed at the crossroads of aesthetics and politics, psychology and economics, the history of technology and popular culture, film has emerged as the interdisciplinary object of study par excellence. Based on intensive weekly viewing and on classic and contemporary statements in film theory, this seminar—required for the Graduate Certificate in Film and Media—opens up questions of film language, authorship, genre, spectatorship, gender, technology, and the status of national and transnational cinemas.
Instructor(s): B. Wegenstein; D. Schilling.
AS.212.792. GRLL SEMINAR/Fellini - Almodóvar.
In this co-taught graduate seminar, Professors Eduardo González and Bernadette Wegenstein will be discussing these two seminal European directors in their cultural and historical context and with an eye to both their radical eccentricity and utter centrality to cinema today (e.g., The Great Beauty). Our discussions will start with questions that are intrinsic to film theory such as mimicry, travesty, the visual and narrative construction of the erotic, as well as questions pertaining to the degree of realism in these directors’ work, i.e., the “road beyond neorealism” for Fellini, and Almodóvar’s queerness as expressed in his “true-and-false testimonies.” We will then proceed to read and watch some historical documents around the constructions of some of these directors’ films, such as Petronius’ Satyricon, about the worshiping of the most important female deity in late antiquity, Isis, in light of Fellini’s Satyricon; and Thierry Jonquet’s novel Tarantula and the French-Italian horror film, Eyes Without a Face (1960), which were both the basis for Almodóvar’s The Skin I Live In (2011). We will be reading Karen Pinkus’ Montesi Scandal, a unrealized screenplay about the birth of the Paparazzi in Fellini’s Rome, as well as Almodóvar’s columns from La Luna de Madrid, written in the persona of a female prostitute. The class will also include several guest speakers TBA.
Instructor(s): B. Wegenstein; E. Gonzalez
Area: Humanities.

AS.212.801. French Independent Study.
Instructor(s): D. Schilling; J. Neefs; S. Miglietti; W. Anderson.

AS.212.802. French Dissertation Rsch.
Instructor(s): D. Schilling; E. Russo; J. Neefs; S. Miglietti; W. Anderson.

AS.212.803. French Proposal Prep.
Instructor(s): D. Schilling; E. Russo; J. Neefs; S. Miglietti; W. Anderson.

Freshmen seminar. After Hitler’s seizure of power in 1933, the number of artists and intellectuals who fled the Nazi regime soon rose into the thousands. Many of these German expatriates ultimately settled in the United States (e.g. Los Angeles, New York), where, simultaneously attracted and alienated by their new surroundings, they made a significant impact on American culture. The seminar will explore German Exile Culture in the U.S. in its broad variety spanning a spectrum from film to architecture, literature, and philosophy. Based on the aesthetic and conceptual specificities of the artifacts, class discussions will focus on the relations between art and politics, modernist and mass culture, art and capitalism, culture and democracy. The seminar will close with a look at postwar America and the McCarthy era, when European emigrants became the target of suspicion as left-wing intellectuals.
Instructor(s): A. Krauss
Area: Humanities.

AS.213.201. Chaplin in Germany: Tramp to Dictator.
Swiss writer Blaise Cendrars declared: “The Germans lost [World War I] because they didn’t get to know Chaplin in time.” We will follow Chaplin’s works from 1921’s The Kid to 1940’s Great Dictator and its reception in Germany, to better understand both those works and the history and politics of their reception. Topics include slap-stick, laughter, poverty, dignity, and class/worker struggles. Readings include Arnheim, Krakauer, Tucholsky, Arendt, Benjamin, Brecht, and Kafka.
Instructor(s): A. Krauss
Area: Humanities.

AS.213.212. The World as Crime Scene.
This class will examine the process of inference and the conclusions that result from it, or - as we will understand it - the process of reading that results in a story. Learning from Sherlock Holmes how to read a crime-scene, we will practice reading images in the Walters Art Museum. Analyzing movies and TV-series, we will learn how a story functions, how a small detail can change it and how the same thing can end up as a different story.
Instructor(s): A. Krauss
Area: Humanities.

AS.213.228. Freud and the Humanities.
It is hard to overestimate Sigmund Freud’s influence on virtually every branch of the Humanities. This course will investigate some of the concepts and methods that have been drawn from Freud, focusing specifically on art and literary criticism. We will consider sections from ‘The Interpretation of Dreams’ as well as a selection of Freud’s brilliant essays.
Instructor(s): J. Schade
Area: Humanities, Social and Behavioral Sciences.

AS.213.299. Weimar on the Pacific: German Exile Culture in the United States.
Taught in German. After Hitler’s seizure of power in 1933, the number of artists and intellectuals who fled the Nazi regime soon rose into the thousands. Many of these German expatriates ultimately settled in the United States (e.g. Los Angeles, New York), where, simultaneously attracted and alienated by their new surroundings, they made a significant impact on American culture. The seminar will explore German Exile Culture in the U.S. in its broad variety spanning a spectrum from film (Fritz Lang, Billy Wilder) to architecture (Richard Neutra, Rudolf M. Schindler), literature (Thomas Mann, Berthold Brecht, Lion Feuchtwanger), and philosophy (Theodor W. Adorno, Hannah Arendt). Based on the aesthetic and conceptual specificities of the artifacts, class discussions will focus on the relations between art and politics, modernist and mass culture, art and capitalism, culture and democracy. The seminar will close with a look at postwar America and the McCarthy era, when European emigrants became the target of suspicion as left-wing intellectuals.
Prerequisites: AS.210.362
Instructor(s): A. Krauss
Area: Humanities.
AS.213.235. Panorama of German Thought I.
Taught in English. German thought is a broad intellectual tradition that encompasses works in an astonishing number of fields including philosophy, aesthetics, sociology, epistemology, psychology, anthropology, history, religious studies, and cultural analysis. The most prominent representatives of this tradition are Luther, Kant, Humboldt, Hegel, Nietzsche, Marx, Warburg, Freud, Benjamin, Kracauer, Weber, Simmel, Cassirer, Auerbach, Adorno, Arendt, Heidegger, and Luhmann. Indeed the study of cultural, historical, and social phenomena as well as of literary and artistic forms would not have been possible without the German intellectual tradition which, beginning with the Enlightenment, emphasized the role of the subject in constituting objects of knowledge and experience. This two-semester survey course will highlight important topics of German Thought, e.g. the subject, consciousness and unconsciousness, Bildung and the idea of the university, the sublime and the uncanny, irony, hermeneutics and translation, the desire for knowledge, tragedy and repetition, civilization, symbolic forms and medial reproduction, memory, and authority in a historical scope. While the first semester (Fall) covers until 1850 (from Luther to Hegel/Kierkegaard), the second (Spring) focuses on Modern German Thought after 1850 (from Marx to Luhmann).
Instructor(s): E. Strowick
Area: Humanities.

AS.213.236. Panorama of German Thought II.
Panorama of German Thought from Nietzsche to Habermas. Course will examine major thinkers in nineteenth and twentieth-century German thought with emphasis on the response to Enlightenment philosophy, the critique of reason, the questions about the autonomy of the subject and the search for new individual and collective identities. Reading will include traditional philosophical texts (Nietzsche, Cassirer, Heidegger, Adorno, Habermas) as well as works in anthropology (Gehlen, Scheler), sociology (Simmel, Weber), psychology (Mach, Freud), political theory (Marx, Schmitt) and aesthetics (Benjamin, Warburg, Panofsky). This course is a continuation of Panorama of German Thought I, though the first semester is not a prerequisite for the second. Taught in English.
Instructor(s): R. Tobias
Area: Humanities.

AS.213.237. Literature and Medicine.
Taught in English. The course will analyze literary representations of illness as well as explore interfaces between literary and medical knowledge in more general ways. Both literature and medicine can be considered semiotics as they deal with the study of signs; further, both are invested in interpretation. We will analyze the relation between literature and madness, explore “illness as metaphor” (Susan Sontag) and discuss case studies in relation to literary genres (for example, Freud is surprised to notice that his studies on hysteria read like novellas). As prominently depicted in Thomas Bernhard’s “In the Cold” and theoretically analyzed by Michel Foucault, the course will further address the nexus between medical institutions and power. Readings will include: Antonin Artaud, Thomas Bernhard, Georg Büchner, Michel Foucault, Sigmund Freud, Henry James, Franz Kafka, Thomas Mann, Daniel Paul Schreber, Susan Sontag, etc. Films: “Philadelphia” (Jonathan Demme, 1993), “Melancholia” (Lars von Trier, 2011).
Instructor(s): E. Strowick
Area: Humanities.

AS.213.241. Introduction to the New German Cinema.
Starting in the mid-1960s, a new generation of German filmmakers emerged who proclaimed the “old cinema dead” and sought to develop - in opposition to the commercial film industry of the time - an entirely “new” kind of German cinema. For directors such as Alexander Kluge, Margarethe von Trotta, Rainer Werner Fassbinder, Werner Herzog, and Wim Wenders, the art of filmmaking thus became inseparable from social critique. This one-credit course will explore the films of the “New German Cinema,” focusing on the tumultuous period from 1966 to 1979 in the Federal Republic of Germany, in both their relationship to other European “New Waves,” as well as to the aesthetic, political, and cultural contexts specific to post-war Germany. The course will serve to introduce students to both the history of New German Cinema, as well as to critical and theoretical discourses in contemporary film studies.
Area: Humanities.

AS.213.251. Friedrich Nietzsche.
Freshman Seminar: This seminar offers an introduction to Nietzsche’s work and a first journey into the world of German thought, culture, and literature. Friedrich Nietzsche continues to be one of the most radical and influential philosophers of the West. Famous and infamous for announcing the death of God and the advent of the superhuman, his reverence for philosophical tradition culminated in the call to “philosophize with a hammer” (so as to demolish the constructions of Western metaphysics). He embarrassed the old philosophers exposing their, as he put it, clumsy lovemaking with truth. And he stunned generations of intellectuals after him with his idea of the eternal return of the same. But Nietzsche was also a scintillatingly witty writer, a light-footed and poetic thinker, a bold defender of the experiences of the body, a tender human being, and a sharp critic of German narrow-mindedness.
Instructor(s): K. Pahl
Area: Humanities.

AS.213.257. Credits for Credit: The Political, Economics, and Affects of Debt.
David Graeber has argued that the ethymological prehistory of debt is based on social obligations that sustain society. These social obligations are deeply intertwined with economic structures long before the recent financial crisis kicked in. This seminar will give an introduction to macroeconomic theories of debt in Western capitalism and will explore the entanglement of economics and morality, by asking how our most intimate fields of subjectivities are penetrated and altered by economic forces and policies. Finally, we will analyze recent movies on indebtedness and debt and discuss current examples of a politics against or within indebtedness.
Area: Humanities.
Tought in English. This course will survey the major trends in Yiddish, Hebrew, and English literature published in the United States, Canada, and Mexico since the turn of the 20th century. Our discussions will consider the connections this literature maintains with other “ethnic” schools of writing; what connections, or disruptions, it signifies with Jewish literatures in other eras or locales; to what degree Jewish writing in languages other than English participate in major trends of American literature—or whether this writing could even be considered to anticipate innovations in the American “mainstream.” Topics in this literature will include the disruptions of immigrant life, the shadows of the Holocaust and anti-Semitism, aspirations for social justice, the lure and trauma of the American suburbs, the collapse of the Great Society, gender in American Jewish life, and the new Jewish immigrants of the former Soviet Union. All readings and discussions available in English.
Instructor(s): M. Caplan
Area: Humanities.

AS.213.265. Panorama of German Thought.
German thought is a broad intellectual tradition that encompasses works in an astonishing number of fields including philosophy, aesthetics, sociology, epistemology, psychology, anthropology, history, religious studies, and cultural analysis. The most prominent representatives of this tradition include Luther, Leibniz, Kant, Humboldt, Hegel, Nietzsche, Marx, Warburg, Freud, Benjamin, Krakauer, Weber, Simmel, Cassirer, Auerbach, Adorno, Arendt, Heidegger, and Luhmann. Indeed, current approaches to understanding cultural, historical, and social phenomena as well as literary and artistic forms would not have been possible without the German intellectual tradition which, beginning with the Enlightenment, emphasized the role of the subject in constituting objects of knowledge and experience. This survey course will highlight important topics in German Thought, which may include the subject, consciousness and unconsciousness, Bildung and the idea of the university, the sublime and the uncanny, irony, hermeneutics and translation, the desire for knowledge, tragedy and repetition, civilization, symbolic forms and medial reproduction, memory, and authority in a historical scope. Taught in English.
Instructor(s): R. Tobias; Staff
Area: Humanities.

AS.213.301. Franz Kafka.
The course is an introduction to the life, work and milieu of Franz Kafka. While reading Kafka's short stories (e.g., Das Urteil, Die Verwandlung, Ein Bericht für eine Akademie, along with diary entries and Letter to his Father (Brief an den Vater), we will pay close attention to the author's understanding of writing, his relationship to his father, Jewish tradition, history, and his fascination of the foreign and the exotic. We will also focus on Kafka’s influences; critical reception; reader problems in approaching Kafka’s works; Kafka's situatedness in fin-de-siècle Prague; and issues in translating Kafka into English. Taught in German.
Prerequisites: AS.210.362
Instructor(s): A. Glazova
Area: Humanities.

AS.213.305. Contemporary German Film.
After almost a quarter century of neglect, German cinema is on the map again. The many awards German films have been granted over the last 15 years speak to the renaissance of German Cinema since 2000. Among these movies are Florian Henckel von Donnersmark's The Lives of Others (Academy Award for Best Foreign Language Film, 2006), Caroline Link’s Nowhere in Africa (Academy Award for Best Foreign Language Film, 2002), Fatih Akin's Head On (Golden Bear at the Berlin International Film Festival, 2004; European Film Award 2004), Oliver Hirschbiegel's Downfall (nominated for Academy Award for Best Foreign Language Film, 2004) or Wolfgang Becker’s Goodbye, Lenin! (European Film Award, 2003). Nazi Germany, the Stasi, or the Reunification are prominent topics of this internationally acclaimed Contemporary German Cinema. Parallel to these mainstream productions, an aesthetically far more adventurous cinema has developed known as “Berlin School” or "Nouvelle Vague Allemande". Directors associated with the Berlin School are Christian Petzold, Angela Schanelec, Christoph Hochhäusler or Valeska Grisebach. Dissecting the everyday reality of post-wall Germany, this ‘counter-cinema’ draws on the New German Cinema of the 1970s (among others) to develop radical notions of realism and challenge narrative conventions. This course will give a survey on German Film since 2000 – discussing the historical and cultural context of selected movies as well as analyzing aesthetic strategies and concepts of realism in Contemporary German Cinema. Taught in German.
Instructor(s): E. Strowick
Area: Humanities.

In this class, we will analyze the relationship between surveillance and art. We will discuss in what ways surveillance has been reflected by different genres of art and to what extent surveillance can affect the production of art itself. Thus, after an introduction into the biopolitics of surveillance, we will look at examples from architecture, photography, painting, and Internet art, but with a specific focus on literature and film. Questions for discussion will address the relation of surveillance to the acts of observing, disciplining, controlling, and producing knowledge as well as their consequences for the formation and (self-)perception of the subject.
Instructor(s): E. Strowick
Area: Humanities.

We will study the psychic afterlives of WWI, Nazism, and Stasi experiences and involvements. These are stories that are often not told in the family but nevertheless handed down across generations in powerful, less-than-explicit, and often distorted ways. Drawing on philosophy and psychoanalysis, we will discuss how the need for silence meets the need to talk and to hear. We will read literature and analyze films on the family lives of former political prisoners in the GDR, Stasi informants, Nazi perpetrators, victims of the Holocaust, and soldiers of the First World War. Reading and discussion in German. Recommended Course Background: AS.210.361
Prerequisites: AS.210.361
Instructor(s): K. Pahl
Area: Humanities.
AS.213.309. Walter Benjamin and His World.
All readings and class discussions in English. This course will provide an introduction to the thought, writing, and world of Walter Benjamin—one of the most interesting and influential German writers of the early 20th century. Although he died in exile having published only a single book in his lifetime, in the past three decades his ideas and preoccupations have changed the way we think about Cultural Studies, Media Studies, Literary Studies, German thought, Jewish mysticism, and the philosophy of history. We will be examining some of his major writings in tandem with precursors such as Charles Baudelaire and Louis Aragon; contemporaries such as Theodor Adorno and Gershom Scholem; and the legacy of his work among contemporary theorists, critics, and artists.
Area: Humanities.

AS.213.310. Classic German Theater.
Taught in German. In this seminar we will read some of the most important plays of German literature, by Lessing, Goethe, Schiller, Kleist, and Büchner. We will explore questions about the role of the theater toward the education of mankind in the spirit of the enlightenment. We will examine how tragedy is reconfigured around the context of the bourgeois family. We will study historical practices of stage production as well as modern filmic and theatrical productions. Finally, we will prepare an informal staging of a play.
Prerequisites: AS.210.361
Instructor(s): K. Pahl.

AS.213.312. Contemporary German Literature (1970 to the present).
The seminar examines the way cultural and historical topics are presented in contemporary German literature. The selected texts originate in different national contexts (Swiss, Austrian, German, German-Turkish, German-Japanese) and deal with questions concerning the representation of national, cultural, and individual identity. We will explore how the texts (de)construct these identities through narrative structures and will contextualize these structures with respect to recent theories of (trans)cultural identities. Authors include: Eugen Gomringer, Yoko Tawada, Terézia Mora, Thomas Hürlimann, Martin Suter, Christoph Schlingensief, Max Frisch, Günter Grass, Thomas Bernhard, Maxim Biller, and Thomas Meinecke. Taught in German.
Prerequisites: AS.210.362
Instructor(s): A. Krauss
Area: Humanities.

AS.213.313. Heidegger's "Being and Time" and "Rectify.
This course will introduce students to Heidegger’s seminal work as seen through the lens of the TV series Rectify, which considers what it means to be “thrown” into the world and how we construct a meaningful horizon for our experiences. We will explore some of the fundamental concepts in Being and Time, including care, projection, fallenness, affect and time, and being-onto-death, and consider how these same issues are taken up in Rectify, which as a TV show has to develop its own visual vocabulary to explore the structure and nature of being in the world. Taught in English
Instructor(s): R. Tobias
Area: Humanities.

This course will examine the location of Berlin at the heart of European and global culture over the course of the 20th century. In addition to its centrality to German national identity and political culture, Berlin between the World Wars was a weigh station and meeting ground for a variety of languages, cultures, and artistic trends—whether expatriates, refugees, nomads, touring companies, or vagabonds. In what ways did these travelers to Berlin change German popular or intellectual culture? In what ways did Berlin function as a center for avant-garde culture, and in what sense did it remain a peripheral space, in the shadow of grander culture centers such as Moscow, Paris, New York, or Hollywood? What lessons might be taken from the supposed glamour of Berlin between the World Wars and the continued attraction of that period for post-Holocaust adaptation and contemplation? These questions, among others, will be considered with reference to a variety of narratives, dramas, and films taken from German, English, Hebrew, Russian, and Yiddish sources. Authors to be considered will include Walter Benjamin, Joseph Roth, Irmgard Keun, Erich Kästner, Bertolt Brecht, Christopher Isherwood, Sh. Y. Agnon, Vladimir Nabokov, Viktor Shklovsky, and Dovid Bergelson. All readings and discussions in English
Instructor(s): M. Caplan
Area: Humanities.

AS.213.318. The Making of Modern Gender.
Taught in English. Gender as we know it is not timeless. Today, gender roles and the assumption that there are only two genders are diligently contested and debated. With the binary gender system thus perhaps nearing its end, we might wonder if it had a beginning. In fact, the idea that there are two sexes and that they not only assume different roles in society but also exhibit different character traits, has emerged historically around 1800. Early German Romanticism played a seminal role in the making of modern gender and sexuality. For the first time, woman was considered not a lesser version of man, but a different being with a value of her own. The idea of gender complementation emerged, and this idea, in turn, put more pressure than ever on heterosexuality. In this course, we will explore the role of literature and the other arts in the making and unmaking of gender.
Area: Humanities.

This course provides students with a foundation for as well as a brief introduction to Critical Theory. While paying close attention to the texts and the form in which they present themselves, we will explore major concepts such as dialectics, metaphysics, and freedom. Students will gain familiarity with historical works that have proven immensely influential in modern Europe and beyond, but will also be expected to consider ways in which such thinking has relevance for today’s world.
Instructor(s): J. Yonover
Area: Humanities.

Taught in English. This course traces a literary history of sexuality from the Middle Ages to contemporary women’s writing. We will analyze how sexual pleasure changed over time. In particular, we will discuss what role literature plays in the reproduction and transformation of bodily pleasures. The course explores how the pleasures of bodies are imagined in and through literature, but also whether words are bodies that give pleasure and perhaps even have their own pleasures. Authors discussed will include Boccaccio, Cleland, Rousseau, Schlegel, Kleist, Hoffmann, Novalis, Arnim, Büchner, Freud, Rilke, Kafka, Rich, Foucault, Kristeva, Cixous, Giddens, and Winterson.
Instructor(s): K. Pahl
Area: Humanities.
AS.213.322. Museums and Jews, Jews in Museums.
This course will examine the presence of Jews in museums. We will consider the history of the exhibition and collection of Jewish material culture in museums from the 19th century to the present day. Our main task will be to identify the various museological traditions that engage Jewish identity, including the collection of art and antiquities, ethnographic exhibitions, history museums, and Holocaust museums. Some of the questions we will ask include: how do museums shape identity? what is the relationship between the scholarly premises of many museums and their popular reception? and, centrally, what is the relationship between Jewish museums and museums of the Holocaust?
Instructor(s): S. Spinner
Area: Humanities.

Today's Berlin is a nerve center with strong impulses from Russia, Ukraine, Turkey, Vietnam, India, and other Eastern countries. Through contemporary literature and film, we will explore Berlin's role in a globalized world: how Berliners resist, embrace, or simply describe the influx of people from Eastern countries; how West-Berlins have re-oriented themselves after the fall of the wall; how the majority adapts to the minorities; and how some migrant authors rework the German language by experimenting with translingual writing. By way of literary and filmic analysis, we will inquire if borders or limits can play a productive role; how the history of the divided city figures in the imaginary of immigrant authors; and how, for example, Turkish-German or Russian-German writers inscribe the tensions between East- and West-Berlin into a larger discourse on global East-West relations.
Recommended Course Background: AS.210.362
Instructor(s): K. Pahl.
Area: Humanities.

Taught in English. This course is an interdisciplinary introduction to the theory of the image with an emphasis on its material and conceptual transformations in the modern period.
Area: Humanities.

Although Edgar Allen Poe is often called the father of detective fiction, this assumption is not entirely correct. Sixty years before Poe published his “Murders in the Rue Morgue,” Schiller wrote the novella “Der Verbrecher aus verlorener Ehre,” which was decisive for the development of the genre in Germany. Schiller’s novella carried the subtitle, “Eine wahre Geschichte,” which underscored the tension between “true” events and “probable” circumstances which is characteristic of detective fiction in general. In this course we will examine the competing notions of truth (Wahrheit) and probability (Wahrscheinlichkeit) at play in German detective fiction from the eighteenth to nineteenth century. We will explore why the romantics emphasized truth as a defining feature of literature and how the realists replaced this notion with verisimilitude. Authors to include: Schiller, Kleist, Tieck, Hoffmann, Droste-Hülshoff, Fontane, Storm, Paul Heyse, Richard Alewyn. Reading and discussion in German.
Instructor(s): R. Tobias
Area: Humanities.

AS.213.332. Zionism in Modern Literature: Jewish or Israeli?.
This course will be an examination of the themes of nationalism, Zionism, and the problems of the nation-state in modern Jewish literature of the past hundred years. Among the topics we will consider are the unique challenges of a diasporic culture relocating its national aspirations to an unfamiliar and often hostile environment, the controversies surrounding political nationalism within modern Jewish culture, the competition between languages in the formation of Israeli society, the character of Israeli national culture, the relationship of Israel’s Jewish majority with its minority population, and the relationship of Israeli culture to the Jewish culture of the diaspora. To what extent does Israeli literature constitute a continuation of themes and techniques found in previous Jewish writing, and to what extent does it represent a new beginning? To what extent can Israeli literature be compared with other varieties of Jewish writing and to what extent is this writing a unique cultural phenomenon? Although the majority of works discussed will be translated from Hebrew—including such leading figures of Israeli literature as S. Y. Agnon, S. Yizhar, Amos Oz, and Orly Castel-Bloom—we will also be considering works translated from Yiddish (Mendele Moykher-Sforim), German (Theodor Herzl), and Arabic (Emile Habiby), as well as contemporary American writers such as Philip Roth and Michael Chabon. All readings and discussions conducted in English.
Cross-listed with Jewish Studies, English, and the Humanities Center
Instructor(s): M. Caplan
Area: Humanities.

Are all Jews funny, or only the ones from New York? This course will be an advanced-undergraduate examination of literary, theatrical, cinematic, and televised representations of Jewish culture focusing on the construction of cultural discourse through comedy. Taking as a point of departure Sigmund Freud’s Jokes and Their Relation to the Unconscious, we will consider the joke as a mode of narration and cultural coding with specific resonances for the Jewish encounter with modernity. Among the topics to be addressed in this course will be the origins of modern Jewish humor in traditional modes of storytelling and study; the problems of anxiety and otherness articulated and neutralized through humor; the significance of Jews in creating popular culture through the mass media (particularly though not exclusively in the United States) as well as the role of these mediums in transmitting and translating Jewish references to the general culture; the status of the Yiddish language as a vehicle for satire and a vehicle of resistance between tradition and modernity; the uses and abuses of Jewish stereotypes and the relationship of Jewish humor to anti-Semitism; the connections between Jewish humor and other modes of minority discourse; and the question of translation of Jewish humor both from Yiddish into other languages and from the Jewish “in-group” to a “post-ethnic” audience. Authors and performers to be examined will include Avrom Goldfaden, Sholem Aleichem, Franz Kafka, Dzigan and Szmacher, Lenny Bruce, the Marx Brothers, Mel Brooks, Phillip Roth, Woody Allen, Larry David, Sarah Silverman, and the Coen Brothers. All readings and discussions conducted in English.
Instructor(s): M. Caplan
Area: Humanities.
AS.213.345. Healing and Health Beyond Theology. 3 Credits.

Nietzsche argues in The Gay Science that to bring about a new day we need a new health—“great health,” as he calls it, that enables us to surmount the sickness of our age and transcend ourselves. However much of an iconoclast Nietzsche considered himself to be, his idea of “great health” fits squarely within a theological tradition that claims that the condition for becoming a member of the ecclesia is faith, which cleanses the individual of sin and restores him to his original state. This course will examine the theological inheritance that has and continues to shape the notion of sickness and health dominant even in secular contexts, where well-being would seem to be regarded as a condition of the body rather than of the spirit. Reading to include works by Nietzsche, Kierkegaard, Augustine, Tillich, Heidegger, Scholem, Tolstoy, Büchner, Flaubert, and Kafka. Taught in English.
Instructor(s): R. Tobias
Area: Humanities
Writing Intensive.

AS.213.348. Picturing Jews: Representing Jewish Identity in Modern Art, Film & Literature.

This course will consider the different ways Jewish identity has been represented in the 19th and 20th centuries, focusing primarily on Central and Eastern Europe. Race, nationalism, religion, language, geography, politics—all helped shape different ways of understanding just what it meant to be a Jew, and all found expression in art and literature by both Jews and non-Jews. Looking at texts originally written in German, Yiddish, and Hebrew, including prose, poetry, journalism and drama, as well as painting, photography, graphic design, architecture, and film we will gain an understanding of the range of ways that Jewish identity could be understood and expressed as well as of the ideological stakes and historical contexts of such representations. Writers and artists examined will include Chagall, Kafka, Sholem Aleichem, and Bialik. All readings will be in translation.
Instructor(s): S. Spinner
Area: Humanities

AS.213.349. Weimar Cinema: The Golden Age of German Film.

Taught in German. German cinema of the 1920s is regarded as one of the “golden ages” of world cinema. The course centers on close readings of works which belong to the canon of German film, including The Cabinet of Dr. Caligari, Nosferatu, Metropolis, The Blue Angel, The Last Laugh, and M. Focusing on the question of cinema and modernity, we will discuss topics like modern aesthetics and visual perception; Expressionism in film; technology and the metropolis; the emergence of film genres (e.g. horror film, film noir, science-fiction film, and melodrama). The film analyses will be accompanied by a discussion of the varied scholarly approaches to Weimar Cinema.

AS.213.354. Introduction to German Poetry.

This class will introduce students to German poetry from the eighteenth to the twentieth century. We will read selected poems by Goethe, Eichendorff, Mörike, George, Hofmannsthall, Rilke, Trakl, Celan, and Bachmann. In addition we will read several theoretical essays by poets and literary critics alike which examine the lyric form and the curious world that poetry constructs. Readings and discussion in German.
Instructor(s): R. Tobias
Area: Humanities.


This seminar offers an introduction to the work of Goethe (1749-1832) who is one of the most prominent figures in the history of German literature and thought and according to T.S. Eliot ‘one of the wisest of men’. Tracing this wisdom through selected poems, prose, plays and essays, we will closely analyze the fascinating complexity of an oeuvre that reflects Goethe’s interdisciplinary interests in the aesthetic, philosophical, and scientific discourses and controversies of his time. Readings will include: Prometheus, Goetz von Berlichingen, Faust I, The Sorrows of Young Werther, Iphigenia in Tauris, Novella, Metamorphosis of Plants, Theory of Colours etc. Taught in German.
Prerequisites: AS.210.362
Instructor(s): A. Krauss
Area: Humanities.

AS.213.358. German Pop Culture. 3 Credits.

Taught in German. The term “pop(ular) culture” designates cultural products and practices that are disseminated as ‘mass culture.’ Pop culture is accessible to many and deals with objects and materials that circulate in the everyday life of a society; it functions, one might say, as a cultural archive of the present. In contrast to high culture, pop culture enjoys an ambiguous reputation: It represents the cultural mainstream, functions as an easily consumable commodity and promotes the marketing of dominant ideologies, in the view of critical theory. However, more recent debates within cultural studies discuss pop culture as a site of social-symbolic conflicts and subversive forms of reception. Against this background, the seminar examines pop-culture phenomena in Germany after 1950, including the cult object: soccer, popular film and TV (“Tatort”), German pop music and hits (from “Hitparade” to “Rosenstolz” and beyond), recent pop literature after 1990 (Sibylle Berg, Rainald Götz, Thomas Meinecke). At the center of the analyses are questions related to the historical and political situation of pop culture, its specific aesthetic processes, and the (critique of) ideology performed by these processes.
Prerequisites: AS.210.361[C] AND AS.210.362[C]
Instructor(s): A. Krauss
Area: Humanities.

AS.213.361. The Holocaust in Film and Literature.

How has the Holocaust been represented in literature and film? Are there special challenges posed by genocide to the traditions of visual and literary representation? Where does the Holocaust fit in to the array of concerns that the visual arts and literature express? And where do art and literature fit in to the commemoration of communal tragedy and the working through of individual trauma entailed by thinking about and representing the Holocaust? These questions will guide our consideration of a range of texts — nonfiction, novels, poetry — in Yiddish, German, English, French and other languages (including works by Elie Wiesel, Primo Levi, and Isaac Bashevis Singer), as well as films from French documentaries to Hollywood blockbusters (including films by Alain Resnais, Claude Lanzmann, and Quentin Tarantino). All readings in English.
Instructor(s): S. Spinner
Area: Humanities.
AS.213.367. Contemporary German Film.
After almost a quarter century of neglect, German cinema is on the map again. The many awards German films have been granted over the last 10 years speak to the renaissance of German Cinema since 2000. Among these movies are Florian Henckel von Donnersmarcks “The Lives of Others” (Academy Award for Best Foreign Language Film, 2006), Caroline Link’s "Nowhere in Africa" (Academy Award for Best Foreign Language Film, 2002), Fatih Akin’s “Head-On” (Golden Bear at the Berlin International Film Festival, 2004; European Film Award 2004), Oliver Hirschbiegel’s “Downfall” (nominated for Academy Award for Best Foreign Language Film, 2004) or Wolfgang Becker’s “Goodbye, Lenin!” (European Film Award, 2003). Nazi Germany, the Stasi, or the Reunification are prominent topics of this internationally acclaimed Contemporary German Cinema. Parallel to these mainstream productions, an aesthetically far more adventurous cinema has developed known as “Berlin School” or “Nouvelle Vague Allemande”. Dissecting the everyday reality of post-wall Germany, this ‘counter-cinema’ draws on the New German Cinema of the 1970s (among other influences) to develop radical notions of realism and challenge narrative conventions. This course will offer a survey on German Film since 2000 – discussing the historical and cultural context of selected movies as well as analyzing aesthetic strategies and concepts of realism in Contemporary German Cinema. Taught in German.
Prerequisites: AS.210.362
Instructor(s): E. Strowick
Area: Humanities.

AS.213.368. German Political Thought.
This course will introduce students to major figures in German political thought from Martin Luther to Karl Marx and Immanuel Kant to Carl Schmitt. The class will explore such issues as the notion of sovereignty, the relationship between church and state, the theory of parliamentary democracy, and the political and economic ramifications of liberalism. Reading and discussion in English.
Instructor(s): R. Tobias
Area: Humanities.

AS.213.369. Dada’s Ideologies: Literature, Art, & Politics. 3 Credits.
This course will examine the literary and political theories implied in, and encountered by, Dadaist works and praxes. Particular attention will be paid to Dadaist confrontations with the growth of modern mass media, the politics of World War I, and consumerist capitalism in the wake of Taylorism and Fordism. Readings include major Dadaists as well as Althusser, Benjamin, Debord, Gramsci, Irigaray, Lukács, Marx, Saussure, among others.
Instructor(s): J. Pelcher
Area: Humanities.

AS.213.371. Kafka and the Kafkaesque.
Franz Kafka is regarded as one of the most influential writers of the 20th century. To this day, his lucid and subtle prose continues to intrigue literary critics, writers of fiction, and readers with observations that create a fictive world at once strange and familiar, hopelessly tragic and hilariously comical. The related term “kafkaesque” refers to the unique character of a literary universe that is perceived as both eerie and resistant to any classification. In this course, we will analyze texts by Franz Kafka from a variety of perspectives: as investigations into modern institutions and bureaucracy, law, punishment and family structures. Special emphasis will be given to the exploration of Kafka’s poetic practice, i.e. to the material, rhetorical and performative quality of his writing. In addition to reading a selection of Kafka’s prose and analyzing several film adaptations, we will also discuss some influential commentaries on his work and discuss Kafka’s impact on the conceptualization of modernity. Students will gain an in-depth understanding of Kafka’s oeuvre while developing skills in critical analysis and literary close reading.
Instructor(s): A. Krauss
Area: Humanities.

AS.213.376. Art in Literature.
Discussion in German. Since the Enlightenment, works of art have played a prominent role in literary texts, providing an occasion for texts to reflect on their status as art and to explore the possibilities and challenges unique to aesthetics. In this course we will examine novellas and poems that refer to paintings or other works of art to illuminate the nature of art and to reflect on phenomena that have no place in any other discourse. Readings to include works by Lessing, Eichendorff, Storm, Mörike, Adrian, Freud, and Hofmannsthal.
Prerequisites: AS.210.361 AND AS.210.362
Area: Humanities.

AS.213.378. Major City, Minor Literature? Berlin in German-Jewish and Yiddish Literature. 3 Credits.
Between the two World Wars, a period of intense artistic and intellectual vitality, Berlin was an international center for theater, visual arts, and literature. Many important Yiddish-language writers were drawn to Berlin and, together with their German-language counterparts, produced a body of literature that explores issues of modernity and identity. By comparing works in Yiddish and German, we will learn about inter-War Berlin’s cultural diversity and richness, while also gaining insight into the particular issues of writing about Jewish identity in the 1920s, and the implications of writing in a minor language (Yiddish). We will read works by authors including Joseph Roth and Alfred Döblin in German, and Moyshe Kulbak and Dovid Bergelson in Yiddish. All texts will be in translation. Some questions we will explore include: • What is a minority/minor language or literature? • How did German and Yiddish interact in cultural and social spheres? • Can texts in different languages comprise a single body of literature? • What did it mean to be German and what did it mean to be Jewish? • Are assimilation and hybridity useful concepts? • Is there such a thing as Jewish modernism? • How did literature of the period respond to the rise of the Nazi party and the intensification of antisemitism?
Instructor(s): S. Spinner
Area: Humanities.
AS.213.402. Reality Effects: 19th Century German Prose. The course will examine how mid- and late-19th-century literature creates so-called reality effects which make the text seem a representation of the social world. The term "effect" intends to mark a most decisive insight: that literature does not simply depict a pre-given outer life but produces illusionary impressions of 'authenticity' by using various aesthetic and rhetorical devices (e.g. modes of description, frames, specific narrations of time and space). In reading Gottfried Keller, Adalbert Stifter, Conrad Ferdinand Meyer, Theodor Storm and Theodor Fontane we will analyze these aesthetic strategies in relation to literary conventions and codes which readers have learned to interpret as 'realistic'. Given that these conventions change over time and are situated in specific contexts, we will also be discussing the historicity of reality effects with respect to the rise of photography and modern historiography in the 19th century. Taught in German.

Prerequisites: AS.210.362
Instructor(s): A. Krauss
Area: Humanities.

AS.213.501. Independent Study - Literature. Instructor(s): A. Krauss; E. Strowick; K. Pahl; R. Tobias
Area: Humanities.

AS.213.502. German Independent Study - Literature. Instructor(s): E. Strowick; M. Caplan; R. Tobias.

AS.213.509. German Honors Program. Instructor(s): E. Strowick; K. Pahl; R. Tobias.

AS.213.510. German Honors Program. Instructor(s): A. Krauss; E. Strowick; K. Pahl; R. Tobias
Area: Humanities.

AS.213.597. German Lit Ind Stdy-Summer. Instructor(s): M. Caplan.

AS.213.602. Comedy, Tragedy, and the Space Between. This graduate-level seminar will consider the theoretical problems and relationship between tragedy and comedy as modes of narration, methods of performance, and philosophical dispositions. Among the topics we will consider are the reciprocal relationship of comedy and tragedy; their respective derivation from myth, ritual, and philosophical dialogue; the relation of each to concepts of selfhood, society, the body, and the body politic. Along the way we will also examine questions such as why tragedy has attracted so much greater theoretical and philosophical interest than comedy, why comedy has been subdivided into various genres while tragedy has remained relatively indivisible, what political uses these modes of storytelling might signify, and how each serves as a mode of critique toward other narrative and dramatic conventions. Authors to be considered include Sophocles, Shakespeare, E.T.A. Hoffmann, Kafka, Brecht, Sholem Aleichem, Sh. Y. Agnon, Moyshe Kulbak, Ahmadou Kourouma, and the Coen Brothers. Theorists will include Aristotle, Hegel, Nietzsche, Freud, Lacan, and Zupancic. All readings and discussions in English. Instructor(s): M. Caplan.

AS.213.603. Lebendige Bildungen." Goethe's Morphology and its Legacy for the Humanities. The course analyzes the transformations of the relationship between form – life – aesthetics with regard to Goethe's morphological writings as well as the complex history of the reception in the philosophy of life (Spengler, Klages), in literary Modernism (Rilke, Einstein, Benn, Kafka) and in the early cultural studies of the 20th century (Simmel, Cassirer, Blumenberg). The "doctrine of the shape of formation (Bildung) and transformation (Umbildung) of organic bodies," Goethe's morphology considers shape (Gestalt) not as something static but in constant change, taking particular interest in the movable ("das Bewegliche"), ie, processes of transformation in their temporality: "Observing all shapes, particularly organic ones, nowhere do we find something established, something inactive, but rather everything oscillates in constant movement. Hence our language uses the word Bildung for both, the emerged as well as the emerging." A nexus between life and form, Bildung raises the problem of representation: A force towards representation, it itself escapes representation. It is by way of metamorphosis and dynamization of representation that the relationship between life and form is arranged anew, again and again – imposing questions of Bildung, representability (Bildlichkeit), morphological methods and poetics on modern literature and the humanities. Taught in German. Recommended Course Background: AS.210.311-AS.210.312 or instructor permission.
Instructor(s): E. Strowick
Area: Humanities.

AS.213.604. Small Forms. Small forms cover the broad field from aphorism, epigram, fable and riddle to anecdote, short story, novella, ... and treatise. In each of those 'compressional arts' the smallness unfolds in different and historically specific ways. Spanning a period from 1770 to 1940 and focusing (not exclusively) on aphorisms, the seminar will explore the manifold poetics of the small in literature and philosophy: What can small mean on the level of (literary) form? What (historically specific) kind of readings do small forms facilitate? What readings do they thwart? What happens to aphorisms when they become parts of a monstrously large overall composition? What distinguishes small forms from (e.g.) fragments? How do small forms relate to simple forms (jolles) or minor literature (Deleuze)? To what extent do small forms gain epistemological impact, e.g. with respect to the critique of system and systematic philosophy since 1870? Readings include Lichtenberg, Schlegel, Novalis, Nietzsche, Kafka, Robert Walser, Benjamin, Adorno. Readings and discussions in German.
Instructor(s): A. Krauss
Area: Humanities.

AS.213.606. Modern Fiction and the Melancholic Imagination. This course will consider the link between modern fiction and melancholia, which on the one hand seems obvious given the overriding mood of many modern narratives by Beckett, Sebald, Bernhard, Krolow, among others and which on the other hand poses numerous interpretative challenges given the sparing nature of representation in modern fiction and the attachment to things in melancholia. What is the aesthetic sensibility associated with melancholia? Is melancholia limited to baroque representation? How can we conceive of attachment in the absence of things? Readings to include Freud, Benjamin, Adorno, Heidegger, Sebald, Beckett, Bernhard, and Hofmannsth. Instructor(s): R. Tobias
Area: Humanities.
We will read texts by Freud, Klein, Lacan, and Laplanche that are of particular interest for literary and social theory. We will discuss recent literary theory and criticism (especially queer literary theory and criticism) that draws on psychoanalysis. In addition, we will consider psychoanalytically inflected thought on sexuality and conformism by members of the Frankfurt School.
Instructor(s): K. Pahl
Area: Humanities.

AS.213.611. The Baroque and Its Afterlives.
The status of the Baroque as defined and discussed by theorists such as Walter Benjamin and Gilles Deleuze, preeminently, manifests itself in a melancholic preoccupation with relics, ruins, and allegory. As such its aesthetic originates at a cosmological fault-line between life and death. Given these metaphysical characteristics, it should come as little surprise that its subsequent influence on literary modernism constitutes itself in echoes, spectrality, fragmentation, and the grotesque, all of which function as modes of critique working through and against technologies and ideologies of modernity. The fate of the Baroque, in an aptly non-Euclidean baroque figure, both parallels and intersects with the status of other proto-modern discourses such as the carnival in the articulation of the gothic, symbolism, expressionism, and several varieties of modern fantasy. This seminar will discuss one of many possible trajectories for this aesthetic in drama, narrative, and critical theory. Beginning with authors such as Shakespeare, Grimmelshausen, and Calderón de la Barca, we will consider works such as Mozart’s Don Giovanni, the tales of Reb Nakhman and E.T.A. Hoffmann, the fiction of Gérard de Nerval and Der Nister, the critical writing of Theodor Adorno and Jacques Lacan, and films such as Fritz Lang’s Metropolis or the recent adaptation of Coriolanus. All readings and discussions in English.
Instructor(s): M. Caplan
Area: Humanities.

This course will explore the aesthetic-political practices of literatures and manifestos grouped under the term historical avant-garde. According to the most general understanding, avant-garde is considered the critique of bourgeois culture and ‘traditional’ art concepts, with this critique being related to a fundamental crisis of bourgeois society. The seminar aims at developing a more specific perspective by discussing the following aspects of avant-garde poetics: the self-reflection of aesthetic discourse in regard to the definition and hierarchization of styles and genres; a theory of language that draws on rhythm and materiality; an aesthetics of production which questions the notion of authorship and ‘organic work’ and stresses instead the constitutive role of repetition, (inter-medial) variation, and chance; the critical intervention in the concept of aesthetic autonomy and its institutions of reception; the “aporias of the avant-garde” (Enzensberger) inherent in its concept of radical innovation and exceptionality. In order to highlight the theoretical implications of avant-garde poetics we will analyze its literary strategies with respect to contemporary debates on modern technologies of art reproduction (Benjamin), the psychoanalytic reframing of the subject, and the advent of literary structuralism/formalism (Jakobson). In addition to that, we will discuss classics of avant-garde scholarship (e.g. Peter Bürger). Authors include: Paul Scheerbart, Hugo Ball, Tristan Tzara, Hans Arp, Carl Einstein, Else Lasker-Schüler, the ‘Sturm-Kreis’, and Arno Holz.
Instructor(s): A. Krauss
Area: Humanities.

AS.213.613. Hermeneutics around 1800 (from Hamann to Büchner).
With Schleiermacher, hermeneutics defined itself as a universal theory of understanding which no longer focuses only on biblical and juridical exegetes but on linguistic utterances in general. It thus became the matrix for subsequent Geisteswissenschaften and paved the way for various critical approaches which even today remain highly influential. The course examines the genesis of modern hermeneutics through the lens of its philological and philosophical precursors, contemporary commentators and literary authors. Key issues will be the underlying concepts of textuality and language, historicity and the subject.
Authors include: Chladenius, Meier, Hamann, Herder, Kant, Schlegel, Schleiermacher, Goethe, Rahel Levin Varnhagen, Jean Paul, Büchner.
Instructor(s): A. Krauss
Area: Humanities
Writing Intensive.

Kleist’s novella “Michael Kohlhaas” (1811) is as much a political parable as it is a meditation on the power of art. In it the Prussian partisan considers the right of resistance as expressed in the struggles of Kohlhaas, whose battle against the House of Saxony would have been recognized by contemporary readers as an allegory for the Prussian struggle against Napoleon’s occupying army. Kant’s short treatise “Über den Gemeinspruch: Das mag in der Theorie richtig sein, taugt aber nicht in der Praxis” (1793) had revived the debate about whether a revolt could ever be justified, given that justice depends on the existence of a state. But “Michael Kohlhaas” is also concerned with another kind of revolt that is arguably more arbitrary, in that it does not serve any end. It is the revolt of art, which overturns existing norms and conventions by establishing a new law: the law of art or what could be called poetic justice. Kleist’s text makes a case for the autonomy of art in the literal sense. Art is self-legislating, a law unto itself, and this feature points as much to the potential as to the danger of art.
Readings to include works by Kleist, Martin Luther, Pufendorf, Breitinger, Kant, Goethe, Tieck, and Adorno.
Instructor(s): R. Tobias
Area: Humanities.

AS.213.617. Peripheral Modernisms.
This graduate-level seminar will consider the relation of centers to margins in the production of modern literature. The starting assumption of this inquiry will be the political, social, and linguistic role of literary modernism as a critique of modernity. If a centrifugal force disseminates the processes of modernization from the metropolis out, can one suggest that modernism, as a critique of modernity, originates at the periphery and works its way inward? When does the critique of modernity begin, and how can one characterize such a critique if in certain cultures it precedes the advent of modernization? How does a consideration of literature from the margins of the industrial and imperial centers of the modern world cause us to rethink the phenomenology— distinct from a taxonomy—of modernism? In what ways can the belatedness of a culture’s modernization lead it to anticipate subsequent crises in modernity? If modernism precedes modernization in the peripheral context, what, then, is post-modernity or post-modernism? Authors to be considered in this course include Reb Nakhman of Breslov, Machado de Assis, Mendele Moyalker-Sforim, Gertrude Stein, Robert Walser, Franz Kafka, William Faulkner, Amos Tutuola, Clarice Lispector, and Yambo Oluoquem. Theoretical perspectives will include Adorno, Bakhtin, Barthes, Benjamin, Deleuze and Guattari, and Derrida. All readings and discussions in English.
Instructor(s): M. Caplan
Area: Humanities.
The seminar will investigate when and in which ways theatrical space was interpreted as a shelter for the fleeing. Starting with Greek tragedy and ending with Elfriede Jelinek’s postdramatical text “Die Schutzfliehenden” we will discuss the relations between the institutions of theater and drama and political concepts of Asylum from a historical perspective. We will proceed on the basis of the idea that the stage offers temporary protection where refugees stop their journey, argue their case and expect a decision. Reading Aeschylus, Euripides, Goethe, Brecht and Jelinek, we will analyze different theatrical set ups and procedures in which the precarious state of the fleeing is and has been negotiated on stage. We will also deal with recent theater projects which open the stage to refugees and give them a platform outside immigration offices. Reading Benjamin and Flores Christian Rang we will also discuss how the relationship of Asylum and theater is reflected in modern theory of tragedy.
Instructor(s): Staff
Area: Humanities.

AS.213.621. Theater: Drama, Performance, Theory.
We will study exemplary plays and theoretical texts about the aesthetics and poetics of drama and the function of theater in society from Lessing to Brecht and beyond – with excursions to Aristotle. We will explore the history of German thought on theater from illusion to verfremdung to postdramatic multi-media formats, from the Bildung of the audience to the autoepiosis of the performance, and from the Nationaltheater to various forms of less than stehende Schaubühnen. We will be concerned with theories of performativity, with the issue of emotions on stage (does theater need emotions? do emotions need theater?), as well as with the close connection of theater, philosophy, and politics (Derrida, Badiou).
Instructor(s): K. Pahl
Area: Humanities.

AS.213.625. Life Worlds: Literature and Phenomenology.
This course will examine the notion of life-world or Lebenswelt, as it increasingly comes to define the nexus of relations that characterize not only human experience but also works of art. A particular interest of the course will be how phenomenology expands our understanding of literature and the critical methods used to approach it. While the reading for the course will be drawn primarily from philosophy, we will also consider poems by Georg Trakl and Rainer Maria Rilke with an eye toward the poetic space they open. To what degree is the space we inhabit with its network of meanings a literary space according to these poets? Readings to include excerpts from: Dilthey, Einleitung in die Geisteswissenschaften; Husserl, Ideen (1913); Krisis der europäischen Wissenschaft; Heidegger, Sein und Zeit; Merleau-Ponty, Phenomenology of Perception; The Visible and the Invisible; and Käte Hamburger, “Die phänomenologische Struktur der Dichtung Rilkes.”
Instructor(s): R. Tobias
Area: Humanities.

AS.213.629. The Art of Framing.
Frames and framings in art and literature are aesthetic means of creating focus. They draw a distinction between interiority and exteriority, foreground and surroundings; they cut out segments from space-time continuum and thus provide basic instruments of orientation, they constitute pictorial representation as well as the compositional structure of literature. From an epistemological perspective one can say that frames create a paradoxical threshold in-between which facilitates both the differentiation and transgression of spheres. It is further remarkable that frames while spectacularly making visible something specific at the same time expose the instances of their own ‘showing’: by implementing frames representation observes itself in the very process of representing. Through constellating systematic and historical readings the seminar will analyze theoretical concepts of frame and framing (Simmel, Genette, Marin, Derrida) and at the same time explore the transformation of frame forms and functions in literature and aesthetic discourse between 1720 and 1830 (Brockes, v. Haller, Wieland, Lessing, Herder, Lichtenberg, Goethe, Moritz, Jean Paul, Schlegel, Brentano, Tieck, Hoffmann). Among the topics to be discussed will be the conceptualization of subject-object relations as an analytical tool to reconstruct how the organizing principles of framing in Enlightenment (point of view, Guckkasten, chain of pictures, landscape/camera obscura) drift into the twilight of epistemological reflection: Around 1800 frame structures (and its doublings/transgressions) present the "Produzierende mit dem Produkt" and thus articulate the insights of transcendental philosophy, they turn into a medium of romantic irony.
Instructor(s): A. Krauss
Area: Humanities.

The seminar will explore to what extent Hegel can be read as contributing to a feminist philosophy. We will focus on Hegelian openings onto the emotional in Phenomenology of Spirit. In addition, we will study feminist philosophers who have drawn on or offered critical readings of Hegel (Irigaray, Butler, Cavarero, Malabou, and others). Co-listed with AS.190.633
Instructor(s): J. Bennett; K. Pahl
Area: Humanities.

AS.213.635. Anthropology and Modernism.
This course will examine the reciprocal relationship between modernism and anthropology in Western and Central Europe, including examples from French, German, and Yiddish contexts. We will focus on the presence of anthropological and ethnographic discourses within various registers of modernist thought, literature, and visual culture, with special attention to visual and literary primitivism. We will also consider attempts by ethnographers to shape their practice in a modernist mold. Our central concerns will include the attempt to create a modernist poetics grounded in ethnography and the relationship between anthropological theory and ethnographic praxis in the modernist understanding of “culture.”
Instructor(s): S. Spinner
Area: Humanities.
AS.213.650. Poetic Thought.
This course will examine essays and poems by Goethe, Hölderlin, and Rilke with an eye toward the ways in which their work addresses issues central to German Idealism and modern German thought. These include the relation of subject to object; the problem of the representation of the whole; the reconciliation of science and art; and the role of consciousness in the construction of the world. Readings to include texts by Goethe, Hölderlin, and Rilke with commentary by Heidegger, Gadamer, Henrich, Husserl, Benjamin, Szondi, and Allemann.
Instructor(s): E. Forster; R. Tobias
Area: Humanities.

Taught in German. The course title marks a problem of translation which already Leo Spitzer in his “Prolegomena to an interpretation of the word ‘Stimmung’” underscores: “It is a fact that the German word Stimmung as such is untranslatable.” Mood, attunement, atmosphere are facets of an aesthetics of Stimmung as it developed in literature and philosophy from the 18th to the 20th century. Most recently, Stimmung has had a renaissance as a methodological term in a Literary Criticism which seeks to overcome the paradigm of post-structuralism. As David Wellbery has demonstrated, the linguistic usage of the word Stimmung comprises three aspects: a subjective mode of experience/perception, an atmospheric dimension and a communicative efficacy. It is along those lines that the course analyzes the poetics and aesthetics of Stimmung in German Literature and Thought from the 18th through the 20th century. Stimmung proves to be fertile ground for contagious forms of communication, specific modes of representation (i.e. coloring, nuance), and the dissolution of subject/object boundaries. Furthermore, we will discuss Stimmung as a term of Literary Criticism from the 20th century to the present. Readings will include: Kant, Schiller, Stifter, Fontane, Hofmannsthau, Hermann Bahr, Thomas Mann, Georg Simmel, Martin Heidegger, Leo Spitzer, Erich Auerbach, Gernot Böhme, Hans-Ulrich Gumbrecht.
Instructor(s): E. Strowick
Area: Humanities.

AS.213.656. Thinking of the Environment.
Few concepts are more anthropocentric than the environment. Although the term is usually invoked to describe what is other than the human being, it places the human at the center of the universe by defining nature as the world surrounding him. This course will examine several literary and philosophical texts from Novalis to Celan that approach nature as a sphere alien to thought, which can never be known except through the rhetorical device of prosopopoeia, which gives face to what is inhuman. Readings to include works by Novails, Schlegel, Tieck, Stifter, Rilke, and Celan.
Instructor(s): R. Tobias
Area: Humanities.

AS.213.660. Discourses of Dislocation.
Dislocation—travel, migration, exile, diaspora, immigration—is a preeminent symptom of the modern condition; as Jacques Derrida has suggested, it is one way of characterizing how language itself comes into being. To what extent does the relationship of various modes of mobility serve as a prerequisite for understanding modernity and literary modernism, and to what extent can one understand commonalities among these itinerant discourses? This seminar will consider several varieties of dislocated discourse (the picaresque, the pseudo-autobiography, the travelogue, as well as narratives of immigration, displacement, war and demobilization, and exile) in search of a means to discuss or consider all of them critically. Writers to be considered will include Sigmund Freud, Robert Walser, Yosef Haim Brenner, Walter Benjamin, Theodor Adorno, Jacques Derrida, Irmgard Keun, Israel Rabon, Joseph Roth, Flannery O’Connor, Yoel Hoffmann, Anton Shammas, and Salman Rushdie. All readings and discussions available in English. Undergraduates may register with instructor approval.
Instructor(s): M. Caplan
Area: Humanities.

AS.213.666. “To be continued”- Seriality in Literature and Other Media.
Taught in German. By ending with the words “(To be continued)” [("(ist fortzusetzen")], Goethe’s Wilhem Meisters Wanderjahre not only reflects on the open form of the modern novel but also points toward serialized formats of fiction as they emerge in the 19th century due to advances in printing technologies. The publication of fiction in periodical installments in magazines or newspapers brings about the development of new genres (serialized novel/Feuilletonroman) along with specific serial narrative techniques. The cliffhanger e.g. - although invented earlier - becomes a prominent technique to create suspense. The course analyzes seriality with respect to narrative forms and genres across various media (literature, theater, film, TV) from the 19th century to the present. It further discusses serial aesthetics, seriality in structuralist and poststructuralist theory as well as the ambivalent status of seriality in the arts between avantgarde and popular culture. The course material will include: Stifter, Fontane, excerpts from the magazine “Die Gartenlaube”, Wagner, Freud, Kafka, Lévi-Strauss, Deleuze, Eco, Iser, “The Perils of Pauline” (serial, 1914), “Copycat” (Jon Amiel, 1995), “Twin Peaks” and current US-American TV series.
Instructor(s): E. Strowick
Area: Humanities
Writing Intensive.

AS.213.668. Kleist.
This seminar will explore the narrative, dramatic, theoretical and quasi-journalistic work of Heinrich von Kleist along two lines of inquiry. We will read his literary experiments as reactions to the major shift in the sex-gender system and the new deployment of sexuality in the eighteenth century. We will discuss his unique role in the production, communication and interpretation of feeling across narrative and theater.
Instructor(s): K. Pahl.
AS.213.673. Adorno's Aesthetic Theory.
The posthumously published Aesthetic Theory is arguably Adorno's most important work. In it he traces the development of autonomous art and locates art's critical potential in its freedom from all notions of utility or purpose that derive from other spheres of life that are themselves corrupted by instrumental reason. We will examine Adorno's analysis of art's unique capacity to challenge conventions and produce new, if ephemeral, configurations. Discussion to focus on such concepts as illusion (Schein), mimesis, non-identity, myth, and truth content.
Instructor(s): R. Tobias.

Area: Humanities.

AS.213.675. Paul Celan's Poetry & Interpretation.
Paul Celan, arguably the most widely known poet writing in the German language after WWII, was once characterized by a hostile literary critic as the author of obscure, scandalously "hermetic" texts. Celan, however, insisted that his poems were open rather than hermetic. He believed his task to consist in speaking a language of witnessing; a language fit for preserving events that would acquire their shape in poems. This language, with its rigorous structure, compact imagery, and surprising inner logic, poses a challenge to understanding, as it is "open for interpretation." Consequently, Celan's poems motivated many prominent thinkers and critics to seek new paradigms of interpretation. In this class, we will read Celan's poetic, prosaic, and theoretical texts in view of their literary, political, and historical significance. We will also read philosophical interpretations of Celan's texts, such as Jacques Derrida's "Shibboleth" and Maurice Blanchot's "The Last to Speak." Along with these thinkers, we will try, by way of reading Celan, to understand how we "understand" poetic texts. The language of writing and discussion in this seminar will be English but most readings will be in German.
Instructor(s): A. Glazova.

Modernity gives rise to various forms of suspicion, including modern forms of resentment and practices of self-discipline (a suspicion of oneself), as well as to an epistemology of suspicion as it is developed in the modern human sciences. The course starts out with an analysis of the detective genre and of the specific transformations it undergoes in modern German literature. In a next step, we will examine literary representations of suspicion within a broader cultural-historical frame: Nietzsche's analysis of resentment serves as one point of reference; another is what Carlo Ginzburg has called the paradigm of clues. The modern human sciences, since the last third of the 19th century, have relied on a method that produces knowledge by way of interpreting clues. While suspicion in the human sciences is related to the production of truth, literature uses suspicion as a way to produce aesthetic and logical undecidabilities. We will analyze literary representations of suspicion with respect to the narrative structure (unreliable narration) and the mediation of suspicion. Finally, the course emphasizes the methodological relevance of suspicion: As a practice of deciphering, interpreting, and reading traces, suspicion calls for being reformulated literary-theoretically. Readings will include: Heinrich von Kleist, E.T.A. Hoffmann, Nietzsche, Theodor Fontane, Freud, Kafka, Thomas Mann, Heimito von Doderer, Peter Handke etc. Taught in German
Instructor(s): E. Strowick
Area: Humanities.

Though every conventional description of modernist aesthetics dates its origins to the era preceding World War I—in some versions several decades before 1914—there has always been an understanding of the War's “catalytic” influence on the aesthetic of chaos, madness, violence, and despair that comes to characterize at least one major strain of modernistic art. Taking the after-effects of the First World War as well as the Russian Revolution(s) as its point of origin, this graduate-level seminar will consider such writers as Sigmund Freud, Walter Benjamin, Sh. Y. Agnon, Sh. Ansky, Guillaume Apollinaire, Isaac Babel, Georges Perec, Erich Maria Remarque, Joseph Roth, Virginia Woolf, and Stefan Zweig. All readings and discussions available in English.
Instructor(s): M. Caplan
Area: Humanities.

AS.213.685. Theories of Translation (1530/1930).
Taught in German. It is one of the topoi of literary studies that translation presupposes interpretation and is thus bound to certain discursive premises. To investigate specifically how this connection between translation and interpretation has developed historically and is embedded in concerns of philosophy of language, the seminar reconstructs concepts (politics) of translation from Luther to Benjamin and Buber-Rosenzweig. One of the focal points is the emergence of a modern theory of representation between 1730 and 1820 (Gottsched, Venzky, Hamann, Herder, Schleiermacher), the effects of which are staged with the aid of different Shakespeare translations (Wieland, Lenz, Schlegel). Finally, by including more recent theories of translation from the milieu of deconstruction/post-structuralism, the seminar seeks to reconsider interpretation from the standpoint of translation, and translation from that of interpretation.
Instructor(s): A. Krauss
Area: Humanities.

AS.213.689. Creativity.
Modernity requires creativity of the artist. But what does this mean? Creativity has been thought of as a gift, but also as a technique or an attitude that can be developed. It thus moves between the mysterious, the mechanical, and the relational. While creativity was of little importance for the normative poetics (Regelpoetik) of the Baroque, the Enlightenment demanded an emancipation from external rules, which led to the apotheosis of human creativity in the idea of the genius. Countering overly idealistic notions of autonomy and human artistic agency, others cultivated practices that acknowledge and even amplify the role of chance. This seminar will focus on the eighteenth and early nineteenth centuries and invite contributions on more recent poetics from its participants. Particular emphasis will be placed on interrogating the roles of the imagination, phantasy, and visualization in the creative process.
Instructor(s): K. Pahl
Area: Humanities.
Readings and discussions in German. This course will be organized around a close reading of “Aus meinem Leben: Dichtung und Wahrheit,” one of the many works of Goethe that was enshrined as prototype of a genre: discourses on modern autobiography emerged in its context and have drawn on its unique performance of writing one’s own life until today. The seminar is devoted to develop a reading of the entire book emphasizing its theoretical implications (subject formation/Bildung, concepts of time/historicity, modes of representation, genre theory, theory of the ‘daemonic’) and its prolific discursive productivity. Meticulously analyzing this productivity along with its epistemological implications, the seminar will explore how “Dichtung und Wahrheit” both establishes and revokes a representative model of autobiography. Instructor(s): A. Krauss
Area: Humanities.

AS.213.706. Literature, Museums, Mimesis.
Can museums be literary? Can literature be museal? Throughout the twentieth century and into the present, the museum has repeatedly challenged models of representation, none more so than mimesis, both as aesthetic theory and representational practice. This has been a role played by museums, both in their traditional guises as repositories of objects and — as André Malraux presciently had it — as “imaginary museums.” This course will examine the larger disruption of mimesis, and more specifically literary realism, through the particular catalyzing effects of museums. We will deal with two primary museological phenomena: first, the introduction of the “primitive other” into European modernity via ethnographic museums; second, the museological commemoration and representation of trauma, specifically of the Holocaust. Special attention will be paid to discursive, formal, and rhetorical locations of overlap between the museal and the literary, including ekphrasis, linearity, volume, and collection. Readings will include fiction, poetry, and theoretical texts, as well as secondary sources examining particular museums and exhibitions. All texts in English.
Instructor(s): S. Spinner
Area: Humanities.

AS.213.718. Wirkliche Wirklichkeit:” Eccentric Realism.
Taught in German. Categories such as the uncanny, motion, or seriality are not easily associates with German Realism. The course takes a fresh look at texts by Theodor Fontane, Adalbert Stifter, and Theodor Storm in order to explore the thesis of the modernity of Realism. We will analyze framing techniques, temporal structures (e.g. boredom or belatedness) as well as the interrelation between realist poetics and other discourses and media by which realist texts produce reality as perceived reality. The aesthetics and epistemology of Realism will further be discussed with respect to Erich Auerbach’s “Mimesis” and Roland Barthes’ “reality effect.”
Instructor(s): E. Strowick
Area: Humanities.

AS.213.725. Proto-, Modern, and Post-: Locating the -ism in Modernism.
All discussions in English. This graduate seminar will seek to disentangle the interrelationship among “proto-modernism,” “modernism,” and “post-modernism” from the straightjacket of periodization and taxonomy by focusing instead on questions of temporality and phenomenology. When is the time of modernity? What precedes modernism? How is post-modernism a continuation of modernism and a break with modernity? What follows the “post” or precedes the “proto”? How does literature establish a dialogue not just across linguistic borders but temporal ones as well? And when do these processes repeat themselves due to historical and political factors? By way of complicating all of these questions we will be considering writers from “across” the 20th century, including Walter Abish, Thomas Bernhard, André Breton, Orly Castel-Bloom, Henry Dumas, Moshe Kulbak, Machado de Assis, Mendele Moykher-Sforim, Joseph Roth, Anton Shammas, Gertrude Stein, and Robert Walser.
Instructor(s): M. Caplan.
Area: Humanities.

AS.213.741. Literature, Psychoanalysis, and Unassimilable Experience.
This course will consider experiences at the juncture between memory and forgetting, history and oblivion, narration and music. Such liminal experiences are frequently interpreted in psychoanalytic theory as trauma, though there is no reason that a purely negative definition should prevail. The suspension of the self and the concomitant immersion in the sensible world could just as well be regarded as an ecstatic experience. This course will examine the notions of immediacy, singularity, power, and sensuality in psychoanalytic theory (Freud, Lacan, Klein, Malabou) and beyond. Kleist’s “Die heilige Cäcilie” and Kafka’s “Josefine, die Sängerin” will serve as touchstones for our exploration of the ecstasy that literature at once produces and reproduces as a verbal representation and musical medium.
Instructor(s): K. Pahl; R. Tobias
Area: Humanities.

Taught in German. The course analyzes the performative on the basis of the very field that John L. Austin’s speech act theory excludes: literature. What challenges Austin’s speech act theory indeed opens up the question of the performative towards iterability and theatricality and thus calls for the performative as a methodological category of literary criticism. According to Shoshana Felman’s readings of Austin, the performative act can be accentuated as an act of the “speaking body” in which the body is conceived of not as a means of linguistic expression but rather as a spillover of the act of utterance into the statement. How then is the corporeality or materiality of writing asserted in acts of narrating and reading? The course will examine theories of the performative from the perspective of literature and literary criticism as well as analyze literary speech acts (promises, pacts, etc.) in detail. Readings will include: Austin, Derrida, Felman, Freud, Nietzsche, de Man, Hamacher, Goethe, Büchner, Kafka, Henry James, Thomas Mann etc.
Instructor(s): E. Strowick
Area: Humanities.
**AS.213.749. Modern Subjectivities: Legal, Economic, Political.**
The course explores some aspects of the contradictory constitution of the modern subject as a subject that is split, opposed, in tension. Two archetypal figures of this split are the “bourgeois,” as the social-economic subject, and the “citizen” or “citizen,” as the political subject. The bourgeois and the citizen are defined by distinct and opposing conceptions of the “will,” of education (Bildung), and of the relation between law and nature, normativity and facticity. In asking how to understand the conflictual relationship between these two basic figures of the modern subject, the course will focus especially on the paradoxes of “individual rights” (subjektive Rechte) as the fundamental mechanism of modern subject-formation. How do rights both empower subjects, while also contributing to forms of their disempowerment? To what extent do rights contain and organize the tensions between subjects understood as social or economic, and as political? CLASS BEGINS FEBRUARY 25 AND ENDS APRIL 1. Readings will include excerpts from (among others): Hegel, Marx, Nietzsche, Horkheimer and Adorno, Heidegger, Foucault, Balibar and Rancière.

Instructor(s): C. Menke; R. Tobias; Staff
Area: Humanities.

**AS.213.755. Philosophy of and the Novel.**
The novel is unique among literary genres in its capacity to represent the inner life of characters portrayed in the third person. Neither poetry nor drama is equipped to convey the innermost thoughts of characters who do not speak for themselves but are instead narrated. This course will examine the implications of “third-person subjectivity” for the novel’s claim to construct (or reconstruct) a world governed by ethical norms that are all but impossible to fulfill. In fact, the very impetus for the novel is the unresolvable tension between the ideals that a work posits and the choices its characters face in a world defined by compromise and limitation. What criteria for judgment does the novel provide? How does it establish a world it simultaneously critiques as devoid of meaning save the meaning posited by the subject? We will also investigate the use of novels and novelistic form in philosophy. Is it possible for novels to be treated not only as vehicles, but also as equivalents to philosophical views? How do novelistic forms provide new ways of thinking or philosophizing? Readings to include works by Lukács, Bakhitin, Hamburger, Sartre, Beauvoir, Ricoeur, Murdoch, Nussbaum, Diamond and novels by Coetzee and Flaubert.

Instructor(s): R. Tobias; Y. Ong
Area: Humanities.

**AS.213.760. Break and Continuity: German Thought around the French Revolution.**
The turn of the eighteenth century saw the political revolution of 1789 as well as interrelated revolutions in thought, symbolic system, value system, family structure, gender relations, etc. We will explore the discourse of revolution in its oscillation between two conceptions – as breakthrough and as return (to the golden age of Greek Antiquity, to a prelapsarian state). From providence to chance event, and between break with and continuity of the old order, German thinkers considered the revolution. We will read Kant, Rousseau, Hölderlin, Hegel, Goethe, Kleist, and others.

Instructor(s): K. Pahl.

**AS.213.771. Exile Literature (1933-1950).**
This seminar addresses German-speaking exile literature from 1933 to 1950. On the basis of historical and political contextualization, readings and discussions will focus on literary theoretical and discourse analytical questions. In contrast to Nazi ideology and its totalitarian claim to constitute “Germanness”, numerous émigrés intended to represent the ‘other’ Germany from outside its national borders. This politicization of exile discourse which made ‘direct’ critical involvement with the regime appear imperative had a lasting effect on literature written in exile. The leitmotif of our analysis will be the question to what extent exile literature developed its critical reflection towards a specific aesthetics of exile; an aesthetics that articulates the reference to the historical-political situation, to Nazi Germany, expulsion, loss of language, dislocation and cultural transfer in form of a critique of representation. We will discuss topics such as the conceptualization of (German) tradition/transference, languages of (non-) identity, theories of (anti-)mimesis, discourse politics and aesthetics, or Avant-garde and exile. Authors include: Thomas Mann, Irmgard Keun, Else Lasker-Schüler, Hannah Arendt, Adorno, Benjamin, Brecht, Lukács, Anna Seghers.

Instructor(s): A. Krauss.

**AS.213.789. Literature & Identity in the Age of Globalization.**
In this seminar we will examine a selection of literary reflections on and engagements with globalization and its mounting failures and burdens, as it has emerged in Europe and the Americas from the mid-twentieth century to the present. From the economic, constitutional, and cultural politics around the unification of Europe, to the ideological and imperial misfortunes of the U.S. after the collapse of the “End-of-History” thesis, to the resurgence of state populism in Latin America in the wake of neoliberal exhaustion, literary fiction has been deployed to posit, explore, and contest national and post-national myths of identity. The seminar will interrogate how this engagement functions both as aesthetic and theoretical discourse. Readings may include novels by Albert Camus, W. G. Sebald, Leonardo Sciascia, Orhan Pamuk, Javier Marías, Roberto Bolaño, and Jonathan Franzen, along with theoretical writings by Gianni Vattimo, Jürgen Habermas, Rodolphe Gasché, and others.

Instructor(s): E. Gonzalez; W. Egginton
Area: Humanities.
AS.213.790. What is Philology?.
In recent years, philology has gained new attention as a field of methodological reflection which at the same time opens up Literary Criticism towards interdisciplinary research and media studies as it emphasizes the specific status of Literary Criticism in the humanities. The course will examine the changing field(s) of philology from the 18th century to the present in both historical and systematic scope. Including methods of textual criticism, edition philology, and hermeneutics, philology has been addressing questions of theory, methodology and epistemology in various constellations. Precisely because philology’s interest lies in connecting languages and literatures to their historical contexts, one of its primary tasks is to account for the epistemic framework and limitations of such historicization, so as to ensure that the literary object not be confused with historical contexts but is perceived as a distinct phenomenon in itself. – In addition to these questions, the course will discuss methods of edition philology, ranging from historical-critical edition to “material philology” and “genetic criticism” along with analyzing editions of Kafka, Joyce and Flaubert. Further, we will examine the more recent discussion on philology and new media (e.g. digital editions). Readings will include Vico, Schlegel, Schieriemacher, Nietzsche, Auerbach, Szondi, Bollick, Nichols, Cerquiglini, and Ferrer among others. The course will be taught in English. Meets with 212.790, 214.790, and 215.790
Prerequisites: ;;
Instructor(s): E. Strowick; J. Neefs
Area: Humanities.

Placed at the crossroads of aesthetics and politics, psychology and economics, the history of technology and popular culture, film has emerged as the interdisciplinary object of study par excellence. Based on intensive weekly viewing and on classic and contemporary statements in film theory, this seminar—required for the Graduate Certificate in Film and Media—opens up questions of film language, authorship, genre, spectatorship, gender, technology, and the status of national and transnational cinemas.
Instructor(s): B. Wegenstein; D. Schilling.

AS.213.792. GRLL SEMINAR/Fellini - Almodóvar.
In this co-taught graduate seminar, Professors Eduardo González and Bernadette Wegenstein will be discussing these two seminal European directors in their cultural and historical context and with an eye to both their radical eccentricity and utter centrality to cinema today (e.g., The Great Beauty). Our discussions will start with questions that are intrinsic to film theory such as mimicry, travesty, the visual and narrative construction of the erotic, as well as questions pertaining to the degree of realism in these directors’ work, i.e., the “road beyond neorealism” for Fellini, and Almodóvar’s queerness as expressed in his “true-and-false testimonies.” We will then proceed to read and watch some historical documents around the constructions of some of these directors’ films, such as Petronius’ Satyricon, about the worshiping of the most important female deity in late antiquity, Isis, in light of Fellini’s Satyricon; and Thierry Jonquet’s novel Tarantula and the French-Italian horror film, Eyes Without a Face (1960), which were both the basis for Almodóvar’s The Skin I Live In (2011). We will be reading Karen Pinkus’ Montesí Scandal, a unrealized screenplay about the birth of the Paparazzi in Fellini’s Rome, as well as Almodóvar’s columns from La Luna de Madrid, written in the persona of a female prostitute. The class will also include several guest speakers TBA.
Instructor(s): B. Wegenstein; E. Gonzalez
Area: Humanities.

AS.213.800. Independent Study.
Instructor(s): A. Krauss; E. Strowick; K. Pahl; R. Tobias.

Instructor(s): A. Krauss; E. Strowick; K. Pahl; R. Tobias.

AS.213.813. German Qualifying Paper Preparation.
Instructor(s): A. Krauss; E. Strowick; K. Pahl; R. Tobias.

This is an introductory course to Dante’s Inferno where we will think about the human phenomenon of singing. We will compare songs and texts that are familiar to us today to 14th century cantos written by Dante Alighieri. Dante and our contemporary popular music have more in common than we may first think. They both convey thoughts, feelings, and a range of universal human experiences that cannot be expressed in everyday language. Although Dante’s world and our own are vastly different, there are universal human experiences that were present in his world that still remain relevant today. The phenomenon of singing and of music goes beyond textual limits and students will be placed in a position of finding what they have in common with both the contemporary artist and the medieval poet.
Instructor(s): J. Gomez.

AS.214.125. Freshman Seminar: Dangerous Liaisons: Words and Music Through the Ages. 3 Credits.
The seminar explores challenging questions with which men have been dealing for centuries: how do music and words interact? Do words have a priority on music or vice versa? Does music need words to be understood and interpreted? Are words filled with meaning by music? By addressing literary and philosophical writings, as well as musical examples from different periods and contexts, students will be led through a critical reconsideration of the topic. A variety of materials will be discussed, including genres as different as medieval songs, early modern madrigals, Romantic Lieder, opera, the American musical, and contemporary pop music. No musical skills required; strong doses of curiosity most welcome.
Instructor(s): E. Refini
Area: Humanities.

AS.214.171. Freshman Seminar: Witchcraft and Demonology in Renaissance Europe.
Who were the witches? Why were they persecuted for hundreds of years? Why were women identified as the witches par excellence? How many witches were put to death? (Answer: 30-40,000, between about 1400 and 1800.) What traits did European witchcraft share with witch-mythologies in other societies? After the witch-hunts ended, how did “The Witch” go from being “monstrous” to being “admirable” and even “sexy”? Answers are found in history and anthropology, but also in literature, folklore, music, and the visual arts. After an introduction to ancient and medieval witchcraft, we will study European witch-persecution between 1400 and 1800. The second half of the course will concentrate on artistic representations of witches in media ranging from manuscripts to movies, concentrating on Italy, France, Spain, and Germany.
Instructor(s): W. Stephens
Area: Humanities.
**AS.214.207. Italian-American Culture.**
This course explores the many depictions, descriptions, and definitions of Italian-American ethnicity and identity in various media, from the narratives and poetry of the first Italian immigrants in the nineteenth century to the wildly popular, stereotype-promoting American films and television shows of today. Through literature, film, poetry, language, music, and practice of cultural traditions, we will investigate how Italian-Americans express their identity to others. Although this course features a large component on familial and religious traditions, it is open to students of all backgrounds who have an interest in this rich heritage. Italian food will also be studied (and enjoyed!). Cost of food/transportation to restaurant(s) is not included.
Instructor(s): W. Stephens
Area: Humanities.

**AS.214.215. Love Stories in Italian Literature and Cinema.**
The topic of Love will guide us across Italian Literature and Cinema. We will analyze historical Loves and Lovers from the Middle Ages up to the present. We will examine how Love was talked about and portrayed, what Love was and what it has become. Love will help us to better understand Italy and Italy will maybe help us to better understand Love.
Instructor(s): L. Bacchini
Area: Humanities.

**AS.214.220. Program Abroad: Medieval & Early Modern Florence Reality & Imagination.**
Intersession Abroad Program. The course examines Reality and Imagination in Medieval and Early Modern Italian Literature, with an emphasis on modern Florence.
Instructor(s): W. Stephens
Area: Humanities.

**AS.214.237. Madness & Trauma in Modern Italian Literature.**
Illness, whether psychological or physiological, is a common trope in Italian literature. In this course, we will examine the fictional and nonfictional works of modern Italian authors who narrate emotional trauma, mental illness, and abnormal psychology. How do these authors confront illness in their protagonists and in themselves? How do external factors (such as war or wide-spread epidemic) change the way in which a narrator or character sees the world?
Instructor(s): A. Falcone
Area: Humanities.

**AS.214.261. The World of Dante.**
An Introduction to the Divine Comedy
Area: Humanities.

**AS.214.271. Boccaccio's Decameron.**
A close reading of Giovanni Boccaccio's masterpiece will allow the students to become acquainted with the civilization of the European Middle Ages. Among the areas of interest are: medieval Italy as a mosaic of powers, faith and religion, women in society, nobles, commoners and the rise of the middle class, the rituals of love, and the purposes of literature.
Instructor(s): P. Forni
Area: Humanities.

**AS.214.278. Italian Film.**
This undergraduate seminar is an overview of 100 years of Italian film history covering such pivotal moments as the early Futurist films, the creation of Cinecittà, the Italian Neorealist film movement, the legendary Commedia all'italiana films, as well as a discussion of classic Italian auteurs such as Fellini, Pasolini, Wertmüller, Bertolucci, and such contemporaries as Garrone and Sorrentino.
Instructor(s): B. Wegenstein
Area: Humanities.

**AS.214.301. Survey of Italian Literature.**
A viaggio dal Rinascimento alla modernità, per incontrare il genio italiano e conoscere la nostra umanità. Through readings from the most celebrated texts by Italian authors, we will travel from the early renaissance to the 20th century to encounter the struggles and triumphs of the human conscience, and the highest achievements of Italian culture. The course will explore poetry, short story, theatre, epic, and novel, with an introduction to Italian opera. Students will have the opportunity to read Dante Aligheri, Baldassarre Castiglione, Galileo Galilei, Giacomo Leopardi, Giorgio Bassani, and many others in original language, and to discover how these works are relevant in our own life and times. Taught in Italian. Recommended course background: Italian AS.210.252; may be taken concurrently with Advanced Italian II.
Prerequisites: Not open to students who have taken AS.214.302.
Instructor(s): E. Refini
Area: Humanities.

**AS.214.302. The Agony and the Ecstasy from Dante to the Romantics.**
By exploring texts and topics in Italian literature and culture from the Middle Ages to modernity, the course will address a variety of themes crucial to the development of the Italian literary tradition. Authors will include Dante, Petrarch, Boccaccio, Ariosto, Tasso, Leopardi, Manzoni.
The course is taught in English with special sessions in Italian for Italian Majors and Minors (so as to count towards the Italian Major/Minor requirements).
Prerequisites: Not open to students who have taken AS.214.301.
Instructor(s): Staff
Area: Humanities.

**AS.214.303. Rome as told by its Narrators.**
The course is intended for students who would like to learn about Rome through its history, literature, and arts. We shall explore the city and its culture, analyzing the works of several authors and film directors. The main goal is to offer an experience of the Eternal City as a place where the whole of Italy is reflected in its beauty and complexity. The course will be taught in English.
Instructor(s): W. Stephens
Area: Humanities.
AS.214.317. Italian Theater from Commedia dell’arte to Dario Fo.
Students must have completed Intermediate Italian II (210.252) or equivalent. Italian writers and performers have created some of the world’s greatest theatrical works, particularly in the genres of comedy and opera. We will study the evolution of Italian theater from the improvisatory humor of the Commedia dell’arte, through the invention and development of Italian opera, to the zany and politically engaged satire of Dario Fo, winner of the 1997 Nobel Prize in Literature. Other major authors we will study include Carlo Goldoni and Luigi Pirandello. We will view film versions and live performances of plays and operas in Italian. The class will be conducted in Italian.
Instructor(s): J. Coleman
Area: Humanities.

AS.214.330. Love and War in Italian Literature.
This course is based on a choice of narrative and poetic texts from several centuries of Italian narrative and poetry. We will examine the literary renditions of the personal stories of Italians caught within the tragic logic of the war. Our focus is going to be the effects of war on love relationships as they are presented by a number of authors including Dante, Tasso, Tomasi di Lampedusa, Berto, Calvino, Bassani and Morante.
Instructor(s): P. Forni
Area: Humanities.

AS.214.333. Shakespeare on the Opera Stage.
From Rossini’s Otello to Cole Porter’s Kiss me Kate, from Verdi’s Macbeth to Leonard Bernstein’s West Side Story, the works of William Shakespeare have been an extraordinary source of inspiration for musical theatre. By exploring operatic adaptations of Shakespeare in different periods and contexts, this course will examine the ways in which composers and librettists have interpreted and reshaped the plays. The course, primarily focused on the 19th century Italian reception of Shakespeare and, in particular, on operas by Rossini and Verdi, will also consider the phenomenon within a broad transnational perspective up to include contemporary opera and musical.
Instructor(s): E. Refini
Area: Humanities.

This course investigates how ecological factors inspired storytellers, influenced modes of literary publication, and determined reader responses in Europe before 1700. Students enrolling in section 2 will attend a supplementary one hour session at a time to be mutually decided and complete the work in Italian.
Area: Humanities.

AS.214.346. The Short Story in Italy Across the Centuries.
The genre of the short story was in many ways invented by the Italians. During the later Middle Ages, preachers adopted the short tale, cultivated by fireside storytellers for ages, to add interest to the morals of their sermons. By the late thirteenth century, Italian writers were collecting such stories for entertainment as well as edification. Boccaccio’s Decameron (1352) was the first classic collection and inspired other collections throughout the Renaissance. It and other Italian collections inspired writers in many genres and countries, including Shakespeare and other dramatists. In modern times, short stories have become one of the predominant genres of world literature. This seminar surveys Italian short fiction from the fourteenth through the twenty-first century. Emphasis is on the representation of Italian culture and history through storytelling, including in film. Course will have two full sections, one taught in Italian for majors, the other taught in English, with no prerequisites, for non-majors. Limited to fifteen students per section.
Instructor(s): P. Forni; W. Stephens
Area: Humanities.

AS.214.347. Petrarch and the Beginnings of the Renaissance. 3 Credits.
This course will focus on the life, work, and thought of Francesco Petrarca, or “Petrarch.” Though known today primarily as the author of Italian love poetry, Petrarach considered his Latin work more lasting. We will explore both sides of his work, the vernacular and Latin (in English translation) to come to an understanding of his place in medieval intellectual history, the history of philosophy, and the history of literature.
Instructor(s): C. Celenza
Area: Humanities
Writing Intensive.

AS.214.350. The Eternal City: Rome in Literature and Film.
This class will be conducted in Italian. By studying the works of modern Italian writers and filmmakers, as well as ancient and medieval texts, we will explore the history and the enduring cultural importance of the city of Rome. We will consider the “myth of Rome” as a center of order and authority, and we will examine texts that subvert this myth by portraying the chaotic, joyous, and unseemly realities of life in Rome. Authors and filmmakers we will study include Virgil, Petrarch, Moravia, Ginzburg, Pasolini, Rossellini, and Fellini.
Instructor(s): J. Coleman
Area: Humanities.

AS.214.353. Travel & Fantasy Worlds in Italian Literature.
This course examines important works of Italian literature that narrate journeys to exotic or imaginary places, blurring the boundaries between reportage and fantasy. We will consider topics including utopias, new worlds and exploration, allegorical and spiritual journeys, construction of identity, and the conceptualization of the “other.” Readings will span from the Middle Ages to the present day, including Marco Polo, Giovanni Boccaccio, and Italo Calvino. The class will be conducted in Italian. Recommended Course Background: AS.210.351 or AS.210.352 or equivalent.
Instructor(s): J. Coleman
Area: Humanities.
AS.214.361. Rome as Told by its Narrators: A Journey through History, Literature, Arts and Film.
The course is intended for students who would like to learn about Rome through its history, literature, arts, and film. We shall explore the city and its culture analyzing the work of several authors. The main goal of that itinerary is to offer a whole experience of Rome through time. The Eternal City is also a place where the whole of Italy is reflected in its beauty and complexity. 
Instructor(s): T. Katinis 
Area: Humanities.

The goal of this course is to acquaint the students with themes and images recurring in the Italian poetic tradition from the Middle Ages to the Novecento. 
Instructor(s): P. Forni 
Area: Humanities.

AS.214.369. Food and Culture in Italy.
Throughout Italy’s history, food traditions have been central to the formation of Italian identities, both national and regional. In this course we will study Italy’s food traditions and explore the ways in which food has become a major theme of Italian literature, film, and music, from the Renaissance to the present day. The class will be conducted in Italian. Students must have completed Intermediate Italian II (AS.210.252) or equivalent. 
Instructor(s): J. Coleman 
Area: Humanities.

Magic and Marvels or Wonders make us question what we see and experience: what is reality, what is illusion; what’s natural and what’s supernatural? What’s human and what’s more, or less, than human? During the Renaissance, ideas about the magical and the marvelous were bound up with questions and issues very different from those of our time. With the exact sciences still to be invented, the nature of the world was much less hard and fast for Renaissance people than it is for the modern educated person. The literary masterpieces of the Italian Renaissance, especially the romance and the theater, provide vivid illustrations of the early modern sense of wonder. Foremost among these are the theatrical comedies which Italian authors revived in imitation of the ancients, and the romances, especially Ariosto’s Orlando furioso (1532) and Tasso’s Gerusalemme liberata (1581). These works influenced ideas about magical and marvelous phenomena across Europe for centuries to come. Works will be read and discussed in English. Italian majors will attend a weekly supplemental discussion in Italian and compose their written work in Italian. 
Instructor(s): W. Stephens 
Area: Humanities.

What does it mean to be Italian rather than French, American, or anything else? What’s the difference between being Tuscan, Milanese, or Sicilian? Between being Christian, Jewish, Muslim, or “other”? How does the reality of Being Italian differ from the clichés that prejudice, commercialism, or mass media fads help to spread? Considering these questions can be important whether you want to use your Italian in business, in academia, or for sheer pleasure, whether you want to watch films, read books, or see the sights. 
Prerequisites: AS.210.251 AND AS.210.252 
Area: Humanities.

AS.214.376. Warrior Women from Ancient Times to Game of Thrones. 3 Credits.
This course will trace the origins of the warrior woman from ancient times through today’s pop culture and reflect on the multiplicity of its social, cultural, and political ramifications. 
Instructor(s): J. Gomez 
Area: Humanities.

The course will explore the notion of ‘voice’ in order to show how poetry, literature, philosophy, and music have been dealing with it throughout the ages. In particular, by focusing on classical figures such as the Sirens, Circe and Echo, as well as by considering the seminal discussions of the ‘voice’ in Plato and Aristotle, the course will address the gendered nature of the voice as a tool to seduce and manipulate the human mind. More specifically, the course will discuss the ways in which male and female voices embody different functions. Examples to be analyzed include texts by Dante, Petrarch, Ariosto, and Tasso. The course will also consider later rewritings of myths concerned with the voice such as Giuseppe Tomasi di Lampedusa’s The Siren and Italo Calvino’s A King Listens. 
Instructor(s): E. Refini 
Area: Humanities.

Who was Niccolò Machiavelli? The author of the Italian Renaissance’s most famous book, The Prince, he also wrote histories, commentaries, comedies, and letters. And he had a career as a prominent Florentine diplomat, which ended tragically but informed everything he wrote. This course is intended to offer students an introduction to Machiavelli’s major works and to the intellectual, social, and political contexts that shaped his thinking. 
Instructor(s): C. Celenza 
Area: Humanities.

AS.214.393. Italian Opera and the Art of Adaptation.
Italian opera, from its very inception, has developed in close dialogue with other art forms. The pioneering operas of Peri and Monteverdi based on the figure of Orpheus are part of a larger cultural movement that saw Renaissance philosophers (Marsilio Ficino), visual artists (Bronzino) and humanists (Angelo Poliziano) resuscitate and transform the ancient Orpheus myth. The subsequent evolution of opera was influenced by (and influenced) innovations in stage comedy, the novel, and other art forms. In this course, we will explore these connections between the development of opera and other facets of Italian culture. No knowledge of Italian is required. The course will be taught in English; an additional Italian language discussion section will be offered for majors. 
Area: Humanities.
**AS.214.437. The Intellectual World of the Italian Renaissance.**
This course is intended to familiarize students with the intellectual world of Renaissance Italy, or more specifically, the “lost” Italian Renaissance of the long fifteenth century, from the time when Petrarch (1304-74) was in full maturity to the 1520s. During this period, most Italian intellectuals wrote the majority of their work in Latin – not the Medieval Latin of the Church and the universities but in what they saw as a more authentic Latin, like that used in ancient Rome, in the time of Cicero, Virgil, Quintilian, and others. These Renaissance “humanists,” inspiring by the example of Roman, and eventually Greek, antiquity, believed that they were carrying out a cultural revival. Who were these humanists? Why then did they choose Latin (and a reformed Latin at that) instead of their “native” tongue as the language in which to effect this renewal? What did this choice afford them in terms of literature and philosophy? Why was this phase of literary and philosophical history undervalued in the evolution of modern scholarship? By the end of this course, you should be able to formulate answers to those questions. Some of the works of these authors still await editions, lying in manuscript libraries or difficult-to-access early printed editions. Many have now had their Latin texts edited, and a number have recently been translated into English. Students therefore have the chance to explore work in a field that is new and growing. A separate Renaissance Latin reading group will accompany the course for those who have studied Latin.
Instructor(s): C. Celenza
Area: Humanities

**AS.214.445. Boccaccio's Decameron and the Multiplicity of Story-Telling.**
Boccaccio's Decameron (1352), a collection of 100 short stories, ranges from the bawdy through the cynical to the romantic and even fantastic. It has inspired numerous writers, artists, musicians and film-makers. We will read Boccaccio's masterpiece on its own terms and in relation to the development of story-telling, from gossipy "news" (novelle) to artistic short story, theatrical adaptation, literary fairy-tale, and the fantastic. The Decameron will be compared with its forerunners in saints' lives, bawdy fabliaux, and moral exempla, and with its literary, theatrical, and filmic imitators in Italy and Europe. Italian graduate students and undergraduate majors will attend an extra weekly meeting conducted in Italian. Those students should enroll in section 2 which will be awarded 4 credits.
Instructor(s): W. Stephens
Area: Humanities.

**AS.214.477. Magic, Marvel, and Monstrosity in the Renaissance. 3 Credits.**
Magic, Monstrosity, and Marvels or Wonders call into question what we see and experience: what is reality, what is illusion; what's natural and what's supernatural? What's human and what's more, or less, than human? During the Renaissance, ideas about the nature of reality were bound up with questions and issues very different from those of our time. With the exact sciences still being invented, the nature of the world was much less hard and fast for Renaissance people than it is for the modern educated person. The literary masterpieces of the Italian Renaissance provide vivid illustrations of the early modern sense of wonder. Foremost among these are the theatrical comedies which Italian authors revived in imitation of the ancients, and the romances, especially Ariosto's Orlando furioso (1532) and Tasso's Gerusalemme liberata (1581). These and other works influenced ideas about magical and marvelous phenomena across Europe for centuries to come. Works will be read and discussed in English. Italian majors and graduate students (who should enroll in section 2) will attend a weekly supplemental discussion in Italian and compose their written work in Italian.
Instructor(s): W. Stephens
Area: Humanities
Writing Intensive.

**AS.214.479. Dante Visits the Afterlife: The Divine Comedy.**
Dante’s Divina commedia is the greatest long poem of the Middle Ages; some say the greatest poem of all time. We will study the Commedia critically to find: (1) What it reveals about the worldview of late-medieval Europe; (2) how it works as poetry; (3) its relation to the intellectual cultures of pagan antiquity and Latin (Catholic) Christianity; (4) its presentation of political and social issues; (5) its influence on intellectual history, in Italy and elsewhere; (6) the challenges it presents to modern readers and translators; (7) what it reveals about Dante's understanding of cosmology, world history and culture. We will read and discuss the Commedia in English, but students will be expected to familiarize themselves with key Italian terms and concepts. Students taking section 02 (for 4 credits) will spend an additional hour working in Italian at a time to be mutually decided upon by students and professor.
Instructor(s): W. Stephens
Area: Humanities.

**AS.214.561. Italian Independent Study.**
Instructor(s): C. Celenza; E. Refini; W. Stephens.

**AS.214.562. Italian Independent Study.**
Instructor(s): C. Celenza; E. Refini; W. Stephens
Area: Humanities.

**AS.214.597. Italian Lit Internship-Summer.**
Instructor(s): J. Coleman; P. Forni.

**AS.214.602. Ruin Loss and the Presence of the Past.**
A seminar that considers how the early moderns encountered the (mostly material, mostly classical) remains of earlier cultures, in both visual and verbal realms. Survival and revival; manuscripts and art works; antiquarianism and the burden of the past; ephemerality and dreams of permanence. Some attention to the methodologies of historicism in both literary and art-historical study, including Burckhardt, Warburg, Panofsky, Greene, and recent work by Nagel and Wood, then a consideration of such figures as Dante, Petrarch, Ronsard, Mantegna, Francesco Colonna, Spenser, Shakespeare, and Milton.
Instructor(s): L. Barkan.
The course aims to outline the musical reception of Michelangelo’s poems from the 16th to the 21st century. Moving from a critical introduction to Michelangelo’s Rime, the course will address Michelangelo’s own ideas on music and the few musical settings of his poems by contemporary composers. The course will turn then to the Post-Romantic renaissance of Michelangelo’s myth as the context within which the main bulk of musical settings of the artist’s poems was produced. What did composers such as Wolf, Britten, Dallapiccola, Shostakovich and Reimann find in Michelangelo’s poetry? Through a close reading of the poems chosen by the composers, the course will explore the biographical, philosophical and socio-historical implications suggested by the different musical settings. No training in music performance or theory is required.
Instructor(s): E. Refini
Area: Humanities
Writing Intensive.

AS.214.604. # internet.
This seminar will address the history of the internet as participatory platform from such social media as facebook and twitter to blogs and forums of political or activist nature, as well as online gaming environments; the questions raised will regard the social change these platforms produce, the legal implications of sharing information, the political and economical issues around “digital labor” (Scholz), as well as the broader ethical questions about identity and the construction of self in participatory online environments. This class will include a hands-on dimension combining media theory & practice.
Instructor(s): B. Wegenstein
Area: Humanities.

The newly acquired "Bibliotheca Fictiva“ collection of rare books contains over 1200 literary forgeries and related documents, and makes Johns Hopkins the only center in Europe or the Americas equipped to investigate the deep relations between literature (in the broad sense that includes historiography), literary forgery, and literary theory. We will trace the development of the concept of literary counterfeit in humanist scholarship, with its medieval and classical antecedents, and the growth of modern literary genres, particularly the historical novel, that depended on concepts of authenticity and probability or verisimilitude. Theoretical readings, from Lorenzo Valla through postmodern literary theory, will be matched with notorious forgeries and with metatextual fiction, from Rabelais and Cervantes to Borges, Eco, and their imitators. Elementary Latin will be helpful but not required; some paleographical skills will be taught; all sessions will be held in the Bibliotheca Fictiva collection in the rare book room of the new Brody Learning Center.
Instructor(s): E. Havens; W. Stephens
Area: Humanities.

AS.214.610. Latin and Vernacular Eloquence from Dante to Bembo.
This course will examine the coexistence of Latin and the Italian vernaculars as languages of literary expression in Italy between the thirteenth and sixteenth centuries. We will study theoretical works that articulate ideals of eloquence and style for Latin and the vernacular and that conceptualize the nature and relative roles of these languages. We will also consider the social, political, and intellectual factors that influenced how literary authors and translators employed Latin and the vernacular. Reading knowledge of Italian is required. While Latin works will be read primarily in translation, we will work with selected texts in Latin with the goal of better understanding medieval and Renaissance Latin style. Some prior study of Latin is assumed; advanced Latin is not a prerequisite.
Instructor(s): J. Coleman.

AS.214.616. Visual Languages in Medical Knowledge.
This interdisciplinary course, co-taught by professor Veena Das (Anthropology) and Research professor and filmmaker Bernadette Wegenstein (German and Romance Languages and Literatures) will track the mediation of images in the making of medical knowledge and show how sensory knowledge is incorporated or transformed in the process. Co-listed with 211.416 and 070.416.
Instructor(s): B. Wegenstein; V. Das
Area: Humanities.

AS.214.630. Rossellini-Fellini-Pasolini: Italian Cinema and its Meaning Beyond Italy.
The great triumvirate of the Italian cinema, Rossellini, Fellini, and Pasolini can be said without exaggerations to be the fathers of modern film. Through the poetry of their moving images, they lay the groundwork in some ways for almost every kind of cinema that has been made in their wake. This course will examine the breadth of their opus and writings in an effort to understand the source of their influence. Recommended Course Background: AS.210.311-AS.210.312 or instructor permission.
Instructor(s): B. Wegenstein.

AS.214.633. Poetry and Divinity in Medieval and Early-Modern Italy.
The late Middle Ages saw intense debates between humanists (like Petrarch and Mussato) who considered great poetry (even from pagan antiquity) to be replete with divine wisdom, and theologians who condemned poetry as mendacious and spiritually corrupting. These debates intensified in the 15th and 16th centuries, leading to important contributions by thinkers like Marsilio Ficino and Giordano Bruno, who re-conceptualized the nature of poetic inspiration and “divine frenzy.” In this course we will consider how these developments shaped both the theory and practice of poetic composition and interpretation. Discussions will be in English. Ability to read Italian is required.
Instructor(s): J. Coleman
Area: Humanities.
AS.214.637. The Intellectual World of the Italian Renaissance. This course is intended to familiarize students with the intellectual world of Renaissance Italy, or more specifically, the “lost” Italian Renaissance of the long fifteenth century, from the time when Petrarch (1304-74) was in full maturity to the 1520s. During this period, most Italian intellectuals wrote the majority of their work in Latin – not the Medieval Latin of the Church and the universities but in what they saw as a more authentic Latin, like that used in ancient Rome, in the time of Cicero, Virgil, Quintilian, and others. These Renaissance “humanists,” inspired by the example of Roman, and eventually Greek, antiquity, believed that they were carrying out a cultural revival. Who were these humanists? Why then did they choose Latin (and a reformed Latin at that) instead of their “native” tongue as the language in which to effect this renewal? What did this choice afford them in terms of literature and philosophy? Why was this phase of literary and philosophical history undervalued in the evolution of modern scholarship? By the end of this course, you should be able to formulate answers to those questions. Some of the works of these authors still await editions, lying in manuscript libraries or difficult-to-access early printed editions. Many have now had their Latin texts edited, and a number have recently been translated into English. Students therefore have the chance to explore work in a field that is new and growing. A separate Renaissance Latin reading group will accompany the course for those who have studied Latin.

Instructor(s): C. Celenza
Area: Humanities
Writing Intensive.

AS.214.639. The Sound of Poetry: Early Modern Approaches to Poetics, Rhetoric, and Music. Although naturally and historically intertwined, music and poetry tended to be described in the early modern period as competing rather than interacting. By looking at both literary and theoretical texts, the seminar aims to explore the ways in which this controversial relation is revealed by the interplay of poetics, rhetoric, and music theory. Reading materials will include classical sources (e.g. Plato, Aristotle, Ps.-Longinus, Quintilian) and their early modern interpretations. Special attention will be given to Torquato Tasso, Giambattista Marino, and Giambattista Doni, whose works will be also discussed in the light of the contemporary development of musical genres (e.g. madrigals, opera). No musical skills required.

Instructor(s): E. Refini
Area: Humanities
Writing Intensive.

AS.214.640. Film Theory. This class deals with film theory in its history and its current trends. We will examine structuralist, feminist, Marxist, psycho-analytic, Deleuzian, and other theoretical approaches to understanding and interpreting the cinematic medium. We will look at several different film samples from European film to Latin American Film, auteur-films to independent documentary collectives, animation films to blockbusters. We will invite at least one film theorist to class during the semester.

Instructor(s): B. Wegenstein
Area: Humanities.

AS.214.641. Renaissance Mock Epic: Pulci, Folengo, and Rabelais. Three of the most wildly inventive works of Renaissance literature are Luigi Pulci’s verse romance Morgante (1478/1483), Teofilo Folengo’s macaronic Baldus (1517/1521) and François Rabelais’s five prose tales known to posterity as Gargantua et Pantagruel (1532-1550’s?). Beginning from a template of mock epic, these three works unleash a tornado of linguistic and narrative tours de force, burlesquing and satirizing almost every aspect of literature, politics, and religion, with such reckless gusto that their authors were often accused of irreligion and even atheism. Their frenetic attacks on every conceivable norm of language, good taste, and decorum provide a fascinating “Dionysian” counterpoint to the dignified “Apollinian” works that are more easily assimilable to modern ideas about the essence of the Renaissance. A thorough familiarity with either early modern Italian or early modern French is absolutely essential for full appreciation of these works, as is a basic knowledge of Latin.

Instructor(s): W. Stephens.

AS.214.653. Pleasure and Virtue in Renaissance Literature. This course will examine major literary and philosophical works from Renaissance Italy that thematize pleasure, questioning (explicitly or implicitly) its place in the hierarchy of human values. We will consider the role that the Renaissance rediscovery of Epicurean and Neoplatonic thought played in shaping how pleasure in its various forms was conceptualized and represented. Authors we will read include Lorenzo Valla, Marsilio Ficino, and Niccolò Machiavelli. Reading knowledge of Italian is required.

Instructor(s): J. Coleman
Area: Humanities.

AS.214.655. Translating Knowledge: Brunetto’s Tresor and Dante’s Convivio. By focusing on Brunetto Latini’s Tresor and Dante Alighieri’s Convivio, the seminar will examine the notion of “encyclopedic knowledge” in the Middle Ages. The two works – both examples of “translation” – call traditional ideas of knowledge into question. The seminar will study the Convivio as a response to the Tresor and will situate Dante’s project within a wider discussion of vernacular translation as a key tool for the dissemination of the classical tradition in the Middle Ages.

Instructor(s): E. Refini
Area: Humanities.

AS.214.658. Dante’s Inferno: A Reading for Teaching. How to Teach the Divine Comedy to American Undergraduates.

Instructor(s): P. Forni.

AS.214.659. Italian Renaissance Humanism. In this course we will study representative works by the major figures of Italy’s humanist movement, considering the significance of the movement as a whole and the many currents that scholars have identified within it. Topics and authors we will explore include early Paduan humanism (Lovato, Mussato), Florentine civic humanism (Salutati, Bruni), the birth of philology (Poliziano, Valla), vernacular humanism (Alberti, Landino), and the relationship between humanistic studies and Christian religion (Ficino, Sannazaro, Erasmus). The class will be taught in English. The ability to read Italian is required. Some knowledge of Latin is desirable but is not required.

Instructor(s): J. Coleman
Area: Humanities.

AS.214.668. Boccaccio I.
A reading of Boccaccio’s Decameron completes the unit of two-semester courses on the Florentine writer.
Instructor(s): P. Forni.

AS.214.671. Ancient and Modern in the Mirror of the City: The Image of Rome in Italian Literature from the 13th to the early 19th Century.
The course will run from October 19th through December 7th, meeting twice per week. The source of two formative traditions shaping Italian identity, Antiquity and Christianity, Rome is the most cited place in Italian literature and a key source for Italy’s ongoing dialogue with the past. Yet, every epoch of Italian literature has had its own idea of the past. How did Italian authors shape the image of Rome? Focusing on both canonical and non-canonical writers, this course will provide a unique approach to the history and vicissitudes of classicism in the history of Italian culture. We will explore the following authors and texts: Le miracole de Roma (13th-century translation into the Roman vernacular of the Latin Mirabilia Urbis Romae, 12th cent.); the Anonimo Romano’s Cronica (1350s); Petrarch (Collatio laureationis, epistles); Poggio Bracciolini’s De varietate fortunae (1431); Biondo Flavio’s preface to his Roma instaurata (1444-46); Raphael’s letter on Roman antiquities to Leo X, written in cooperation with Castiglione (1519); Andrea Fulvio’s preface to his Antiquitates Urbis (1527); “Pasquinades” (“Pasquinate”) from the sixteenth century; Rome in Baroque poetry (Marino and Chiabrera) and in the poetry of the early Arcadian Academy (1690s); 18th-century satires on Rome (Devoti, Contucci); Alessandro Vern’s Notti Romane (1792 and 1804), Leopardi’s letters from Rome (1822); and G. G. Belli’s Sonetti on the ruins and monuments of Rome (1830s). Consequently, this course will also provide students with an overview of the many languages of Italian literature, such as medieval Roman vernacular, medieval and humanist Latin, neo-Latin, and nineteenth-century Roman dialect.
Instructor(s): Staff
Area: Humanities.

AS.214.672. Tasso, the Epic & Tradition.
Students will achieve deep familiarity with Tasso’s Gerusalemme liberata and Aminta: read selections from Gerusalemme conquistata, Il mondo creato, Tasso’s Dialogues, and his literary-theoretical treatises; survey important texts of Tasso criticism, and sample Tasso’s legacy in poetry and figurative arts.
Instructor(s): W. Stephens.

This course will be taught from September 2 through October 14, 2015. The course aims to analyze the development of Foscolo’s poetry in the years between the eighteenth and nineteenth centuries (1798-1807), namely the development from the sonnets and the odes to the poem I Sepolcri, starting off from the most common models of the famous contemporary poets (Parini, Monti, Alfieri, Pindemonte) to arrive at a new understanding of “lyric poetry.” Furthermore, the lectures will focus on the discussions and controversy that arose with regards to the Sepolcri (with Pindemonte and others) immediately after publication, when the novelty of the poem aroused bewilderment and perplexity in many critics, readers and poets. The analysis of the anti-Foscolo writings that appeared at this time - and the replies of Foscolo himself - will show how most of the readers of that time, still tied to a static view of literary genres, were negatively affected by the audacity in the mixture of the various registers that characterize the poem (epic, lyric, elegy, satire, tragedy) held responsible both for the lack of formal and stylistic unity of the poem, and its complete obscurity. The class will be taught in Italian.
Instructor(s): F. Bausi; Staff
Area: Humanities.

AS.214.675. The Invention of the Secular Theatre.
Must read Italian, but not limited to Italian graduate students. Between late Antiquity and the fifteenth century, religious and cultural strictures on theatrical activity were enforced continuously, though not consistently. While spectacle (and, in the later Middle Ages, drama) remained important to medieval life, it was left to Italian humanists to reconstitute secular theater in the fullest sense, by reviving the ancient classical forms of comedy and tragedy, and by inventing new forms such as tragicomedy, commedia dell’arte, and opera. Sixteenth-century drama in Italian was the model for the development of dramatic literature in the other major Western European countries, including works of Shakespeare, Molière and other major authors. After reading several classic texts of the Italian sixteenth century in modern editions, students will produce editions and translations of other texts--both sixteenth-century imprints and the unpublished plays in a unique manuscript recently acquired by JHU—for planned publication. All sessions will be held in Special Collections in the Brody Learning Commons, and students will help prepare an exhibition of Renaissance editions.
Instructor(s): E. Havens; W. Stephens
Area: Humanities.

AS.214.676. The Renaissance Comic Romance.
In the second half of the fifteenth century, Italian poets transformed the medieval adventure stories of Charlemagne’s and Arthur’s knights. Luigi Pulci’s earthy, bourgeois Morgante and Matteo Maria Boiardo’s romantic, courtly Orlando innamorato created two variants of a genre that led from Ariosto’s Orlando furioso through Folengo’s Baldus to inspire Rabelais’s Gargantua and Pantagruel, Cervantes’ Don Quixote, and, eventually, the European novel. The course concentrates on the works of Pulci, Boiardo, and Folengo, combining close analysis of their linguistic and narrative fabric with examples of their influence on later comic masterpieces.
Instructor(s): W. Stephens
Area: Humanities
Writing Intensive.
AS.214.678. Ariosto's Orlando Furioso.
Ludovico Ariosto (1474-1533) was one of the major poetic innovators of the European Renaissance. He is best known for Orlando Furioso, the long epic-romance that also bears traces of his innovations in other genres, especially theatrical comedy in the vernacular. Orlando Furioso is an encyclopaedia of Renaissance genres and topics that was influential throughout European literature. Written as a continuation of Boiardo’s Orlando Innamorato (left unfinished in 1494), Ariosto’s poem overshadowed his competitors, including Giangiorgio Trissino and the Tassos, father and son. From L’Italia liberata dai goti and L’Amadigi to Gerusalemme conquistata (leaving aside the many poems now forgotten), only Gerusalemme liberata achieved anything comparable to the popularity and critical acclaim won by the Furioso. Aside from three complete redactions printed in 1516, 1521, and 1532, Ariosto left at his death five unfinished cantos that were never integrated into the poem, and that would have altered it considerably. Reading ability in Italian required.
Instructor(s): W. Stephens.

AS.214.684. The Commentary Tradition and the Birth of Literary Scholarship.
The practice of commenting on texts lies at the foundations of what we call today “literary criticism.” From the Bible to Dante’s Divine Comedy, from Greek and Latin poetry to medieval and Renaissance literary writings, the many questions posed by the commentators have contributed widely to the shaping of the modern notions of reading and interpretation. What do we look for when we read a text? How do we approach it? How does our reading interact with the author’s intention? To what extent is the commentator appropriating the author’s prerogatives? By exploring a wide range of case studies, the seminar aims to reassess the role of the commentary tradition within the development of literary scholarship and as a genre per se. Some sessions will take place at the Hopkins Special Collections and at the Walters Art Museum, where students will have the opportunity to work on both manuscripts and early prints, and select materials for their presentations.
Instructor(s): E. Refini
Area: Humanities.

AS.214.729. Petrarch and His Legacy.
In this seminar we will study Petrarch’s poetry, as well as selected prose works. We will consider the various facets of Petrarch’s profound influence on European literature and intellectual culture: his role in inaugurating humanism and the revival of classical learning; his new vision of historical change and human subjectivity; the immense impact of his Canzoniere on European lyric poetry and on the development of the Italian language itself. The conclusion of the course will be devoted to early modern authors who adapted the Petrarchian lyric mode in new ways, including Vittoria Colonna, Thomas Wyatt, and Shakespeare.
Instructor(s): J. Coleman
Area: Humanities.

An introduction to the Italian novel of the 20th Century
Instructor(s): P. Forni
Area: Humanities.

This seminal text of the late Middle Ages will be a point of departure for discussing the role of literature in forging the socio-political convictions of Western Civilization.
Instructor(s): P. Forni
Area: Humanities.

Giambattista Vico’s Principi di scienza nuova d’intorno alla comune natura delle nazioni (1725, 1730, 1744) was intended to found an “ideal” and “eternal” model of human development, valid for all societies. Vico considered his project both philology and philosophy, and tried to revolutionize thinking about human history as practiced between about 1550 and 1700, by exposing misconceptions behind attempts to square “sacred history” (the presumed historical accuracy of the Bible) with “profane” or non-Judeo-Christian concepts of history, both ancient and modern. The culture shock underlying this “old science” stimulated Vico to base philosophical and historical knowledge of mythology on a conception of narration. Recommended Course background: Italian and Latin
Instructor(s): W. Stephens
Area: Humanities.

AS.214.765. Casiglione and Della Casa.
The students will become acquainted with two of the most influential books of conduct written in the Renaissance: the Cortegiano and the Galateo.
Instructor(s): P. Forni.

AS.214.769. The Orpheus Myth and the Arts in Early Modern Italy.
The revival of the Orpheus myth in Early Modern Italy shaped some of the period’s most important developments in literature, music, and the visual arts: as the first Italian secular play, Angelo Poliziano’s Orfeo marked a new beginning for Italian theater in the late fifteenth century. Just over a century later, the composers and librettists who created Italian opera (Peri, Rinuccini, Monteverdi, Striggio, and others) made the Orpheus myth the most characteristic theme of this new art form. In this course we will study these and other Early Modern works based on the Orpheus myth, as well as their classical antecedents (including texts by Virgil, Ovid, Boethius). We will explore the literary, musical, and artistic repercussions of the rediscovery and reinterpretation of ancient Greek Orphic poetry by intellectuals and poets of Lorenzo de’ Medici’s circle, including Marsilio Ficino, Cristoforo Landino, and Giovanni Pico della Mirandola. Discussions will be conducted in English. Some knowledge of Italian is desirable, but advanced Italian is not a prerequisite.
Instructor(s): J. Coleman.

In this seminar we will examine a selection of literary reflections on and engagements with globalization and its mounting failures and burdens, as it has emerged in Europe and the Americas from the mid-twentieth century to the present. From the economic, constitutional, and cultural politics around the unification of Europe, to the ideological and imperial misfortunes of the U.S. after the collapse of the “End-of-History” thesis, to the resurgence of state populism in Latin America in the wake of neoliberal exhaustion, literary fiction has been deployed to posite, explore, and contest national and post-national myths of identity. The seminar will interrogate how this engagement functions both as aesthetic and theoretical discourse. Readings may include novels by Albert Camus, W. G. Sebald, Leonardo Sciascia, Orhan Pamuk, Javier Marías, Roberto Bolaño, and Jonathan Franzen, along with theoretical writings by Gianni Vattimo, Jürgen Habermas, Rodolphe Gasché, and others.
Instructor(s): E. Gonzalez; W. Egginton
Area: Humanities.
AS.214.790. What is Philology?.
In recent years, philology has gained new attention as a field of methodological reflection which at the same time opens up Literary Criticism towards interdisciplinary research and media studies as it emphasizes the specific status of Literary Criticism in the humanities. The course will examine the changing field(s) of philology from the 18th century to the present in both historical and systematic scope. Including methods of textual criticism, edition philology, and hermeneutics, philology has been addressing questions of theory, methodology and epistemology in various constellations. Precisely because philology’s interest lies in connecting languages and literatures to their historical contexts, one of its primary tasks is to account for the epistemic framework and limitations of such historization, so as to ensure that the literary object not be confused with historical contexts but is perceived as a distinct phenomenon in itself. – In addition to these questions, the course will discuss methods of edition philology, ranging from historical-critical edition to “material philology” and “genetic criticism” along with analyzing editions of Kafka, Joyce and Flaubert. Further, we will examine the more recent discussion on philology and new media (e.g. digital editions). Readings will include Vico, Schlegel, Schleiermacher, Nietzsche, Auerbach, Szondi, Bollack, Nichols, Cercuqilini, and Ferrer among others. The course will be taught in English. Meets with 212.790, 213.790, and 215.790
Prerequisites: 
 Instructor(s): E. Strowick; J. Neefs
Area: Humanities.

Placed at the crossroads of aesthetics and politics, psychology and economics, the history of technology and popular culture, film has emerged as the interdisciplinary object of study par excellence. Based on intensive weekly viewing and on classic and contemporary statements in film theory, this seminar—required for the Graduate Certificate in Film and Media—opens up questions of film language, authorship, genre, spectatorship, gender, technology, and the status of national and transnational cinemas.
Instructor(s): B. Wegenstein; D. Schilling.

AS.214.792. GRLL SEMINAR/Fellini - Almodóvar.
In this co-taught graduate seminar, Professors Eduardo González and Bernadette Wegenstein will be discussing these two seminal European directors in their cultural and historical context and with an eye to both their radical eccentricity and utter centrality to cinema today (e.g., The Great Beauty). Our discussions will start with questions that are intrinsic to film theory such as mimicry, travesty, the visual and narrative construction of the erotic, as well as questions pertaining to the degree of realism in these directors’ work, i.e., the “road beyond neorealism” for Fellini, and Almodóvar’s queerness as expressed in his “true-and-false testimonies.” We will then proceed to read and watch some historical documents around the constructions of some of these directors’ films, such as Petronius’ Satyricon, about the worshiping of the most important female deity in late antiquity, Isis, in light of Fellini’s Satyricon; and Thierry Jonquet’s novel Tarantula and the French-Italian horror film, Eyes Without a Face (1960), which were both the basis for Almodóvar’s The Skin I Live In (2011). We will be reading Karen Pinkus’ Montesi Scandal, a unrealized screenplay about the birth of the Paparazzi in Fellini’s Rome, as well as Almodóvar’s columns from La Luna de Madrid, written in the persona of a female prostitute. The class will also include several guest speakers TBA.
Instructor(s): B. Wegenstein; E. Gonzalez
Area: Humanities.

AS.214.851. Italian Foreign Language Teaching Practicum I.
Required for first-year Italian Graduate Students. Must take Italian Foreign Language Teaching Practicum II (AS.214.852) to receive credit for this course. This course will not have a scheduled meeting time.
Instructor(s): A. Zannirato
Area: Humanities.

AS.214.852. Italian Foreign Language Teaching Practicum II.
Required for First year Italian Graduate Students. This course will not have a scheduled meeting time.
Prerequisites: AS.214.851
Instructor(s): A. Zannirato
Area: Humanities.

AS.214.861. Italian Independent Study.
Instructor(s): C. Celenza; E. Refini; W. Stephens.

AS.214.862. Italian Dissertation Res.
Instructor(s): B. Wegenstein; C. Celenza; E. Refini; P. Forni; W. Stephens.

AS.214.863. Italian Proposal Prep.
Instructor(s): Staff.

The revolts of African slaves and Native Americans in colonial and present-day Latin America have captured the attention of some of the best Latin American and European filmmakers of the last decades. This course will explore the representation of African slaves and Indian rebels on the big screen from a revisionist historical perspective paying attention to the struggle for their liberation and resistance against the abuses of capitalism in connection with postcolonial studies and the key notion of the coloniality of power. We will focus on these issues through the critical analysis of six films: QUILOMBO (Brazil), BURN! (Italy and France), THE LAST SUPPER (Cuba), ERENDIRA IKIKUNARI (Mexico), TUPAC AMARU (Cuba and Peru) and SHIP OF FOOLS (Argentina). All films have English subtitles and all discussions will be in English.
Instructor(s): J. Valiente-Nunez
Area: Humanities, Social and Behavioral Sciences.

AS.215.113. The Andes through Quechua.
Quechua, the lingua franca of the Inka Empire, is the first language of more than ten million people throughout the Andes and second language of millions more. This multi-media course prepares students for further study of Quechua and the Andes. Through film, song, short story, and communicative language instruction, students will learn basic words, phrases, and grammar for oral communication; reading and writing skills; as well as study habits and resources to continue their learning.
Instructor(s): A. Smith
Area: Humanities.

AS.215.117. Film & Feminism.
This course is an introduction to the intersections between film and feminist theory, activism and criticism. Each session will involve a screening and discussion of readings exploring topics such as the nature of the gaze, global feminism, “girl” culture, and constructions of femininity and beauty. Directors include Fellini, Almodovar, Claudia Llosa, Deepa Mehta, Ousmane Sembène and others. The course aims to prepare students for future courses in film and/or women, gender and sexuality studies.
Instructor(s): A. Sheeran
Area: Humanities.
Paul Leduc is a unique independent filmmaker from Mexico whose films explore different aspects of the history of his country. If there is something that defines Leduc’s films, this is his social compromise with the poor and the oppressed and their liberation as well as the denunciation of the abuses committed by capitalist globalization in Mexico. In this course, we will pay attention to these issues when watching Leduc’s five most important films: Reed: Insurgent Mexico (1973), Frida: Alive Nature (1986), What Do You Think? (1986), Baroque (1989) and Cobrador, in God We Trust (2006). All films have English subtitles.
Instructor(s): J. Valiente-Nunez
Area: Humanities, Social and Behavioral Sciences.

Latino/as form a rich and important cultural component of the American community and Latino/a writers comprise a dynamic demographic in the U.S. literary world. This course will examine the work of key Latino/a authors (Junot Diaz, Sandra Cisneros, Julia Alvarez), with a particular emphasis on those of Chicano and Caribbean heritage. In this survey of U.S.-Latino/a fiction, we will explore the various ways that native bi-cultural and bi-lingual individuals negotiate the challenges of identity, belonging, and self-expression through literature.
Instructor(s): J. Baumgardt
Area: Humanities.

During a 1955 gathering of filmmakers in Salamanca, several directors implored their peers and colleagues to rebel against the stringent censorship of Francisco Franco’s regime. In this course, we will examine films produced in Spain following that seminal moment and during the decline of Franco’s dictatorship. In addition to providing the films with a cultural and historical background, we will consider the variety of responses to the state censorship that abounded during Franco’s reign.
Instructor(s): C. Kozy
Area: Humanities.

AS.215.231. Introduction to Literature in Spanish.
The main objective of this course is to examine and discuss specific authors and topics in literature in Spanish from the Middle Ages to the 20th century. The course is designed to cover a selection of Hispanic texts from Spain and Latin America. Literary genres to be studied will include narratives, poetry, and drama. The bulk of each class session will be dedicated to the discussion of the assigned readings. This course is taught in Spanish. This course is required for the major in Spanish.
Instructor(s): E. Gonzalez; Staff
Area: Humanities.

AS.215.243. Freshman Seminar: The Middle Ages in Film.
The Middle Ages and medieval themes are ubiquitous in popular movies of our times. This course studies the Middle Ages as they have been portrayed in film, with a focus on Spain. Course materials include studies on the imaginative uses of the Middle Ages as well as films like The Cid, Tirante el Blanco, Ladyhawke, and Destiny, among others.
Instructor(s): N. Altschul
Area: Humanities.

AS.215.303. Program Abroad: Cuba in Film and Literature.
Interession Abroad Program. The course examines Cuba through contemporary film and literature.
Instructor(s): E. Gonzalez
Area: Humanities.

During a 1955 gathering of filmmakers in Salamanca, several directors implored their peers and colleagues to rebel against the stringent censorship of Francisco Franco’s regime. In this course, we will examine several films produced in Spain following that seminal moment and during the decline of Franco’s dictatorship. In addition to providing the films with a cultural and historical background, we will consider the variety of responses to the state censorship that abounded during Franco’s reign.
Instructor(s): C. Kozy
Area: Humanities.

This course explores the work of the amorous poet and the “lady of his thoughts” from Garcilaso’s sonnets (1543) to don Quijote’s infamous love for the immaterial Dulcinea (1605). A chronological selection of amorous poetry from the period, including Cervantes’ own work as a poet, will be read in conjunction with excerpts from Leon Hebreo’s, Dialogues of Love, the key philosophical text for Neo-platonic love which was in wide circulation among poets of the period.
Instructor(s): G. Ponce
Area: Humanities.

AS.215.311. Radicalism, Film & Literature in Modern Latin America-Community Based Learning.
This course will explore the cultural symbiosis of radical politics, film, and literature in modern Latin America. Beginning with Cuban revolutionary Jose Marti and the definitive end of the Spanish Empire and concluding with current socialist movements in South America, we will analyze key radical texts by the likes of Friedrich Engels and Ernesto “Che” Guevara, classic films like The Battle of Chile by Patricio Guzman, and important works of literature by authors such as Pablo Neruda and Rigoberta Menchu. Note: Class will be conducted in English and all assigned texts will also be in English in order to encourage interdisciplinary enrollment and participation.
Instructor(s): M. Strayer
Area: Humanities.

The readings bring into consideration the question of terror (of war) and displacement as experienced by migrants in novels by prize winning authors such as Arguedas, Vargas Llosa, Alarcon, Riesco, Roncagiolo and Silva Passuni.
Instructor(s): S. Castro-Klaren
Area: Humanities.

Desde la conquista musulmana hasta la expulsión de los moriscos la Península Ibérica fue una sociedad caracterizada por el multilingüismo y la presencia, muchas veces conflictiva, de habitantes de las tres religiones monoteístas. Este curso presenta un panorama de las literaturas y culturas hispano-musulmanas e hispano-judías, así como hispano-cristianas y de temática morisca, desde la conquista musulmana (711) hasta la segunda parte del Quijote (1615).
Recommended Course Background: AS.210.311-AS.210.312 or instructor permission.
Instructor(s): H. Sieber; N. Altschul
Area: Humanities.
AS.215.327. Modern Political Thought in Latin America.
Sophomores, Juniors and Seniors only. The course is an introduction to modern political tough in Latin America. It draws on essays and novels written by major and influential political thinkers such as D.F. Sarmiento, Gonzalez Prada, J.C. Mariategui, Leopoldo Zea, J. E. Rodo, Octavio Paz, Jose Revueltas, Jose Maria Arguedas, Mario Vargas Llosa, Darcy Ribeiro, Enrique Dussel and the authors of the Sumac Kawsay as well as Liberation Theory central writings. The course will be taught in English. Students wishing to do work in the original Spanish or Portuguese will be encouraged to do so.
Instructor(s): S. Castro-Klaren
Area: Humanities.

A close reading and discussion primarily in Spanish of Cervantes’ masterpiece, with concentration on its major themes and contributions to the formation of the modern novel. We will use A. Murillo’s edition of the novel, Editorial Castalia.
Prerequisites: AS.210.311 AND AS.210.312
Instructor(s): H. Sieber
Area: Humanities.

AS.215.337. Teatro Espanol del Siglo del Oro.
Close reading of various Spanish authors, among them Lope de Vega, Calderon de la Barca, Moreto, and Zorilla. Students should have taken courses beyond intermediate level or advanced Spanish. This class will be conducted primarily in Spanish as a seminar and will require active participation and discussion. Papers will be written in Spanish.
Undergraduate Seminar.
Instructor(s): H. Sieber
Area: Humanities.

AS.215.338. Introduccion a la literatura argentina.
La literatura se enmarca en la realidad social y es una ventana hacia la cultura. En esta introducción consideraremos diferentes temas de especial importancia en la cultura y literatura argentina, como la separación entre la ciudad (puerto, civilización, contacto europeo) y el campo (provincias, barbarie, tradicionalismo rural) que empieza con el texto fundacional de Domingo F. Sarmiento, Facundo. Observaremos asimismo que esta influyente dicotomía que se establece con la independencia política es modificada con la llegada masiva de inmigrantes a fin de siglo y finalmente pierde su fuerza con la dictadura militar de los años ’70 y con el desencanto neoliberal que estalla con la crisis del 2001.
Instructor(s): N. Altschul
Area: Humanities.

AS.215.334. Nación criolla: cultura y literatura en el siglo XIX.
El curso examina la formación de nuevas identidades hispanoamericanas y la búsqueda de un pasado que las haga legítimas, especialmente en el Cono Sur (Chile, Argentina, Uruguay).
Consideraremos en particular las relaciones con el pasado español y con el pasado amerindio en textos políticos, críticos y literarios de figuras clave del siglo diecinueve, e.g. Domingo Faustino Sarmiento, Andrés Bello, Simón Bolívar, Esteban Echeverría, y José Victorino Lastarria.
Area: Humanities.
AS.215.388. Narrating Mexico: Novel and History. 3 Credits.
The 200 years since the eruption of Mexican Independence present a panorama of struggle, strife, and literary creation. This course explores how Mexican literature formulates, contests and conditions portrayals of the national reality of Mexico. Taught in Spanish. Recommended Course Background: Advanced Spanish I or another Spanish survey course.
Instructor(s): C. Ray
Area: Humanities
Writing Intensive.

Through the careful study of Carlos Fuentes’ novel of Mexico City, La región más transparente, we will examine the city’s multiple and contending histories and mythographies from the Aztecs to the present as rendered in visual, textual, and performance media: murals, cinema, TV, burlesque, lucha libre, etc. Taught in Spanish; the course requires advanced reading skills in Spanish. Prior consultation with the instructor is required.
Prerequisites: AS.210.311
Instructor(s): E. Gonzalez
Area: Humanities.

Advanced Spanish and reading proficiency. Estudio de las culturas literarias de Argentina, Uruguay y Chile en sus respectivos contextos sociales y políticos desde la conquista española. Las culturas indígenas, el desarrollo de la nación, las culturas populares, culturas inmigrantes, regímenes políticos, actualidad económica y social en la época de la globalización.
Instructor(s): E. Gonzalez
Area: Humanities.

What is human madness? Taking into account Foucault’s famous dictum, “There can be no madness without society,” this course returns to the earliest constructions of madness in the early modern period and moves forward into modernity through a close reading of literary, philosophical and scientific texts published in Spain. Readings include: Cervantes, Leon Hebreo, Huarte de San Juan, Lope de Vega, Calderon, Galdos, Freud, and others. Earlier representations of mental disquiet will be compared with the latest advances in psychology and neurosience published in the JHU Gazette and the HUB. Recommended Course Background: AS.210.312
Instructor(s): G. Ponce
Area: Humanities.

While our modern conception of “horror” owes much to English literature of the 19th century, it has an under-appreciated precedent in the literature of the Spanish Golden Age. In this course we will read tales of witches, monsters, and the living dead from an age that predates ours by 400 years, but whose darkest fears are surprisingly familiar.
Instructor(s): W. Egginton
Area: Humanities.

AS.215.422. Amor y romanticismo en una Novela y tres películas.
Prerequisites: AS.210.311 AND AS.210.312
Area: Humanities.

Close reading of the Lazarillo de Tormes, Guzman de Alfarache, Miguel de Cervantes, and others. Taught in Spanish.
Prerequisites: AS.210.312
Instructor(s): H. Sieber
Area: Humanities.

AS.215.443. Hispanic Literatures and the Arts.
Literary works from different genres (fiction, drama, poetry) by authors from Spain and Latin America are studied and illustrated in reference to the plastic and visual arts and cinema, indigenous, popular, and religious cultures. Cross-listed with PLAS
Instructor(s): E. Gonzalez
Area: Humanities.

El arte cinematográfico del gran cineasta español será estudiado a través de su obra, vista en partes selectas, obras enteras y dentro del marco escénico provisto por otras películas del cine español. Recommended Course Background: AS.210.326 or demonstrated proficiency in the language.
Instructor(s): E. Gonzalez
Area: Humanities.

AS.215.452. Che Guevara and Magical Realism.
His detractors often compare him to Hitler while many of his admirers see in him a saint and a martyr like Jesus Christ. Cuban school children are taught to be like him. Che was killed in 1967, the same year in which Gabriel García Márquez published Cien años de soledad (One Hundred Years of Solitude). We will study Guevara’s life as a militant revolutionary through his own writings and the exorbitant style known as realismo mágico, crafted by García Márquez, one of Che’s great admirers. Four movies will anchor our visual take on the myth and the man: Los diarios de motocicleta (Walter Salles, 2004), Che I and Che II (Steven Soderbergh, 2008), and Wall Street (Oliver Stone, 1987). The nineteen-eighties narcotraffic boom in Colombia and the cocaine-driven financial high times during the late Reagan years will frame our study. Taught in Spanish
Instructor(s): E. Gonzalez
Area: Humanities.

Study of the music and literature inspired by three groups of great liminal influence in the cultural and political affairs of their respective nations. Gauchos (Argentina), Afro Hispanics (Cuba, Puerto Rico, Santo Domingo), Gitanos (Spain). Attention given to popular and learned myths and stereotypes and the history of efforts to establish self-identity. Conducted in Spanish. Recommended Course Background: AS.210.326
Instructor(s): E. Gonzalez
Area: Humanities.
We will study the visual and textual arts, cinema, political culture, and blogosphere; reaching back to the first phases in the building of the revolutionary state apparatus and its sovereign mandate. Taught in Spanish.
Prerequisites: AS.210.312[C]
Instructor(s): E. Gonzalez
Area: Humanities.

This course will deal with close readings of Borges ficciones and critical essays in order to determine how his thinking on the problem of writing and thinking is fictionalized in his stories.
Instructor(s): S. Castro-Klaren
Area: Humanities.

AS.215.466. The Spanish Avant-garde.
From the turn of the 20th century until the outbreak of Civil war in 1936, Spain witnessed the greatest flourishing in its literary and artistic scenes since its Golden Age 300 years before. In poetry, prose, painting, and film, Spanish artists and intellectuals were innovating artistic forms and participating in new kinds of cultural production and critical practice. In this course we will examine this period, paying special attention to the works of such writers and artists as Miguel de Unamuno, José Ortega y Gasset, Luis Buñuel, Salvador Dalí, Federico García Lorca, and Pablo Picasso. The course will be taught in Spanish.
Instructor(s): W. Egginton
Area: Humanities.

Readings will include selections from Medieval and Renaissance Works, such as "El Conde Lucanor", "Amadis de Gaula", "La carcel de amor", "El Abencerraje", "Lazarillo de Tormes", "La Diana", "El buscon", "Novelas ejemplares" (Cervantes) and "Don Quixote".
Instructor(s): H. Sieber
Area: Humanities.

Taught in Spanish. Este curso examina la presencia del Islam y el concepto del "oriente" en el Cono Sur, especialmente Argentina. Leeremos obras de los siglos 19 y 20 que representan al oriente, y discutiremos los significados y cambios que la llegada de inmigrantes "íslamicos" produjo en la cultura literaria de esta zona de América Latina. Tendremos en cuenta de forma particular que el problema del "oriente" en España y sus colonias es un problema "interno". Debido a que la península ibérica tuvo una importante presencia musulmana durante toda la edad media (711-1609), en los círculos europeos España fue considerada "islámica" y "oriental" también durante los tiempos modernos. Es así que el Oriente llega a América con la conquista de los españoles "islamizados." Cross-listed with PLAS 344
Instructor(s): N. Altschul

Desde el 711 hasta el 1609 de la era cristiana, la Península Ibérica fue una sociedad multi-lingüística con zonas y ciudades pobladas y/o administradas por miembros de las tres religiones abrahámicas monoteístas. Este curso presenta un panorama de las literaturas hispano-musulmanas, hispano-judías e hispano-cristianas haciendo especial hincapié en el contexto histórico de la península. Los textos en árabe y hebreo serán leídos en traducción inglesa o castellana, dependiendo de su accesibilidad. Taught in Spanish
Instructor(s): N. Altschul
Area: Humanities.

AS.215.525. Spanish Independent Study.
Instructor(s): E. Gonzalez; W. Egginton.

Instructor(s): E. Gonzalez; H. Sieber; N. Altschul; S. Castro-Klaren
Area: Humanities.

AS.215.527. Spanish Internship.
Instructor(s): E. Gonzalez
Area: Humanities.

We will hone our skills in reading novels as political documents and political documents as narrative with revolution and revolt in the background and Marxism as the main informing theoretical legacy. Writings by Cortázar, Vargas Llosa, Euclides da Cunha, Carpentier, Bolaño, Marx, Gramsci, Mariátegui, Fanon, Deleuze, Toscano, Badiou.
Instructor(s): E. Gonzalez.

Close readings in historical context of José Donoso’s El obsceno pájaro de la noche and Casa de campo, Isabel Allende’s La casa de los espíritus, and Pilar Donoso’s Correr el tupido velo, as well as selected essays from Sandra M. Gilbert’s "Rereading Women"
Instructor(s): E. Gonzalez
Area: Humanities.

AS.215.623. Literary Patronage in the Age of Cervantes.
This seminar will concentrate on the roles and relationships of patrons and clients, particularly after the death of Phillip II (1598). Dedications by authors to their patrons will be discussed and each student will select a particular author as a semester-long project. Authors include Cervantes, Gongora, Quevedo, Lope de Vega, Velez de Guevara and Maria de Zayas.
Instructor(s): H. Sieber
Area: Humanities.

This seminar will be based on close readings of the 'Lazarillo de Tormes', selections from Mateo Aleman’s ‘Guzman de Alfarache’, and three of Cervantes’ ‘Novelas ejemplares.’ These texts reflect the impact that Spanish fiction exerted on Golden Age Spanish literary history and on the European novel in general. An extensive bibliography will also be covered.
Instructor(s): H. Sieber.

AS.215.635. Spanish Golden Age Theater.
Close reading of plays by lope de Vega, Calderon, Tirso de Molina, and others.
Instructor(s): H. Sieber
Area: Humanities.

AS.215.639. Don Quijote de la Mancha.
The novel will be the focus of the entire seminar. Recent trends in Cervantes criticism, textual issues related to the novel's publication, biographical, cultural, and social history, and patronage in the Courts of Philip II and III will be topics of discussion and research. The goal is a wide-ranging appreciation and understanding of the novel's original contexts.
Instructor(s): H. Sieber.

From the turn of the 20th century until the outbreak of Civil war in 1936, Spain witnessed the greatest flourishing in its literary and artistic scenes since its Golden Age 300 years before. In poetry, prose, painting, and film, Spanish artists and intellectuals were innovating artistic forms and participating in new kinds of cultural production and critical practice. In this course we will examine this period, paying special attention to the works of such writers and artists as Miguel de Unamuno, José Ortega y Gasset, Luis Buñuel, Salvador Dalí, Federico García Lorca, and Pablo Picasso. The course will be taught in Spanish.
Instructor(s): W. Egginton
Area: Humanities.

AS.215.646. The Spanish Avant-garde.
From the turn of the 20th century until the outbreak of Civil war in 1936, Spain witnessed the greatest flourishing in its literary and artistic scenes since its Golden Age 300 years before. In poetry, prose, painting, and film, Spanish artists and intellectuals were innovating artistic forms and participating in new kinds of cultural production and critical practice. In this course we will examine this period, paying special attention to the works of such writers and artists as Miguel de Unamuno, José Ortega y Gasset, Luis Buñuel, Salvador Dalí, Federico García Lorca, and Pablo Picasso. The course will be taught in Spanish.
Instructor(s): W. Egginton
Area: Humanities.

This seminar will be based on close readings of the 'Lazarillo de Tormes', selections from Mateo Aleman’s ‘Guzman de Alfarache’, and three of Cervantes’ ‘Novelas ejemplares.’ These texts reflect the impact that Spanish fiction exerted on Golden Age Spanish literary history and on the European novel in general. An extensive bibliography will also be covered.
Instructor(s): H. Sieber.

AS.215.663. Spanish Golden Age Theater.
Close reading of plays by lope de Vega, Calderon, Tirso de Molina, and others.
Instructor(s): H. Sieber
Area: Humanities.

AS.215.682. The Novel, Political Theology, and Revolution.
We will hone our skills in reading novels as political documents and political documents as narrative with revolution and revolt in the background and Marxism as the main informing theoretical legacy. Writings by Cortázar, Vargas Llosa, Euclides da Cunha, Carpentier, Bolaño, Marx, Gramsci, Mariátegui, Fanon, Deleuze, Toscano, Badiou.
Instructor(s): E. Gonzalez.

AS.215.687. The Novel and the Ghost of Feminism.
Close readings in historical context of José Donoso’s El obsceno pájaro de la noche and Casa de campo, Isabel Allende’s La casa de los espíritus, and Pilar Donoso’s Correr el tupido velo, as well as selected essays from Sandra M. Gilbert’s "Rereading Women"
Instructor(s): E. Gonzalez
Area: Humanities.

AS.215.691. Literary Patronage in the Age of Cervantes.
This seminar will concentrate on the roles and relationships of patrons and clients, particularly after the death of Phillip II (1598). Dedications by authors to their patrons will be discussed and each student will select a particular author as a semester-long project. Authors include Cervantes, Gongora, Quevedo, Lope de Vega, Velez de Guevara and Maria de Zayas.
Instructor(s): H. Sieber
Area: Humanities.
Taking into account the crisis in self (national) representation and the fluidity of identities, the course will delve into the work of major Latin American writers in order to study issues of self-representation across time and specific contexts. The course will begin with the work of Sarmiento and move on to Gilberto Freire, Rachel de Queiroz and Clarise Lispector. In a second stage the course will delve into Garcia Marquez' autobiography and Mario Vargas Llosa's "La tía Julia y el escribidor", to end with Ernesto Cardenal's autobiography.
Instructor(s): S. Castro-Klaren.

Four authorships deeply embroiled in translation and the work of Eros and Thanatos will be studied: J. L. Borges (Pierre Menard), J. Derrida (fragments from La carte postale), Javier Mariás (Corazón tan blanco), and Andrés Neuman (El viajero del siglo).
Instructor(s): E. Gonzalez.
Area: Humanities.

AS.215.646. The Narrative of Conquest in the Andes, 1530 - 1680.
Departing form narratology and the perspective of post-colonial studies, the course will analyze the narrative of conquest as developed by Cieza de Leon, Garcilaso de la Vega, Inca, Guaman Poma, Jose de Acosta and William Prescott.
Instructor(s): S. Castro-Klaren.

From neuroscience to political theories, we will examine early modern and late modern works in literature and critical thought in which dreams and dreaming intersect with power under diverse political regimes and modalities.
Instructor(s): E. Gonzalez.
Area: Humanities.

AS.215.650. Mexico and the Invention of America.
Departing from O'Gorman, the course will entail a reconsideration of the discursive invention of Mexico-America. Anonymous, Sahagun, Clavijero, Humboldt, Dussel and Alzandua will conform part of the readings.
Taught in English
Instructor(s): S. Castro-Klaren.
Area: Humanities.
Writing Intensive.

This course will focus on the art of writing poetry, the art of reading poetry and the poetics of each of the poets whose work is the textual matter of the course.
Instructor(s): S. Castro-Klaren.
Area: Humanities.

Readings from colonial times to the present from three cultural legacies, Hispanic, English and French. Centered on slavery and its sequels.
Instructor(s): E. Gonzalez.

AS.215.688. Postcolonial Middle Ages.
Taught in English. Postcolonial Studies dramatically changed inquiry on the Middle Ages in the last two decades, mainly in the study of English and French materials. This seminar brings medieval Iberian subjects into the discussion and examines the new critical idioms and approaches of pan-European postcolonial medievalism.
Instructor(s): N. Altschul
Area: Humanities.

AS.215.692. Islamic Spain 711-1609.
Spain was a cultural contact zone throughout the Middle Ages. Emphasizing historical context, this seminar examines the cultures and literatures of Islamicate Iberia from the Muslim conquest to the expulsion of the moriscos. Taught in English. Some readings in Spanish. Open to seniors with permission.
Instructor(s): N. Altschul.

AS.215.695. New and Old Disputations of/for the New World.
This course will focus on readings of original texts--chronicles, reports, treatises, and polemics-- and critical commentary on the issues central to the disputation for control and deployment of the meanings of the "new" world and its status in the realm of coloniality. Besides selections from the Inca Garcilaso de la Vega, Guaman Poma, and Ixtlilxochitl, we will read from Jose de Acosta and Bernabe Cobo. Antonello Gerbi's Disputa Del Nuevo Mundola and Walter Mignolo's The Darker Side of the Renaissance, along with Enrique Dussel's El Encubrimento Del Otro and Charles Man's 1491 will constitute the totality of readings and problematic of the seminar.
Instructor(s): S. Castro-Klaren.
Area: Humanities.

AS.215.710. Medievalisms.
This course examines variegated constructions and redeployments of “the middle ages” in postmedieval times. Topics include historical revivals, the national philologies, literary, and filmic reconstructions, postcolonial medievalisms, and theories of temporality, among others.
Readings in English and Spanish.
Instructor(s): N. Altschul.

From telegrams to tweets, the twentieth-century media revolution appears unique; but the magnitude of the revolution is not unprecedented. Another media revolution preceded ours by about 400 years, and coincided with the dawn of modern Europe. This course will examine examples of inflationary media—media whose deployment affects not just the content being transmitted, but also a culture’s entire understanding of reality—from both ages, with special attention to those deployed in the context of emergent early modern nation states like Spain, but with an eye to better understanding the effects and potentials of analogous media practices today.
Instructor(s): W. Egginton.
AS.215.713. What Are Humanities?.
They are one of three established divisions of knowledge. Almost half the departments at our own university are categorized under that division. We all feel we know what the "humanities" are, but how? Is the best answer we have to that question a paraphrase of Justice Potter Stewart’s definition of pornography, “I know them when I see them”? In this seminar we will examine the question of what the humanities are through the close reading of a series of key texts spanning the period from the Renaissance to the twentieth century. In many ways our readings will be necessarily proleptic, since the very category we are interrogating postdates many of the sources we will be analyzing. Our guiding question, however, will be how the specific division of knowledge under which we now organize our disciplines came into being, and what presuppositions that organization implies. The course will be conducted in English but will include, to the extent possible, readings in the original language. Graduate students should be prepared to work in the original language if it is one that they already master (which may include Latin, Spanish, Italian, French, or German) and with translations when not. Readings may include selections by Desiderius Erasmus, Lorenzo Valla, Juan Luis Vives, Juan Ginés de Sepúlveda, Francisco de Vitoria, Bartolomé de las Casas, Denis Diderot, Johann Wolfgang von Goethe, Immanuel Kant, Martin Heidegger, Maurice Merleau-Ponty, and Jean-Paul Sartre.
Instructor(s): W. Egginton
Area: Humanities.

A close reading of Cervantes’ short stories, with concentration on their literary tradition and their relationship to some of his other works. We will also investigate Spanish court society, politics, and history between 1598 & 1621 and critical bibliography.
Instructor(s): H. Sieber.

Graduate students or advanced seniors. This seminar will explore the corpus of political thought in Latin America since independence (1810) to the present by focusing on the discourses that constructed and continue to construct 5 key questions in the negotiation of power in the post-colonial res politica: territory, nationhood, national subjectivation, cultural imagination, justice and regimes of inclusion and exclusion. Readings will include the work of Sarmiento, Euclides da Cunha, Gonzalez Prada, Mariategui, Marti, Revueltas, Paz, Dussel, Ribeiro, Freire, Arguedas, Liberation Theology and Sumaz Kawsay authors.
Instructor(s): S. Castro-Klaren
Area: Humanities.

The course engages close readings of Borges critical essays and some of his fiction in order to establish the points of interpellation that Post-modern theory takes from or shares with Borges’s meditation on the problem of writing.
Instructor(s): S. Castro-Klaren.

AS.215.753. Latin American Premodern.
Focusing on the idea that Iberian colonization was premodern in character, this course examines the association of Spanish and Portuguese America with topics like feudality, the orient, despotism, and medieval cultural lifestyles. Among others, theoretical discussions include the medieval-modern divide, (neo)medievalism, settler postcolonial theory and comparative colonialisms, modernization and dependency theories; texts include, among others, Argentinians Domingo Sarmiento and José Ingenieros, Brazilians Euclides da Cunha and Gilberto Freire, Peruvian José Carlos Mariátegui, and Cuban Alejo Carpentier.
Instructor(s): N. Altschul.

AS.215.763. Vargas Llosa and Garcia Marquez: Intertextual crossing and World Literature.
The objective of the course is to read critically key works by these two writers in the context of their self stipulated intertexts--Flaubert and Faulkner, respectively-- and the place such intertextual readings in the contexts of the recent discussions on "world literature".
Instructor(s): S. Castro-Klaren.

AS.215.777. The Invention of Fiction.
Rather than understand fiction as a constant in human history, this course will consider it a historically specific form of cultural expression. We will examine and compare theories of the fictional from an array of historical moments in order to better understand what fiction is, how it differs from premodern notions of history and poetry, and how it both informs and depends on modern notions of knowledge and subjective agency.
Instructor(s): W. Egginton
Area: Humanities.

In this seminar we will examine a selection of literary reflections on and engagements with globalization and its mounting failures and burdens, as it has emerged in Europe and the Americas from the mid-twentieth century to the present. From the economic, constitutional, and cultural politics around the unification of Europe, to the ideological and imperial misfortunes of the U.S. after the collapse of the “End-of-History” thesis, to the resurgence of state populism in Latin America in the wake of neoliberal exhaustion, literary fiction has been deployed to posit, explore, and contest national and post-national myths of identity. The seminar will interrogate how this engagement functions both as aesthetic and theoretical discourse. Readings may include novels by Albert Camus, W. G. Sebald, Leonardo Sciascia, Orhan Pamuk, Javier Marías, Roberto Bolaño, and Jonathan Franzen, along with theoretical writings by Gianni Vattimo, Jürgen Habermas, Rodolphe Gasché, and others.
Instructor(s): E. Gonzalez; W. Egginton
Area: Humanities.
AS.215.790. What is Philology?.
In recent years, philology has gained new attention as a field of methodological reflection which at the same time opens up Literary Criticism towards interdisciplinary research and media studies as it emphasizes the specific status of Literary Criticism in the humanities. The course will examine the changing field(s) of philology from the 18th century to the present in both historical and systematic scope. Including methods of textual criticism, edition philology, and hermeneutics, philology has been addressing questions of theory, methodology and epistemology in various constellations. Precisely because philology’s interest lies in connecting languages and literatures to their historical contexts, one of its primary tasks is to account for the epistemic framework and limitations of such historicization, so as to ensure that the literary object not be confused with historical contexts but is perceived as a distinct phenomenon in itself. – In addition to these questions, the course will discuss methods of edition philology, ranging from historical-critical edition to “material philology” and “genetic criticism” along with analyzing editions of Kafka, Joyce and Flaubert. Further, we will examine the more recent discussion on philology and new media (e.g. digital editions). Readings will include Vico, Schlegel, Schleiermacher, Nietzsche, Auerbach, Szondi, Bollack, Nichols, Cerquiglini, and Ferrer among others. The course will be taught in English. Meets with 212.790, 213.790, and 214.790
Prerequisites: ;;
Instructor(s): E. Strowick; J. Neefs
Area: Humanities.

Placed at the crossroads of aesthetics and politics, psychology and economics, the history of technology and popular culture, film has emerged as the interdisciplinary object of study par excellence. Based on intensive weekly viewing and on classic and contemporary statements in film theory, this seminar—required for the Graduate Certificate in Film and Media—opens up questions of film language, authorship, genre, spectatorship, gender, technology, and the status of national and transnational cinemas.
Instructor(s): B. Wegenstein; D. Schilling.

AS.215.792. GRLL SEMINAR/Fellini - Almodóvar.
In this co-taught graduate seminar, Professors Eduardo González and Bernadette Wegenstein will be discussing these two seminal European directors in their cultural and historical context and with an eye to both their radical eccentricity and utter centrality to cinema today (e.g., The Great Beauty). Our discussions will start with questions that are intrinsic to film theory such as mimicry, travesty, the visual and narrative construction of the erotic, as well as questions pertaining to the degree of realism in these directors’ work, i.e., the “road beyond neorealism” for Fellini, and Almodóvar’s queerness as expressed in his “true-and-false testimonies.” We will then proceed to read and watch some historical documents around the constructions of some of these directors' films, such as Petronius’ Satyricon, about the worshipping of the most important female deity in late antiquity, Isis, in light of Fellini's Satyricon; and Thierry Jonquet’s novel Tarantula and the French-Italian horror film, Eyes Without a Face (1960), which were both the basis for Almodóvar’s The Skin I Live In (2011). We will be reading Karen Pinkus’ Montesí Scandal, a unrealized screenplay about the birth of the Paparazzi in Fellini’s Rome, as well as Almodóvar’s columns from La Luna de Madrid, written in the persona of a female prostitute. The class will also include several guest speakers TBA.
Instructor(s): B. Wegenstein; E. Gonzalez
Area: Humanities.

AS.215.826. Spanish Independent Study.
Instructor(s): E. González; H. Sieber; N. Altschul; S. Castro-Klaren.

Instructor(s): E. González; H. Sieber; N. Altschul; S. Castro-Klaren; W. Egginton.

Instructor(s): E. González; H. Sieber; N. Altschul; S. Castro-Klaren; W. Egginton.

AS.216.300. Contemporary Israeli Poetry.
This course examines the works of major Israeli poets such as Yehuda Amichai, Nathan Zach, Dalia Rabikovitch, Erez Biton, Roni Somek, Dan Pagis, Yona Wallach, Yair Horwitz, Maya Bejerano, and Yitzhak Laor. Against the background of the poetry of these famous poets we will study recent developments and trends in Israeli poetry, including less known figures such as Mois Benarroch, Shva Salhoov and Almog Behar. Through close reading of the poems, the course will trace the unique style and aesthetic of each poet, and will aim at presenting a wide picture of contemporary Hebrew poetry.
Prerequisites: Students may receive credit for AS.216.300 or AS.300.413, but not both.
Instructor(s): N. Stahl
Area: Humanities.

Palestinian and Israeli cinemas have emerged side by side, each depicting its Other as a deceiving mirror of its own self. This course will analyze the different images of these Others in both cinemas.
Instructor(s): N. Stahl; Z. Cohen
Area: Humanities.

AS.216.342. The Holocaust in Israeli Society and Culture.
This course examines the role of the Holocaust in Israeli society and culture. We will study the emergence of the discourse of the Holocaust in Israel and its development throughout the years. Through focusing on literary, artistic and cinematic responses to the Holocaust, we will analyze the impact of its memory on the nation, its politics and its self-perception.
Instructor(s): N. Stahl
Area: Humanities.

AS.216.370. Israel Through Prose.
This course examines representations of various aspects of Israeli society and culture in contemporary Israeli prose. The course will follow both a thematic and chronological path in order to study the ways in which Israeli prose reflects political, ideological, social and cultural aspects of contemporary Israel. In this context, we will read works by several major authors such as: Agnon, Shabtai, Kahanah-Carmon, Oz, Kenaz, Yehoshua, Grossman, Castel-Bloom, Matalon, Laor, Kashua and Hoffmann. Students who sign up for section 2 will work an additional hour in Hebrew with Professor Cohen at a time mutually agreed upon by the professor and the students enrolled.-Carmon, Oz, Kenaz, Yehoshua, Grossman, Castel-Bloom, Matalon, Laor, Kashua and Hoffmann.
Instructor(s): N. Stahl; Z. Cohen
Area: Humanities.
AS.216.373. War in Israeli Arts and Culture. 3 Credits.
In this course we will study the various representations of what functions as one of Israel's most unifying and yet dividing forces: war. By analyzing literary and cinematic works as well as visual art and popular culture we will attempt to understand the role of war in shaping Israeli society, culture and politics. Topics such as commemoration and mourning, dissent and protest, trauma and memory and the changing image of the soldier will stand at the center of the course. Students with a knowledge of Hebrew wishing to do extra work in Hebrew should enroll in section 2 and the fourth hour will be scheduled at a time convenient to the enrollees and instructor.
Instructor(s): N. Stahl; Z. Cohen
Area: Humanities.

AS.216.398. Zionism: Literature, Film, Thought.
This course studies the relation between Israeli culture and Zionism. Based on a close reading of both literary and non-literary Zionist texts, we will explore the thematic, social and political aspects of the Zionist movement. The course focuses on primary sources and its main goal is to familiarize students with the history of Zionism and its influence on Israeli culture. In the last part of the semester we will investigate the different meanings of Post-Zionism through contemporary literary and non-literary texts as well as recent Israeli films.
Students wishing to do additional work in Hebrew should enroll in section 2 where students will meet for an additional hour at a time TBD and will earn 4 credits for the course.
Prerequisites: Students may receive credit for AS.216.398 or AS.300.398, but not both.
Instructor(s): N. Stahl; Z. Cohen
Area: Humanities.

AS.216.412. The Divine in Literature and Cinema.
This course studies various issues concerning literary and cinematic representations of the divine. We will investigate theoretical, theological, generic and aesthetic aspects of the topic and will familiarize ourselves with the general problem of the relation between religion, literature and cinema. Among the topics to be discussed are, negative theology in literature and film, theodicy and anti-theodicy, the question of religion and literary modernism, providence and narratology in the modern novel and in contemporary cinema.
Instructor(s): N. Stahl.

AS.216.612. The Divine in Literature and Cinema.
This course studies various issues concerning literary and cinematic representations of the divine. We will investigate theoretical, theological, generic and aesthetic aspects of the topic and will familiarize ourselves with the general problem of the relation between religion, literature and cinema. Among the topics to be discussed are, negative theology in literature and film, theodicy and anti-theodicy, the question of religion and literary modernism, providence and narratology in the modern novel and in contemporary cinema.
Instructor(s): N. Stahl.

AS.216.800. Independent Study.
Instructor(s): N. Stahl.

Cross Listed Courses
History of Art
AS.010.204. Italian Art in the Middle Ages.
This course explores key monuments of medieval art and architecture in Italy from c. 400 until 1350. We will concentrate on historical, functional, and aesthetical aspects that lead to the creation of single monuments and art works. Emphasis is given to the analysis of “sacred space” by means of architecture, painted, and sculptural decoration, as well as ritual performances. Another focus is laid on the political dimension of art for the creation of civic identity as well as in the context of the late medieval courts. We raise questions about the importance of materiality and science for the creation of medieval art works.
Instructor(s): N. Zchomelidse
Area: Humanities.

AS.010.216. 20th Century Italian Art.
This course will be a critical survey of the major artistic movements in Italy during the 20th century, from Futurism to Arte Povera. Often seen as a secondary location of artistic production, the class will situate the artists working in Italy within a broader historical and global context.
Instructor(s): K. Johnson
Area: Humanities.

AS.010.312. Surrealism.
Topics include: art and the unconscious; “psychic automatism” and its implications for theories of medium, genre, and composition; objects, journals, and exhibitions. Visits to Special Collections and the BMA. Students will curate and install an exhibition of Surrealist journals from MSEL Special Collections, to open in April 2014.
Instructor(s): M. Warnock
Area: Humanities.

With over 1,800 works attributed to him, Francisco de Goya (1746-1828) was constantly inventing, experimenting, and pushing the limits of the representable. This course will begin by examining Goya’s printed oeuvre as one possible itinerary for studying his life and work. The second half of the course will consider alternative narratives for Goya’s career based on genre and theme. Topics will include portraiture, madness, religious painting, and the discovery of Goya by later generations of artists, authors, and filmmakers. The course includes several visits to the print room at the Baltimore Museum of Art. There will be a final paper.
Instructor(s): A. Letvin
Area: Humanities.
AS.010.707. Therapies of Art and Literature in Early Modern Europe.
This seminar examines the myriad ways art and literature in Early Modern Europe addressed itself to its audiences as a form of therapy. Taking as our point of departure Petrarch’s neo-Stoic therapy of the passions, the revival of consolatio literature, and the development of new Christian “wisdom” genres aimed at ethical self-cultivation, we consider how artists participated in the care of the body, the soul, and the self, inventing therapies that were at once sacramental and philosophical, spiritual and ethical. Intersections with the history of medicine will prompt us to inquire into the transposition of physiological and psychological theories, practices, and metaphors into the arena of ethical-spiritual therapy.
Instructor(s): M. Ward

AS.010.730. Sacred Images in Early Modern Spain.
This course will look at the dialogue between sacred images and art in Baroque Spain. The status of religious images, the “paragone” or competition between sculpture and painting, and the issue of cult, will all be analyzed through the work of such painters as Velázquez, Zurbaran and Ribera. Cross-listed with the Spanish section of GRLL.
Instructor(s): F. Pereda.

Classics
AS.040.716. Petrarch (1304-74) and the Beginnings of Renaissance Latin.
This course will provide close readings of certain Latin texts by Petrarch, with attention to his letters and to other prose works.
Instructor(s): C. Celenza.

Film and Media Studies
This course provides students with an introduction to the discipline of sound studies and its relationship to three eras of historical forms of technological media. Structured around a problematic of emitter, medium, and receiver, it explores how sound was encoded by its creators as a structure of meaning in early media cultures; how it emerged as a means of aesthetic creation with the rise and dominance of the cinematic medium; and last, how it reaches the infatuated individual listener in the new era of mobile earbud audio. Theorizing our relationship to media through the study of sound and listening, we find new histories to be explored, as well as new media aesthetics to be negotiated. Through engagement with thinkers such as economist Jacques Attali, auditory and cultural historians Emily Thompson and Jonathan Sterne, film sound theorists Michel Chion and Rick Altman, and sound studies scholar Michael Bull, we construct how technologically mediated listening allows us to understand the historical and theoretical components of sound’s media aesthetics. Recommended Course Background: AS.061.245 for undergraduates or JHU graduate student status (open to all JHU graduate students).
Instructor(s): M. Ward

Anthropology
AS.070.262. Cuban Intellectuals, Cinema, and the State.
This course examines the relationship between intellectuals and the Cuban state, focusing on how cinema and other arts have been mobilized both as propaganda and as sites for social criticism. Screenings are required for this course and will take place on Tuesdays from 7 pm to 9:30 pm. Cross-list: Film and Media Studies, PLAS, Romance Languages.
Area: Humanities, Social and Behavioral Sciences.

History
AS.100.602. The French Revolution.
This seminar introduces graduate students to the rich historiography of the French Revolution. Topics include: revolutionary origins, political culture and radicalization, friendship and emotion, family and gender, the search for stability after the Terror, Napoleon’s Brumaire coup.
Instructor(s): L. Mason
Area: Humanities, Social and Behavioral Sciences.

Medicine, Science and the Humanities
AS.145.101. Death and Dying in Art, Literature, and Philosophy: Introduction to Medical Humanities. 3 Credits.
This team-taught course offers an introduction to the new concentration in medicine, science, and humanities by approaching the topic of death and dying from historical, anthropological, philosophical, theological, literary and art historical perspectives. Open to freshmen, and sophomores who have already taken either Great Books II or History of Medicine.
Prerequisites: AS.360.134 OR AS.140.106
Instructor(s): C. Wiener; E. Strowick; L. Lisi; M. Merback
Area: Humanities
Writing Intensive.

AS.145.330. Insomnia in Modern Literature, Philosophy, and Film.
Insomnia, while being defined and treated as a sleep disorder in the field of medical discourse, has attracted other kinds of interest, too. Philosophers and writers have been intrigued by insomnia since antiquity. From their perspectives, the capability of being sleepless not only distinguishes humankind from animals but testifies to human awareness in its ceaseless striving for wisdom and truth. Insomnia appears as vigilance, an exalted state of mind well suited for philosophic reflection, intense scrutiny of the world, and sudden inspiration. Yet these moments of sustained productivity are inextricably bound to insomnia’s “dark” side, the fact that sleeplessness tortures the body and exhausts the mind, haunts the weary wakeful and makes him meditate on insomnia. Thus sleeplessness turns into an obsession with the potential to transform thinking into endless introspection, self-absorbed melancholy, if not misanthropic sarcasm. This course will examine representations of insomnia in modern philosophy, literature and film. We will analyze to what extent interpretations of sleeplessness in the humanities differ from those in medical and scientific discourse. Particular emphasis will be placed on the relationship between insomnia, subjectivity, thinking, and writing. Authors and films to be considered will include among others Emanuel Lévinas, Emil Cioran, Franz Kafka, Samuel Beckett, Ernest Hemingway, F. Scott Fitzgerald, Djuna Barnes, Gabriel García Márquez and Insomnia (2002; Christopher Nolan).
Instructor(s): A. Krauss
Area: Humanities, Social and Behavioral Sciences.

Philosophy
AS.150.483. Topics in Jewish Philosophy: Hassidism.
Hassidism is the ecstatic religious movement that emerged in East European Jewry in the mid eighteenth century. In this research seminar we will concentrate on the teachings and activities of the circle of Dov Ber of Mezritch between 1760 and 1772. We will study both internal and external sources (such as Salomon Maimon’s report in his Lebensgeschichte). All materials will be available in English translation, though reading knowledge of Hebrew would be an asset.
Instructor(s): Y. Melamed.
Political Science

**AS.190.633. Hegel and Feminist Philosophy.**
The seminar will explore to what extent Hegel can be read as contributing to a feminist philosophy. We will focus on Hegelian openings onto the emotional in Phenomenology of Spirit. In addition, we will study feminist philosophers who have drawn on or offered critical readings of Hegel (Irigaray, Butler, Cavarero, Malabou, and others).
Instructor(s): J. Bennett; K. Pahl
Area: Social and Behavioral Sciences.

**AS.191.421. A Normal Country German Politics and Identity.**
This seminar deals with questions pertaining to the formation of modern German nationalism and national identity through the perspective of German politics and history. Dean’s Teaching Fellowship
Instructor(s): F. Bauwens
Area: Social and Behavioral Sciences.

Humanities Center

**AS.300.115. Introduction to Romantic Poetry.**
This course offers an introduction to romantic poetry through a comparative approach to three of the movement's key authors: Friedrich Hölderlin, John Keats, and Giacomo Leopardi. We will work through their main writings in detail along with considerations of their cultural contexts and theoretical and critical approaches to romanticism more broadly.
Instructor(s): L. Lisi
Area: Humanities.

**AS.300.211. Great Poems of the Americas.**
This course investigates the long poem or post-epic in 20th- and 21st-century North and Latin America. The epic has been rearticulated in sequences and series, verse novels, lyric cycles, and collage poems: from T.S. Eliot’s The Waste Land, the encyclopedic Cantos of Ezra Pound, and the sweeping Canto General of Pablo Neruda to works by Derek Walcott and Gwendolyn Brooks and fragmented series by Gertrude Stein, Hart Crane, and César Vallejo. We will examine Aimé Césaire’s Notebook of a Return to the Native Land, Vicente Huidobro’s playful Altazor, and very recent epic poems from Canadian women poets such as Anne Carson, Lisa Robertson, and M. NourbeSe Philip. As we test the term post-epic against these texts, we will consider whether it may be applied equally to the heroic tale and the open field poem. How do poets interpret the idea of “the Americas” as lands and nations in these works, and in what tangled ways do their poetics develop through dialogue across linguistic and geographical distances? To situate the long poem in history, we’ll examine developments in poetic form alongside modernization and globalization, and technological and socio-political changes. We will draw on theories of poetry and poetics as well as critical theory, taking a comparative, Hemispheric Studies approach to literature.
Instructor(s): R. Galvin
Area: Humanities.

**AS.300.349. Capitalism and Tragedy: from the 18th Century to Climate Change.**
In contemporary discussions of climate change it is an increasingly prevalent view that capitalism will lead to the destruction of civilization as we know it. The notion that capitalism is hostile to what makes human life worth living, however, is one that stretches back at least to the early eighteenth century. In this class we will examine key moments in the history of this idea in works of literature, philosophy, and politics, from the birth of bourgeois tragedy in the 1720s, through topics such as imperialism and economic exploitation, to the current prospects of our ecological future. Authors to be studied will include: Lillo, Büchner, Balzac, Dickens, Marx and Engels, Ibsen, Weber, Conrad, Brecht, Miller, Steinbeck, as well as contemporary fiction, politics, and philosophy on climate change. Cross listed with English.
Instructor(s): L. Lisi
Area: Humanities.

**AS.300.379. Israeli Film and Literature.**
This course examines representations of various aspects of Israeli society and culture in contemporary Israeli cinema and literature. The course will follow both a thematic and chronological path in order to study the ways in which Israeli cinema and literature reflect political, ideological, social, and cultural aspects of contemporary Israel. In this context, we will read well-known works by several major authors and will watch major Israeli films from the 1940s to these days. We will also use a comparative approach to study the different artistic means of both mediums and to evaluate their successes in representing the various tensions of Israeli society and culture.
Instructor(s): N. Stahl; Z. Cohen
Area: Humanities.

**AS.300.406. Marcel Proust, Literature and Art.**
Proust’s great sequence of novels À la recherche du temps perdu is also a theory of the Novel and indeed of Art. A close reading of Du côté de chez Swann and Le Temps retrouvé, will put this to the test. Required editions: Proust’s Du côté de chez Swann, Gallimard, Folio, Le Temps retrouvé, Gallimard, Folio, Contre Sainte-Beuve, Gallimard, Folio. The seminar is open to advanced undergrads, with authorization of the instructor. Cross-listed GRLL-French
Instructor(s): J. Neefs; M. Fried
Area: Humanities.

**AS.300.408. Lyric Modernity.**
A comparative literature course on modern lyric and poetics. The main issue of the course is how the lyric voice is constructed and sustained under the pressures of modernization in the United States, Europe, and Korea. We will also emphasize issues of translation and the relationship of music and poetry. Readings will include texts by Adorno, Benjamin, Grossman, von Hallberg and Waters, and poems by Dickinson, Rilke, and Kim among others. All readings available in English. Cross-listing requested with East Asian Studies, GRLL, and English
Instructor(s): S. Rhee
Area: Humanities.
AS.300.419. 1966 before and after: French theory.
The “Languages of Criticism” conference held at Hopkins marked a
watershed moment in the history of literary studies and redefined, for
many scholars and intellectuals, the nature of humanistic inquiries.
This course involves the close study of key texts that, from the postwar
years into 1970s (from Bachelard, Poulet, and Starobinski to Lacan,
Barthes, and Derrida), are landmarks in this changing critical and
philosophical landscape. Knowledge of French is desirable but not
required.
Instructor(s): E. Ender
Area: Humanities.

Interdepartmental
AS.360.133. Freshman Seminar: Great Books at Hopkins.
Students attend lectures by an interdepartmental group of Hopkins
faculty and meet for discussion in smaller seminar groups; each
of these seminars is led by one of the course faculty. In lectures,
panels, multimedia presentations, and curatorial sessions among the
University’s rare book holdings, we will explore some of the greatest
works of the literary and philosophical traditions in Europe and the
Americas. Close reading and intensive writing instruction are hallmarks
of this course; authors for Fall 2015 include Homer, Thucydides, Dante,
Milton, Diderot, Shelley, Nietzsche, Nabokov, and Douglass.
Instructor(s): E. Patton; E. Russo; R. Bett; S. Achinstein; W. Stephens
Area: Humanities.

Program in Latin American Studies
AS.361.130. Introduction to Latin American Studies.
This course provides an introduction to the study of Latin American
cultures and societies from the vantage point of city life and urban
representation. We will engage literatures from a variety of disciplines
to discuss how issues such as modernization and urbanization
processes; tradition, identity and ethnicity; class, marginality and urban
social movements; gender and the changing status of women; arts and
literature are experienced and represented in the Latin American urban
environments.
Instructor(s): E. Gonzalez; G. Paquette; V. Procupez
Area: Humanities, Social and Behavioral Sciences.

AS.361.316. Caribbean Writing in Shakespeare, V. S. Naipaul,
and Alejo Carpentier.
Readings and polemics concerned with Shakespeare’s play The
Tempest (1610-1611) and its postcolonial afterlives; V. S. Naipaul’s
novel A House for Mr. Biswas (1961); and Alejo Carpentier’s El siglo de
las luces (1962). The socio historical and political contexts of each work
and authorship will be considered in depth in terms of dominant notions
of writing in current critical theory. Cross-listed with GRLL, English, and
Writing Seminars.
Instructor(s): E. Gonzalez
Area: Humanities, Social and Behavioral Sciences.

Center for Language Education
AS.384.115. First Year Hebrew.
Designed to provide reading and writing mastery, to provide a
foundation in Hebrew grammar and to provide basic conversational
skills. Cross-listed with Jewish Studies. Final day/time will be determined
during the first week of classes based on students’ schedules.
Instructor(s): Z. Cohen.

AS.384.116. First Year Modern Hebrew II.
Designed to provide reading and writing mastery, to provide a
foundation in Hebrew grammar and to provide basic conversational
skills. Cross-listed with Jewish Studies.
Prerequisites: AS.384.115
Instructor(s): Z. Cohen.

AS.384.215. Second Year Hebrew.
Designed to enrich vocabulary and provide intensive grammatical
review, and enhance fluency in reading, writing and comprehension.
Cross-listed with Jewish Studies. Final day/time will be determined
during the first week of classes based on students’ schedules.
Prerequisites: AS.384.116 or equivalent.
Instructor(s): Z. Cohen
Area: Humanities.

AS.384.216. Second Year Modern Hebrew II.
Designed to enrich vocabulary and provide intensive grammatical
review, and enhance fluency in reading, writing and comprehension.
Recommended Course Background: AS.384.215 or permission required.
Prerequisites: AS.384.215
Instructor(s): Z. Cohen
Area: Humanities.

AS.384.315. Third Year Hebrew.
Designed to maximize comprehension and the spoken language
through literary and newspaper excerpts providing the student with the
language of an educated Israeli. Cross-listed with Jewish Studies. Final
day/time will be determined during the first week of classes based on
students’ schedules.
Prerequisites: AS.384.216 or equivalent.
Instructor(s): Z. Cohen
Area: Humanities.

AS.384.316. Third Year Modern Hebrew II.
Designed to: maximize comprehension and the spoken language
through literary and newspaper excerpts providing the student with the
language of an educated Israeli. Recommended Course Background:
AS.384.315 or permission required. Cross-listed with Jewish Studies.
Prerequisites: AS.384.315
Instructor(s): Z. Cohen
Area: Humanities.

Program in Museums and Society
AS.389.353. Revolutions of the Book: Material Culture &
the Transformation of Knowledge from Antiquity to the
Renaissance.
Explores the material culture of knowledge through transformations
in the technologies and arts of communication, taught entirely from
rare books, manuscripts, and artifacts in JHU libraries and museum
collections.
Instructor(s): E. Havens
Area: Humanities.

AS.389.356. Halls of Wonder: Art, Science, and Literature in the
Age of the Marvelous, 1500-1800.
Explore the material culture of “wonder” from the Renaissance to the
Enlightenment in literature, science, and art, with Hopkins’ rare book
collections and the Walters Art Museum. M&S practicum course.
Instructor(s): E. Havens
Area: Humanities.
History

The Department of History offers students the opportunity to work intensively in the classroom and with individual faculty to discover the richness and complexity of history. Undergraduates begin with general courses, but progress quickly to courses that explore topics in depth and provide experience in researching, analyzing, and writing about the past. Graduate students work independently and with faculty advisors on reading and research in their fields of interest, while departmental seminars bring them together to discuss their research, forging a collegial intellectual culture. The department emphasizes European history, United States history, and the histories of Africa, Latin America, and China. Faculty and students participate in a variety of interdisciplinary programs, including Africana Studies, East Asian Studies, Latin American Studies, Judaic Studies, Museums and Society, the Program for the Study of Women, Gender & Sexuality, and the new joint curricular initiative with International Studies, "Global Connections, and Historical Comparisons."

Facilities

In addition to the Milton S. Eisenhower Library at the university, students in the Department of History can use the collections of the Peabody Institute Library, the Enoch Pratt Free Library, and the Maryland Historical Society in Baltimore, and of the Library of Congress, the National Archives, the Folger Shakespeare Library, and other specialized libraries in nearby Washington, D.C. There is provision for regular transportation to and from the Library of Congress. Also within easy distance are the holdings of specialized historical libraries and archives in Annapolis, Richmond, Williamsburg, Charlottesville, Wilmington, Harrisburg, Philadelphia, Trenton, Princeton, Newark, and New York.

Requirements for the B.A. Degree

(Also see Requirements for a Bachelor’s Degree. (p. 20))

The Krieger School classifies history as both a social scientific and humanistic discipline. This accords very well with the wide range of explanatory and interpretive approaches to the past that now prevail in the discipline of history. One of the history program’s goals is to introduce students to these varied approaches. Although the department offers strong preparation for students who seek to specialize in a particular cultural or geographic region, history at Johns Hopkins is primarily issue and topic oriented. It also puts a premium on developing the capacity to reason comparatively and on deepening the student’s understanding of global connections among cultures in the past and in contemporary life.

The department offers undergraduate courses that range from large introductory classes to small, focused seminars that encourage intensive interaction with individual professors and with other students. Beyond the introductory level, most of our courses are writing intensive and promote in all students critical reading skills and the ability to formulate effective written arguments. Through its core curriculum, the major also cultivates skills specific to the historian, especially research and writing based upon the systematic analysis of primary documents.

The program’s overall aim is to deepen the critical habits of mind that arise from the study of time and change. These capacities are the hallmarks of liberal learning, but they are also the foundation for success in post-graduate studies and careers of many kinds, including business, law, and public affairs.

Major in History

- Students must earn a “C-” or higher grade in all courses used to satisfy major requirements and may not be taken satisfactory/unsatisfactory.
- For students who choose to focus on one geographical area (Europe, United States, Latin America, Africa, Asia), two courses must be taken outside the student’s area of focus.
- Except for courses used to satisfy the foreign language proficiency requirement, no more than four courses offered outside the History department (AS.100.xxx) may be used to satisfy major requirements (e.g.: cross-listed, transfer, and study abroad courses). No more than two of these four courses may be offered outside the Krieger School of Arts and Sciences (usually summer transfer credit and/or study abroad courses).

MAJOR REQUIREMENTS

Introductory Courses (select one option): 6
Two introductory history courses (AS.100.1xx)
- or-
One introductory history course (AS.100.1xx) + one “Freshman Seminar” (AS.100.200-229)

Method Requirement (All Majors)
AS.100.193 Undergraduate Seminar in History 3
AS.100.194 Undergraduate Seminar in History 3

Elective Courses
Two history courses at any level 6
Four 300-level or higher history courses 12

Additional Upper-Level Courses (select one option):
AS.100.507 Senior Thesis 2 3
AS.100.508 Senior Thesis 2 3
- or-
Two 300-level or higher history courses 6

Foreign Language Requirement
Foreign language proficiency through the intermediate level 0-18

Total Credits 42-60

1 Foreign language proficiency may be demonstrated by coursework or by special examination, but a language requirement waived by exam must be documented on the student’s transcript.
2 Students must have a cumulative GPA of 3.25 and a cumulative GPA in history of 3.5 or higher by December of their junior year to be eligible for the senior thesis option, a prerequisite for graduating with departmental honors in history.

Cognate Courses The History Department encourages interdisciplinary work in cognate fields of learning. History minors are therefore strongly advised to take additional courses in any department, including the History Department, that relate to the student’s major discipline in a historical way.

Honors Program in History

The history department strongly encourages all eligible history majors to pursue the honors track in history. The track culminates in the senior
thesis, a yearlong, "capstone" research project completed under the direct supervision of an individual faculty advisor. Like all capstone projects, the senior thesis is intellectually challenging and its completion almost always brings with it a tremendous sense of accomplishment. It also hones the talented young historian’s capacity to sustain a cogent argument based on primary evidence in the long form essay. These skills and the completion of a sustained independent project are also important practical assets when seeking a job or a post-graduate education.

A general cumulative GPA of 3.25 and a cumulative GPA in history of 3.5 are prerequisites for graduation with honors and for undertaking the senior thesis. All thesis writers must also enroll in the AS.100.507 Senior Thesis (fall) and AS.100.508 Senior Thesis (spring) - enrollment is by instructor’s permission and will be granted only to students who have obtained a commitment from a faculty thesis advisor. This commitment should normally be obtained no later than April 30th of the junior year.

For questions about the honors track in history or finding a thesis advisor, consult your departmental advisor or Toby L. Ditz, the Director of Undergraduate Studies, toby.ditz@jhu.edu.

Minor in History

The minor in history offers to students majoring in other programs of study an opportunity to pursue a serious interest in history.

• Students must earn a “C-” or higher grade in all courses used to satisfy minor requirements and may not be taken satisfactory/unsatisfactory.

• No more than one course offered outside the History department (AS.100.xxx) may be used to satisfy minor requirements (e.g.: cross-listed, transfer, and study abroad courses).

MINOR REQUIREMENTS

Introductory Courses (select one option): 6
- Two introductory history courses (AS.100.1xx)
- One introductory history course (AS.100.1xx) + one “Freshman Seminar” (AS.100.200-229)

Elective Courses
- One 200-level or higher history course 3
- Three 300-level or higher history courses 9

Total Credits 18

Cognate Courses The History Department encourages interdisciplinary work in cognate fields of learning. History minors are therefore strongly advised to take additional courses in any department, including the History Department, that relate to the student’s major discipline in a historical way.

B.A.- M.A. Programs in History

The department offers two B.A.- M.A options for current Hopkins undergraduate students. Details can be found on the Graduate tab.

The graduate program prepares professionally motivated students for careers as research scholars and college and university teachers. Hence it is designed for candidates who want to proceed directly to the Ph.D. degree, who have developed historical interests, and who are prepared to work independently. Within the areas of European history, American history, and the histories of Africa, Latin America, and China, the department emphasizes social/economic and intellectual/cultural history. Although diplomatic and political history are not emphasized, attention is given to the social, economic, and cultural bases of politics.

The program is organized around seminars rather than courses, credits, or grades. AS.100.781 The Seminar-AS.100.782 The Seminar and satellite seminars in European, American, and Comparative World History bring together students, faculty, and invited scholars from outside the university to discuss their research work. These departmental seminars create a lively intellectual community in which graduate students quickly become contributing members. The combination of flexibility, independence, and scholarly collegiality offered by the Hopkins program gives it a distinctive character.

Students select four fields (one major and three minor) and make their own arrangements with professors for a study program leading to comprehensive examinations at the end of the second year. Those arrangements may include taking a seminar in the field. One, and exceptionally two, minor field may be taken outside the Department of History. Students have maximum flexibility in the construction of individual plans of study, as well as the opportunity to work closely with several professors.

Admission and Financial Aid

In judging applications, the department puts particularly heavy emphasis on the quality of the student’s historical interests and prior research experience. Each applicant must submit a sample of written work. Applicants must also take the general aptitude portions of the Graduate Record Examination. Ordinarily no candidate for admission is accepted whose record does not indicate an ability to read at least one foreign language.

The department accepts only those students who plan to work in the specific fields of the faculty, and each student is admitted only with the approval of a particular professor. Applicants should indicate the proposed field of specialization at the time of application. With the concurrence of a new faculty advisor, students may, of course, later change their major professor.

The department normally provides full fellowship support for all admitted students including both tuition and a stipend. Students are encouraged to apply for external support if eligible.

Four-year B.A.- M.A. Program in History

The B.A.- M.A Program is an accelerated program that allows the undergraduate to complete a BA and an MA in history in four years. It is designed for students who demonstrate exceptional scholarly ability and assumes that the student will complete most other requirements for graduation by the end of the junior year. Minimum prerequisites for admission include a GPA of 3.8 or higher, completion of language requirements through the intermediate level by the end of the junior year, and the securing of a faculty sponsor in the department of history in advance of application. Students seeking admission into the BA-MA program shall submit a formal application to the regular graduate program in history; the application deadline is December 15 of the junior year.

The program of study during the senior year includes 6-7 credits of graduate reading and research seminars or independent study each semester, mastery of the scholarship in the student’s area of research concentration as demonstrated by the successful completion of a
graduate field examination in that area of concentration; and, in lieu of the senior thesis, the completion of a major scholarly research essay equivalent in quality to those completed by first year graduate students in the regular doctoral program. For questions and further details about the program, contact Toby Ditz, Director of Undergraduate Studies, toby.ditz@jhu.edu, or Megan Zeller, mzeller4@jhu.edu, Graduate Coordinator, Department of History, who can also provide details about application procedures.

Five-year Barcelona B.A.- M.A. Program

Hopkins Barcelona
5-year BA/MA in World History Program

This program provides a select group of undergraduates the opportunity to pursue an integrated, consecutive 5-year dual-degree BA/MA between JHU and Universitat Pompeu Fabra (UPF) in Barcelona that will lead to the MA in world history from UPF. JHU students will spend either the fall or spring of their junior year at UPF, earning credits toward their UPF MA requirements. They will receive their Hopkins BA at the end of four years, and then pursue the UPF MA degree in their fifth year of study.

Further information is available through the Office of Study Abroad.

View poster.

Requirements for the Ph.D. Degree

Students are required to have a reading knowledge of those foreign languages that are necessary for the satisfactory completion of their program of graduate study. Students in European history must have a reading knowledge of at least two languages, and students in medieval history must also have a reading knowledge of Latin. Students of Chinese history are expected to have reading knowledge of modern and classical Chinese and in most cases should also have reading knowledge of Japanese and/or a European language. Students in the Latin American area must have a reading knowledge of two of the following, depending upon their particular specialties: French, Spanish, Portuguese, or Dutch. In African history, students must have a reading knowledge of three languages including English and French. Depending upon their fields of specialization, students in African history may have other language needs. Students are expected to pass a written examination in one language within a month after entering the department, and they are required to do so before the end of the first year.

Each student is required to take a seminar under his/her major professor and to participate in at least one departmental seminar each semester.

The student’s knowledge of four fields will be tested by written and oral examinations before the end of the second year of graduate study.

The student must write and defend a dissertation that is a major piece of historical research and interpretation based on primary sources and representing a contribution to historical knowledge. Its content, form, and style must be adequate to make it suitable for publication.

Normally, each student is required to perform some supervised teaching or research duties at some point during the graduate program, most often as a teaching fellow during the second and fourth years.

Interdisciplinary Ph.D. Degree

The departments of History and Anthropology offer an interdisciplinary doctoral degree. For details concerning this degree students should contact either department.

M.A. Degree

The master of arts degree is automatically awarded to each doctoral candidate following the passing of field examinations and the completion of the language requirements. In special circumstances, a student may be permitted to take an M.A. degree after one full year of graduate study. In such cases students will be required to demonstrate by examination an ability to read at least one foreign language, write a satisfactory research essay, and satisfy the director of their research that they have a mastery of the field of history that forms its background. The essay must be submitted to the Graduate Board.

For current faculty and contact information go to http://history.jhu.edu/directory/

Faculty

Chair
John Marshall
Early modern Europe, with emphasis on British and intellectual history.

Professors

Jeffrey Brooks
Russian and Soviet history, with an emphasis on culture and society, the press, and popular culture.

Toby L. Ditz
Director of Undergraduate Studies: Early American cultural and social history, with a special interest in the history of women and gender.

Louis Galambos
Economic, business, and political history of the United States with emphasis on institutional change in the period since 1880.

Peter Jelavich
Modern European cultural and intellectual history.

Pier M. Larson
African history with specialization in East Africa, Madagascar, the Indian Ocean, and the history of slavery and the slave trade in the Atlantic world.

John Marshall
Early modern Europe, with emphasis on British and intellectual history.

Tobie Meyer-Fong
Director of Graduate Studies: East Asia, cultural and social history, race, gender, and nationalism in 20th-century Asia, the Cultural Revolution, contemporary Chinese popular culture, and urban life in China.

Philip D. Morgan
Harry C. Black professor: Early American history, with subsidiary interests in African-American history and the study of the Atlantic world.

Gabriel Paquette
Iberian history, colonial Latin America, and political and intellectual history.

William T. Rowe
John and Diane Cooke Professor of Chinese History: modern East Asia, especially socioeconomic, urban history.

Mary Ryan
John Martin Vincent Professor: 19th-century United States history with emphasis on women, gender, urban history, and the cultural landscape.

Gabrielle Spiegel
Krieger-Eisenhower Professor: medieval history, with special interest in historiography and linguistic analysis.

Ronald G. Walters
Social and cultural history of the United States with special interest in radicalism, reform, race, and popular culture.

Associate Professors
Francois Furstenberg

Michael A. Kwass
Early modern France.

Kenneth Moss
Jewish history, modern Russian, and East European history.

Todd Shepard
20th-century France and the French Empire.

Assistant Professors
Angus Burgin
20th-century United States, political history, intellectual history, and the history of capitalism.

Erin Rowe
Early modern Spanish monarchy, the Mediterranean, saints and sanctity, and women and gender.

Professors Emeriti
Sara S. Berry
Robert Forster
Richard Goldthwaite
Jack P. Greene
Andrew W. Mellon Professor of the Humanities Emeritus.

Michael Johnson
Richard L. Kagan
Franklin W. Knight
Leonard and Helen R. Stulman Professor of History.

Vernon Lidtke
John G. A. Pocock
Harry C. Black Professor Emeritus.

Orest Ranum
Mack Walker
Willie Lee Rose

Dorothy Ross
Arthur O. Lovejoy Professor Emerita.

Nancy Struver
Judith Walkowitz

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

AS.100.102. The Medieval World.
This course explores selected topics in the political, economic, social and intellectual history of Western Europe in the period between the fall of the Roman Empire and the 13th century.
Instructor(s): G. Spiegel
Area: Humanities, Social and Behavioral Sciences.

AS.100.103. Early Modern Europe and the Wider World.
This course surveys the history of Europe and its interactions with Africa, the Americas, and Asia during the early modern period (c. 1400-1800). Topics include: the Renaissance, the Reformation, International Relations and Warfare, Colonialism, the Enlightenment, and the Age of Revolutions.
Instructor(s): M. Kwass
Area: Humanities, Social and Behavioral Sciences.

AS.100.104. Modern Europe and the Wider World.
European history since the French Revolution. Topics include: revolutions and democratization, industrialization, nationalism, imperialism, two World Wars, fascism, decolonization, Soviet communism, and formation of the European Union.
Instructor(s): P. Jelavich
Area: Humanities, Social and Behavioral Sciences.

An examination of violence - primarily racial and political - in the decades between the American Revolution and Civil War (1789 to 1861).
Instructor(s): R. Walters
Area: Humanities, Social and Behavioral Sciences.

AS.100.110. Making America: Politics and Society since the Great Depression.
This course explores the interplay between economic growth and instability, diversity and conformity, war and protest, and liberalism and conservatism in modern American politics and society. Previously offered as AS.100.182, “The United States since 1929.”
Instructor(s): A. Burgin
Area: Humanities, Social and Behavioral Sciences.

AS.100.111. Making America: The History of Black Americans, I.
This course explores the history of African descended people in North America since the seventeenth century to the early twentieth century.
Instructor(s): N. Connolly
Area: Humanities, Social and Behavioral Sciences.
**AS.100.112. Making America: Mastery & Freedom in British Mainland America, 1607-1789.**
This course examines society, politics, and culture in the colonial British mainland America and the early United States, with special emphasis on the history of domination and freedom in the context of empire and revolution.
Instructor(s): T. Ditz
Area: Humanities, Social and Behavioral Sciences.

**AS.100.113. Making America: Race, Radicalism, and Reform.**
Beginning with the end of Reconstruction and continuing through the present day, this course will examine the complicated ways in which Americans attempted to come to terms with racial, ethnic, cultural, and other forms of diversity.
Instructor(s): R. Walters
Area: Humanities, Social and Behavioral Sciences.

**AS.100.114. Making America: U.S. History in the Age of Atlantic Revolution.**
Transnational approaches to U.S. history, c. 1760-1830, with a particular emphasis on the impact of the French and Haitian Revolutions.
Instructor(s): F. Furstenberg
Area: Humanities, Social and Behavioral Sciences.

**AS.100.117. History of Brazil.**
This course is an introduction to the history of Brazil from the 16th century to the present, from the early phases of colonization to the 2014 World Cup.
Instructor(s): G. Paquette
Area: Humanities.

**AS.100.121. History of Africa to 1880.**
A history of Africa from human evolution to the mid-nineteenth century focusing on key themes in social, economic, and political history.
Instructor(s): P. Larson
Area: Humanities, Social and Behavioral Sciences.

**AS.100.122. Introduction to History of Africa (since 1880).**
Instructor(s): P. Larson
Area: Humanities, Social and Behavioral Sciences.

**AS.100.128. Ancient and Medieval Jewish History.**
History of the Jews under empires and monarchies, from the Persian restoration to the Spanish expulsion. Emphasis on Jews in the Middle East and how the rise of Christianity and Islam challenged, transformed and strengthened Judaism. Cross listed with Jewish Studies.
Instructor(s): M. Rustow
Area: Humanities, Social and Behavioral Sciences.

**AS.100.129. Introduction to Modern Jewish History.**
An examination of the history of Jews over the past three hundred years. Explores the dramatic encounter at the close of the 18th century between rapidly changing European societies caught up in intellectual, political, and economic revolution and a 2000-year old traditional civilization living in their midst; the kaleidoscopic array of Jewish political, religious, cultural and social responses to this encounter; the new forms of Jewish communal and individual life and consciousness which emerged in the course of the 19th and 20th centuries; the extension of this new modern framework to the Jews of the Middle East in the context of European imperialism and colonialism; the key roles played by the Jews as agents and symbols of political, economic, and cultural modernity; the phenomenon of anti-Semitism and whether it is a pathology or integral part of modern European civilization; the extreme shifts in Jewish life from the mid-20th century in light of the Holocaust, the creation of the state of Israel, and integration into American society.
Instructor(s): K. Moss
Area: Humanities, Social and Behavioral Sciences.

**AS.100.133. Food in Premodern Europe.**
Food occupies a central role in all cultures. However, what we eat, how and why we eat it and where it comes from differs remarkably. This course examines the sociohistorical context of food in European societies during the classical, medieval and renaissance periods. Lectures will address such topics as technology, trade networks, political institutions, religious observances, and medicinal/magical applications with respect to both staples, like bread and salt, and luxuries, such as spices and swans (!).
Instructor(s): H. Stein
Area: Humanities.

**AS.100.135. Freedom and Industry on the Chesapeake.**
This class will explore Baltimore as a working city. Students will gain an appreciation for how Baltimore grew beyond its initial role as a port for the trafficking of Chesapeake tobacco to support a complex urban economy with an uncertain relationship with slavery. We will explore Baltimore’s rise to national significance during the nineteenth century, especially in the maritime, transportation, and textile industries, focusing on the connection between labor and changes in the social landscape of the city.
Instructor(s): S. Cerato
Area: Humanities, Social and Behavioral Sciences.

**AS.100.136. Abraham Lincoln and His America.**
Freshmen seminar that explores the life and times of Abraham Lincoln though contemporary sources and texts by historians.
Instructor(s): M. Johnson
Area: Humanities, Social and Behavioral Sciences.

**AS.100.142. Baltimore's Beginnings.**
This course will begin by contextualizing the founding of Baltimore within the plantation dominated Chesapeake, then follow the rapid growth of Baltimore up through the American Revolution and the hosting of the Second Continental Congress. We will conclude by examining Baltimore's role as a major city in the new nation, and the city's role in the War of 1812 its enshrinement in the national anthem.
Instructor(s): S. Gamble
Area: Humanities.
AS.100.145. B'More: Blue-Collar Baltimore.
This course charts the history of Baltimore's working classes, from Fells Point shipbuilders in the 18th century to Sparrows Point steelworkers in the 20th century. Along the way, the course will consider how the politics of race, gender, and ethnicity influenced Baltimore's labor movement, how working-class neighborhoods responded to changing pressures, how popular culture has portrayed blue-collar Baltimore, and the evolving meanings of class in a post-industrial city.
Instructor(s): R. Gamble
Area: Humanities.

AS.100.146. Alcohol in America.
What explains the strange relationship of Americans to alcohol? This course will explore drinking in America from the colonial period to the 1980s. Along the way we will examine why 19th century Americans drank more than any people on earth and how, by 1919, “drys” were able to enact nationwide prohibition. We will then explore the prohibition era and its aftermath relating this history to subsequent laws and controversies concerning alcohol from Blue Laws to MADD.
Instructor(s): G. Klehr
Area: Humanities.

AS.100.148. War & Society in the New World.
This course will examine the principal wars fought in North America from the onset of European colonization to the War for American Independence. It explores not only big picture questions such as what caused the war, how was it fought and what were the results, but also how the war affected society at large, what was the experience of warfare for both combatants and noncombatants, and what were its costs and how were they measured?
Instructor(s): T. Jones
Area: Humanities.

AS.100.152. Crime and the Victorian City.
This course explores the social and cultural history of crime in Victorian London. Using digitized collections of nineteenth-century legal documents, we devote special attention to the ways that class, gender, and space shaped experiences of crime and criminal justice. Looking to cultural productions—print media, popular literature, maps, and ephemera—we ask how Victorian social mores and ideological systems influenced popular conceptions of crime.
Instructor(s): J. Clark
Area: Humanities.

AS.100.160. Consumer Culture and the Modern City.
This course explores new forms of consumer culture arising in nineteenth- and twentieth-century cities, and the public spaces department stores, theaters, exhibition halls, cinemas, shopping malls— that housed them. We read primary and secondary sources produced in imperial and post-colonial contexts in cities such as London, Paris, New York, Mumbai, and Bangkok. Course themes include the relationship between consumer culture and empire, sexual liberation and exploitation, racial and class conflict, body politics, and possibilities for or constraints on self-fashioning.
Instructor(s): L. Pepitone
Area: Humanities.

AS.100.191. Freshman Seminar: Family History in the U.S. and Europe.
Freshmen only. Discussion style. Introduces major themes since 1700: family sentiment and authority relations; gender and sexuality; family and work; dynamics of family and race. Readings emphasize interdisciplinary perspectives and interpretation of primary sources
Instructor(s): T. Ditz
Area: Humanities, Social and Behavioral Sciences.

AS.100.193. Undergraduate Seminar in History.
The first semester of the two-semester sequence required for majors, this course introduces students to the theory and practice of history. Following a survey of approaches to the study of the past and an introduction to research methods, students undertake original research and write an extended essay. Intended for history majors and prospective majors.
Instructor(s): F. Furstenberg; W. Rowe
Area: Humanities, Social and Behavioral Sciences.

AS.100.194. Undergraduate Seminar in History.
The second semester of the two-semester sequence required for majors, this course further introduces students to the theory and practice of history. Students write an essay based on original research.
Prerequisites: AS.100.193
Instructor(s): F. Furstenberg; W. Rowe
Area: Humanities, Social and Behavioral Sciences.

This course explores the dynamic and fluid world of the early modern Mediterranean (1453-1650), where Christians, Jews, and Muslims met, fought, traded with, and enslaved each other.
Instructor(s): E. Rowe
Area: Humanities, Social and Behavioral Sciences.

AS.100.204. Freshman Seminar: Abraham Lincoln and his America.
Freshman seminar that explores the life and times of Abraham Lincoln through contemporary sources and texts by historians.
Instructor(s): M. Johnson
Area: Humanities, Social and Behavioral Sciences.

AS.100.205. Freshman Seminar: Health, Healing, and Medicine in Africa.
A freshman seminar introducing students to the history of health, healing, and forms of medical practice in Africa over the last two centuries.
Instructor(s): P. Larson
Area: Humanities, Social and Behavioral Sciences.

This course examines the relationship between law, governance, and social structures in America between the start of European settlement and the era of the Civil War. Topics will include Native American and European land claims, the regulation of family life, economic and commercial disputes, and the legal regimes of race and slavery. Throughout, we will consider both the aims of governing officials and how ordinary men and women maneuvered within the legal system.
Instructor(s): S. Damiano
Area: Humanities, Social and Behavioral Sciences.

AS.100.209. Freshman Seminar: Mexico and the World from Cortés to Cartels.
This introductory course examines Mexico's political, economic, and cultural role in global history from the time of Spanish conquest until the twenty-first century.
Instructor(s): J. Clark
Area: Humanities, Social and Behavioral Sciences.
This freshman seminar explores the rise of economic crimes, including piracy, smuggling, and counterfeiting, in the 17th- and 18th-century British North America and Caribbean, and their portrayal in popular culture. Freshmen Only.
Instructor(s): K. Smoak
Area: Humanities, Social and Behavioral Sciences.
Students explore politics and culture of the interactive Cold War from 1945 to the fall of Communism. Considerable assigned reading, 2 quizzes, and weekly 500 word papers on readings. Freshman Only.
Instructor(s): J. Brooks
Area: Humanities, Social and Behavioral Sciences.
This freshman seminar will examine England under Tudor rule (including Henry VIII, Edward VI, Mary I, and Elizabeth I) and the intellectual and cultural movements of the Reformation and the Renaissance.
Instructor(s): J. Walker
Area: Humanities, Social and Behavioral Sciences.
AS.100.218. Freshman Seminar: Russian History from Revolution to Cold War.
Students will explore Russian politics and culture from 1905 to 1953.
Instructor(s): J. Brooks
Area: Humanities, Social and Behavioral Sciences.
AS.100.219. Chinese Cultural Revolution.
The Cultural Revolution was Mao Zedong's last attempt to transform Chinese society spiritually and structurally. The events of this period were marked by social upheaval, personal vendettas, violence, massive youth movements, and extreme ideological pressure. This course will explore the Cultural Revolution from a variety of perspectives, focusing on the relationship between events in China from 1966-1976, and their interpretation in China and the West during the Cultural Revoltuion decade and since.
Instructor(s): T. Meyer-Fong
Area: Humanities, Social and Behavioral Sciences.
AS.100.220. Freshman Seminar: Politics, Information, and the State in Early Modern China and Japan.
This introductory seminar examines culture and politics in early modern East Asia (ca. 1500-1900) by looking at changing modes of communication and attitudes about state control of information and ideology. Freshmen Only.
Instructor(s): E. Mokros
Area: Humanities, Social and Behavioral Sciences.
Explores religious culture in medieval and early modern Europe, with an emphasis on spiritual beliefs and practices, relics, miracles, pilgrimage, and saint-making. Emphasis on reading and discussing written sources and visual culture.
Instructor(s): E. Rowe
Area: Humanities, Social and Behavioral Sciences.
AS.100.233. History of Modern Germany.
This course will offer a concise introduction to the political, social, and cultural history of Germany from the founding of the Empire in 1871 until the present.
Instructor(s): H. Balz
Area: Humanities, Social and Behavioral Sciences.
AS.100.234. The Making of the Muslim Middle East, 600-1100 A.D..
A survey of the major historical transformations of the region we now call the ‘Middle East’ (from late antiquity through the 11th century) in relation to the formation and development of Islam and various Muslim empires.
Instructor(s): T. El-leithy
Area: Humanities, Social and Behavioral Sciences.
This course will focus on the long-distance trade of both foodstuffs and clothe in order to investigate urbanization and the development of national monarchies in western Europe from the outbreak of the Black Death (1347) to the eve of the Reformation (1517).
Instructor(s): H. Stein
Area: Humanities, Social and Behavioral Sciences.
AS.100.241. American Revolution.
The aim of this course is to explore the causes, character, and consequences of the American Revolution, a seminal event in world history.
Instructor(s): P. Morgan
Area: Humanities, Social and Behavioral Sciences.
AS.100.243. China: Neolithic to Song.
This class offers a broad overview of changes in China from Neolithic times through the Song Dynasty (roughly from 5000 BCE through the 13th century CE) and will include discussion of art, material culture, and literature as well as politics and society. Close readings of primary sources in discussion sections and extensive use of visual material in lectures will help students gain firsthand perspective on the materials covered. Not open to students who have previously taken AS.100.208. Cross listed with East Asian Studies
Prerequisites: If you have completed AS.100.208 you may not enroll in AS.100.243.
Instructor(s): T. Meyer-Fong
Area: Humanities, Social and Behavioral Sciences.
AS.100.246. Colonial Latin American History Survey.
This course offers a general survey of Colonial Latin American history, covering both Spanish and Portuguese America, from European conquest to the revolutionary wars of independence. Emphasis will be placed in exploring the nature and effects of conquest, the making of new pluri-ethnic societies, and the eventual break of these societies from Spain and Portugal.
Instructor(s): G. Garcia Montufar
Area: Humanities, Social and Behavioral Sciences.
AS.100.247. Remaking Gender in 20th Century America.
The last century saw the radical transformation of the meaning of manhood and womanhood. We will trace these changes on multiple levels in public and private life.
Instructor(s): M. Ryan
Area: Humanities, Social and Behavioral Sciences.
AS.100.248. Japan in the World.
This course is an introduction to Japan’s history from 1800 to the present with emphasis on the influences of an increasing global circulation of ideas and people. Topics include the emperor system, family and gender, imperialism, World War II, the postwar economy, and global J-pop.
Instructor(s): H. Kim
Area: Humanities, Social and Behavioral Sciences.
AS.100.249. Baltimore as Historical Site.
The city of Baltimore will serve as a laboratory in which to study American History. We will explore the urban landscape on foot as well as through written sources.
Instructor(s): M. Ryan
Area: Humanities, Social and Behavioral Sciences.

AS.100.253. Civil Rights on the Silver Screen.
This course examines popular representations of the U.S. Civil Rights Era. By using recent Hollywood films, secondary readings and primary sources, students will explore the ways in which the era is remembered, depicted and commodified. Particular attention will be paid to the portrayals of well-known figures, representations of women, the treatment of violence and characterizations of the South.
Area: Humanities.

AS.100.255. The Haitian Revolution in World History.
This introductory seminar examines the revolution that transformed the slave colony of Saint-Domingue into the first black republic and second independent nation in the Americas, and its repercussions around the world. Non-Majors welcome.
Instructor(s): N. Marvin
Area: Humanities, Social and Behavioral Sciences.

AS.100.264. Re-Reading the Crusades: Chronicing a Century of Holy War 1096-1195.
How do we understand the Crusades? Students in this course will interrogate written sources from authors that lived during the European conquest of the Holy Land in order to understand the diverse perspectives of the conflict’s participants. Through background lectures and group discussions, students will examine how medieval writers - Jews, Christians and Muslims - conceptualized what we now call the Crusades in light of their own politics and circumstances.
Area: Humanities, Social and Behavioral Sciences.

AS.100.278. Baltimore in the Age of Revolution.
This course will use Baltimore as a case study for investigating the intellectual, political, cultural, and demographic upheavals of what historians have termed the “Age of Revolutions.” Through background lectures, group discussions, and field trips to historic sites, we will examine how the American, French, and Haitian revolutions reshaped the city and the lives of its inhabitants between 1763 and 1814. The field trip locations are both accessible, at no additional charge, by the Hopkins Shuttle and/or the Charm City Circulator.
Instructor(s): C. Consolino
Area: Humanities, Social and Behavioral Sciences.

AS.100.279. Europe since 1945.
This lecture course examines the political, social, and cultural history of postwar Europe with emphasis on the Cold War and the formation of the European Union.
Instructor(s): H. Baiz
Area: Humanities, Social and Behavioral Sciences.

AS.100.280. Music and Politics in Modern Europe.
This course explores the diverse and complicated relationship between music and politics during the twentieth century by focusing on three aspects: music that supports political systems and ideologies, music linked to political movements, and oppositional music. Concentrating on Germany, Britain, and the Soviet Union, we study how phenomena like mass culture, socialism, fascism, youth protest, and punk link music and politics by using examples from classical and popular music.
Instructor(s): L. Braun
Area: Humanities.

Please note, class will meet Saturday, Jan. 23 in the event of inclement weather. This course is for freshmen ONLY. The image of a CVS pharmacy burning following protests is perhaps one of the most visual and memorable moments of the Baltimore uprising in April 2015. This course will examine the CVS burning as a starting point for exploring the relationship between business’ broadly construed and Baltimore’s black community. In doing so, it addresses critical questions about urban development, black entrepreneurship, and corporate social responsibility in the post-war era. This course will include field trips.
Prerequisites: Students may enroll in one B'More course only.
AS.371.188 OR AS.371.189 OR AS.271.119 OR AS.140.318 OR AS.300.100 OR AS.360.108 OR AS.360.122 OR AS.360.171
Instructor(s): J. Levy
Area: Humanities, Social and Behavioral Sciences.

AS.100.286. Moving Out/Moving Up: Jewish Baltimore.
How are Baltimore’s communities formed? In this field-based course, students explore community development in action, on the ground and through the institutions that have shaped it. Moving Out/Moving Up exposes students to Baltimore’s unique and diverse Jewish community as it moves across history and across the city itself. On the way, students examine how identities are constructed through diverse media including architecture, food, and urban planning.
Instructor(s): P. Glotzer; R. Stoil
Area: Humanities, Social and Behavioral Sciences.

AS.100.290. Criminality and Incarceration in U.S. History.
This course will focus in particular on three key periods of prison development: the turn towards prison as industry during the Gilded Age; the period of “scientific treatment” in the early 20th century; and the post-World War II focus on the rehabilitative ideal. The course will then examine the failure of reform in the post-1965 period. The ways in which the American prison has contributed to regimes of racial control will be highlighted throughout.
Instructor(s): M. Shahan
Area: Humanities.

AS.100.301. America after the Civil Rights Movement.
Explores the role of the 1964 Civil Rights Act and mid-twentieth century reform movements in transforming American politics, economy, and culture since the late 1960’s.
Instructor(s): N. Connolly
Area: Humanities.

AS.100.303. Old Regime and Revolutionary France
Exercise
Examine the history of France from the reign of Louis XIV to the French Revolution, focusing on early modern society, absolutism, the Enlightenment, political culture, and the Revolution.
Instructor(s): M. Kwass
Area: Humanities, Social and Behavioral Sciences.

AS.100.306. America and the Great War, 1898-1920.
This small, discussion-oriented course covers the period from the Spanish-American War through the end of WWI and the Red Scare that more or less ended in 1920.
Instructor(s): R. Walters
Area: Humanities, Social and Behavioral Sciences.
AS.100.307. Latin American Independence.
This seminar examines the breakdown of the Spanish and Portuguese empires and the emergence of new states in Latin America in the nineteenth century. Topics include: war, revolution, slavery, liberalism, and monarchism.
Instructor(s): G. Paquette
Area: Humanities, Social and Behavioral Sciences.

AS.100.309. American Social Thought since 1865.
This course explores the intellectual development of the modern United States through readings in philosophy, literature, law, economics, politics, and social theory.
Prerequisites: Cannot enroll if you have taken AS.100.400, same course.
Instructor(s): A. Burgin
Area: Humanities, Social and Behavioral Sciences.

AS.100.310. The French Revolution.
Political, social and cultural history of one of the great turning-points in European history. Previously offered as AS.100.204.
Instructor(s): L. Mason
Area: Humanities, Social and Behavioral Sciences.

AS.100.311. National Pastimes: Sports, Culture, and American History.
National Pastimes examines the development of sports in the United States over the course of the 20th century with a particular interest in the relationship between sports and politics as well as issues of race, gender, sexuality and class.
Instructor(s): A. Davis
Area: Humanities, Social and Behavioral Sciences.

AS.100.314. The Enlightenment.
This course examines the Enlightenment, an intellectual movement that swept Europe in the eighteenth century to shape the modern world.
Instructor(s): M. Kwass
Area: Humanities, Social and Behavioral Sciences.

AS.100.315. Jewish Political Thought and Social Imagination, 1880-1940.
How a range of Jewish thinkers, activists, and creative writers grappled intellectually with the challenge of the nation-state, the rise and collapse of empires, antisemitism as a political phenomenon, the nature of politics and political action, the nature of modern societies, and the question of Jewish self-determination and sovereignty, 1880-1940. Readings by Herzl, Bernard Lazare, Freud, Kafka, Leshtshinsky, Arendt, Adorno, Michael Chabon, among others.
Instructor(s): K. Moss
Area: Humanities, Social and Behavioral Sciences.

AS.100.318. The Age of Revolutions.
This seminar focuses on the political, social, and economic thought animating the revolutions which transformed Europe and the Americas, c. 1760 - 1850.
Instructor(s): G. Paquette
Area: Humanities, Social and Behavioral Sciences.

AS.100.319. The Tudors: Reforming England 1485-1603.
This course will examine Tudor England, including the reigns of Henry VIII, Edward VI, Mary I, and Elizabeth I, and the intellectual and cultural movements of the Reformation and the Renaissance.
Instructor(s): J. Walker
Area: Humanities, Social and Behavioral Sciences.

AS.100.320. Writing U.S. Empire.
This course will teach students how to write analytic history and how to interrogate primary documents through a focused look at American imperialism between the 1890s and 1930s.
Instructor(s): N. Connolly.

AS.100.321. Visions Of The Self.
Examines a variety of autobiographical texts – male and female, western and non-western, from the Middle Ages to the present, with an eye towards using these texts as “windows” into the society in which they were written. Course will require weekly reports, a term paper, and final exam. Organized as a seminar, student-run discussion will be integral to the course.
Instructor(s): R. Kagan
Area: Humanities, Social and Behavioral Sciences.

AS.100.322. New World Encounters: Europeans, Natives, Africans. The Makings of Creole Society in Spanish America, 15th - 18th centuries.
This course is designed to introduce students to the complex relationships that were established between the different cultures that inhabited colonial Latin America, from 1492 to the 18th century. Dean’s Teaching Fellowship course.
Instructor(s): G. Garcia Montufar
Area: Humanities, Social and Behavioral Sciences.

AS.100.324. Dostoevsky's Russia.
Dostoevsky and the culture of his era but also echoes of his ideas of Russia, religion, ethnicity, freedom, authority, and gender from 1917 until today. Short papers, quizzes.
Instructor(s): J. Brooks
Area: Humanities, Social and Behavioral Sciences.

AS.100.325. Images of War in the 20th Century.
This course examines the changing face of war in photographs, propaganda posters, comics, and film from World War I to the "war on terror.
Instructor(s): H. Baiz
Area: Humanities, Social and Behavioral Sciences.

AS.100.326. Extreme America: Political Extremism, 1787-1920.
In the half century between 1870 and 1920, socialism, anarchism, and communism were real presences in American life, not just smear words. This course will examine political extremism in this extraordinary period with an eye toward understanding the causes and consequences of a political culture of extremism.
Instructor(s): R. Walters
Area: Humanities, Social and Behavioral Sciences.

Using primary sources, including literature and film, we will explore the changing ways in which ideologues, intellectuals, and ordinary citizens defined national identity in 20th century China and Japan. Cross-listed with WGS and East Asian Studies.
Instructor(s): T. Meyer-Fong
Area: Humanities, Social and Behavioral Sciences.

AS.100.332. Human Rights History.
Examines how the idea that people have rights transcending their particular place and time has evolved since the early modern period, with special emphasis on European experience and thought.
Instructor(s): L. Mason
Area: Humanities, Social and Behavioral Sciences.
AS.100.333. Global Public Health Since World War II.
Globalization has dramatically reshaped the world economy, providing great advantages to some but leaving poor nations to struggle with hunger, disease and death on a daily basis. This course explores the impact of globalization on public health in the developed and the developing nations since 1945. Cross-listed with Public Health Studies
Instructor(s): L. Galambos
Area: Humanities, Social and Behavioral Sciences.

AS.100.334. Gender and the Economy in America, 1600-1870.
Examines white, African, and Native American women’s economic activities in early America, including as laborers, entrepreneurs, and consumers. Also considers women’s economic and political roles during the Revolution and Civil War.
Instructor(s): S. Damiano
Area: Humanities, Social and Behavioral Sciences.

AS.100.335. The American West.
Instructor(s): R. Walters
Area: Humanities, Social and Behavioral Sciences.

AS.100.337. Historical Perspectives on Humans and Animals in the Atlantic World and the Early United States, 1500-1860.
Relationships between humans and animals offer a fascinating window into the American past. Readings, written assignments, and discussions will explore environmental, cultural, and scientific approaches to the history of hunting, the domestication of animals and animal ethics in the Atlantic world and the early United States.
Instructor(s): C. Gherini
Area: Humanities, Social and Behavioral Sciences.

AS.100.338. Contemporary African Political Economies in Historical Perspectives.
How have contemporary achievements and problems in Africa been shaped by past events? What insights may be gained into contemporary conditions by viewing them in historical perspective? Using a series of case studies, this course will examine the history of issues such as economic development, nation building, migration, poverty and social conflict that affect many African nations today. Cross listed with Africana Studies
Instructor(s): S. Berry
Area: Humanities, Social and Behavioral Sciences.

AS.100.339. Tolstoy/Chagall/Pasternak: Russia’s Age of Genius.
Topic is history, literature, and art in Russia’s age of genius, 1850s through the 1920s. Requirements are short papers and 2 quizzes. Format is short lecture plus discussion.
Instructor(s): J. Brooks
Area: Humanities, Social and Behavioral Sciences.

AS.100.340. Russian Imagination.
Culture, Politics, and Society in Russia’s great age of creativity, 1850s to 1950s.
Instructor(s): J. Brooks
Area: Humanities, Social and Behavioral Sciences.

AS.100.341. The Inquisition: Medieval & Modern.
Examines the history of the Inquisition - its origins, theological foundations, methods, and role as a mechanism for social control in medieval & early modern Europe.
Instructor(s): R. Kagan
Area: Humanities.

This course traces the emergence of an Atlantic world, 1600-1850, through the lens of biography. Major themes include European colonization, cross-cultural encounters, slavery and trade, imperial warfare, and political revolutions. Prior experience in an introductory history course strongly recommended.
Instructor(s): W. Brown
Area: Humanities, Social and Behavioral Sciences.

AS.100.343. Diaspora, Nation, Race, and Politics.
For millions of people across the globe, political fate in the 20th century was defined at the intersection of diaspora, race, and nation — and this may be true in the 21st century as well. This course, a collaborative effort involving a historian and a political scientist, explores the parallels and divergences in the deployment of these terms in nationalist and transnational mobilization, literature and aesthetics, and group identity formation in Eastern Europe, Africa and the New World of the Americas. Set against the backdrop of the fall of significant empires in the late 19th and early 20th centuries, we will explore themes of migration, human rights, the nation-state system, and racism through history, political sociology, and political and social theory. We will pay particular attention to the theoretically exemplary Jewish and Black experiences of diaspora, race, and nation, engaging both with how those experiences were specially shaped by the imposition of national and racial logics and with Black and Jewish politics and thought in relation to those categories. Readings include Max Weber, W. E. B. Du Bois, Booker T. Washington, Theodor Herzl, Hannah Arendt, Benedict Anderson, Rogers Brubaker, Andrew Zimmerman, Michele Mitchell, David Scott.
Instructor(s): K. Moss; M. Hanchard
Area: Humanities, Social and Behavioral Sciences.

AS.100.344. The Holocaust.
This course expands the knowledge of the Holocaust by including experiences of Eastern European Jewry and by discussing recent historiographic debates in the field such as ‘ordinary men,’ perpetrators, and collaboration. Prior experience in an introductory European history or Jewish studies course strongly recommended.
Instructor(s): L. Braun
Area: Humanities, Social and Behavioral Sciences.

AS.100.345. Religion, Secularity, and Nationhood in Modern Jewish Identity Politics.
How have ethnonational, religious, and secular forms of self-definition played out in Jewish life over the past hundred years, and what sorts of relationships are taking shape between them now? Particular foci include: religious revival in Israel and the fate of Zionism’s ostensibly secular nationalist project in comparative perspective (Ravitzky, Walzer, Friedland); the surprising flourishing of kabbalistic/mystical thought in contemporary Jewish life (Garb); varieties of secular and religious visions of Jewish collective identity (Ohana, Lustick); and new and resurgent forms of Judaism in the US; religion and gender (Fader), among other topics. Time at end of semester for independent reading and research.
Instructor(s): K. Moss
Area: Humanities, Social and Behavioral Sciences.

AS.100.346. Soviet-American Cold War.
The focus will be on Soviet-American interactions, Cold-War Cultures, and the impact on both societies.
Instructor(s): J. Brooks
Area: Humanities, Social and Behavioral Sciences.
AS.100.347. Early Modern China.
The history of China from the 16th to the late 19th centuries.
Instructor(s): W. Rowe
Area: Humanities, Social and Behavioral Sciences.

AS.100.348. 20th-Century China.
The history of China from the last years of the Qing Empire to the post-Mao reforms.
Instructor(s): W. Rowe
Area: Humanities, Social and Behavioral Sciences.

AS.100.351. God, Self, Nation and Revolution in East European Jewish Life and Thought, 1860-1939.
The divided Jewish community of modern Eastern Europe defined many of the key modern forms of Jewish identity, politics, culture, and religion and forged bewildering array of syntheses, hybrids, and even negations of Jewishness in relation to the unprecedented political, cultural, and social dilemmas of life in Eastern Europe. Focus on key texts of Jewish religious and secular thought created in Imperial Russia and interwar Poland.
Instructor(s): K. Moss
Area: Humanities, Social and Behavioral Sciences.

AS.100.353. Youth and Youth Movements during 20th Century: Germany, Britain, and the U.S.
Through texts, music, and films, this course examines the rise of “youth” as a social and cultural category in a variety of forms, ranging from spontaneous (such as Rock’n’Roll and Techno) to state-organized (Hitler Youth).
Instructor(s): H. Balz
Area: Humanities, Social and Behavioral Sciences.

The political, social, and culture history of the State of Israel and its inhabitants during its pivotal first two decades, as reconstructed in recent historiography.
Instructor(s): K. Moss
Area: Humanities, Social and Behavioral Sciences.

AS.100.355. Islam between History and Anthropology.
Co-taught by an anthropologist and a historian, this course will explore recent scholarly debates about--and critiques of--the representations of Islam and Muslim societies.
Instructor(s): N. Khan; T. Shepard
Area: Humanities, Social and Behavioral Sciences.

AS.100.357. Panic and Liberation: The Politics of Sex in 20th Century Europe.
This course examines the 20th century history of sexual attitudes, desires, behaviors, identities, communities, and movements in Western Europe (most notably, Germany, France, and the United Kingdom).
Instructor(s): T. Shepard
Area: Humanities, Social and Behavioral Sciences.

AS.100.358. Americans and the Environment.
The course focuses on the ideas, and the social and political structures that have influenced Americans in their relationship with the environment. Special emphasis will be placed on the impacts of industrialization and urbanization on the environment and the political and legal responses that ensued, especially since the 1960s.
Instructor(s): A. Beveridge
Area: Humanities, Social and Behavioral Sciences.

AS.100.365. Culture & Society in the High Middle Ages.
This course will cover the history of Medieval Europe in the High Middle Ages. It will investigate growth of feudalism, the revival of commerce, the growth of national kingdoms, and the intellectual revival known as the Renaissance of the 12th century, including the birth of courtly literature and the emergence of scholasticism.
Instructor(s): G. Spiegel
Area: Humanities, Social and Behavioral Sciences.

AS.100.370. Idolatry, Faith, Violence: From the Bible to the Bamiyan Buddhas.
Why do images cause so much anxiety for Monotheistic religions? How did image-worship become the sign of the Other? This course examines the phenomenon of idolatry from the joint perspective of history and art history. We explore several paradigmatic moments in which the status of the image was contested, tracing the links between faith, materiality, and intolerance in the Abrahamic faiths. Students will be challenged to consider how ancient problems still inform modern sensibilities.
Area: Humanities, Social and Behavioral Sciences.

AS.100.372. The Victorians.
This course focuses on the politics of everyday life, consumption, intimate relations, and concepts of the self in Britain and its empire in the long nineteenth century. We devote particular attention to visual culture, entertainment, and the built environment. Course themes include popular nationalism; class differences; gender and body politics; and imperial expansion and racial thought.
Instructor(s): L. Pepitone
Area: Humanities, Social and Behavioral Sciences.

AS.100.373. Sex and Society in Early Modern Europe.
This course will examine how early modern views on the body, gender, and sexuality shaped beliefs about the abilities and rights of women and men.
Instructor(s): E. Rowe
Area: Humanities, Social and Behavioral Sciences.

AS.100.379. Age of Religious Wars: Reformation Europe, 1500-1650.
Offers an in-depth examination of a volatile time in European history, when the rupture of unity in the Christian Church led to wide scale political upheaval, violence, rioting, and persecution.
Instructor(s): E. Rowe
Area: Humanities, Social and Behavioral Sciences.

AS.100.380. In Turner's Footsteps: History and Historiography of the American Frontier.
This course explores the intellectual world of Hopkins graduate Frederick Jackson Turner, reading the scholarship of his day alongside more recent work on Native Americans, settlers, geography and politics in early America.
Instructor(s): F. Furstenberg
Area: Humanities, Social and Behavioral Sciences.

AS.100.381. Religion, Medicine, and the Mind in Japan.
This seminar explores the relationship between religion and medicine in treating disorders of the mind and soul throughout Japanese history. We will consider such topics as animal spirit possession, Buddhism, family-based care, psychotherapy, gender, and social withdrawal.
Instructor(s): H. Kim
Area: Humanities, Social and Behavioral Sciences.
AS.100.383. **Conversion and Apostasy in the Middle Ages.**
Compared religious transformation in medieval Europe and the Middle East (ca. 600-1500), including conquest and conversion; conversion narratives; apostasy, martyrdom and other encounters between medieval Jews, Christians, and Muslims.
Instructor(s): T. El-leithy
Area: Humanities, Social and Behavioral Sciences.

AS.100.385. **Mobility and Encounter in the Medieval Indian Ocean.**
This seminar discusses forms of mobility and exchange—trade and travel, conquest and religious transformation, diasporas and migration, the spread of practices and technologies—across the Indian Ocean from the 8th to 16th centuries.
Instructor(s): T. El-leithy
Area: Humanities, Social and Behavioral Sciences.

AS.100.388. **European Intellectual History from Adam Smith To Nietzsche.**
A survey of major thinkers who supported or opposed capitalism and democracy.
Instructor(s): P. Jelavich
Area: Humanities, Social and Behavioral Sciences.

AS.100.396. **Landscapes of the American South: Slavery, Law, and Culture, 1770-1900.**
Focusing on the legal and social history of the American South, this course attempts to answer how national identity was complicated by questions concerning race and slavery from the founding forward.
Dean’s Teaching Fellowship course.
Instructor(s): S. Cerato
Area: Humanities, Social and Behavioral Sciences.

AS.100.397. **U.S. Histories Male and Female.**
This seminar will be devoted to exploring gender differences as they have been expressed in a sequence of autobiographies and autobiographical fiction set in a shifting social and historical context.
Instructor(s): M. Ryan
Area: Humanities, Social and Behavioral Sciences.

AS.100.399. **Decolonization and Citizenship in Africa, 1945-2015.**
Critically explores issues of decolonization and citizenship in Africa from WWII to the present. Emphasis on political inclusion and exclusion, and violence, fostered by nationalist movements and postcolonial African governments.
Instructor(s): P. Larson
Area: Humanities.

AS.100.404. **John Locke.**
Seminar style course in which John Locke’s major works will be read intensively, together with some of his contemporaries’ works, and select scholarly interpretations.
Instructor(s): J. Marshall
Area: Humanities, Social and Behavioral Sciences.

AS.100.405. **European Socialist Thought.**
Examination of socialist, social-democratic, communist, and anarchist theorists, including Proudhon, Marx, Engels, Bakunin, Bernstein, Lenin, Luxemburg, and Sorel.
Instructor(s): P. Jelavich
Area: Humanities, Social and Behavioral Sciences.

AS.100.406. **American Business in the Age of the Modern Corporation.**
This course will focus on business organizations, their performance, and sociopolitical relations in the 20th century. Each of the students will be expected to reach conclusions about that history and will be required to sharpen those conclusions by writing three, interrelated essays.
Instructor(s): L. Galambos
Area: Humanities, Social and Behavioral Sciences.

AS.100.408. **Theorizing the Age of ‘Enormity’: Social Theory and the History of the 20th Century.**
Instructor(s): K. Moss; T. Shepard
Area: Humanities, Social and Behavioral Sciences.

AS.100.409. **Fascism: History and Interpretation.**
This course investigates the history and historiography of fascism, with emphases on definitions of fascism and on fascist political culture in a comparative framework. AS.100.104 recommended but not required.
Dean’s Teaching Fellowship course.
Instructor(s): A. Bisno
Area: Humanities, Social and Behavioral Sciences.

AS.100.410. **Subversive Humor in US and Modern Europe.**
Varieties of subversive laughter in historical context: 1850s through 1970s in fiction, cartoons, comics, children’s literature, and art. Also open to graduate students.
Instructor(s): J. Brooks
Area: Humanities, Social and Behavioral Sciences.

AS.100.411. **Readings in the History of Public Health in the 20th and 21st Centuries.**
The students will read major and some minor works in the history of global public health and will each develop their own concept of how and why the major institutions, professions, and practices associated with public health have evolved over the past long century. To help the students focus on their ideas, they will write three essays on particular aspects of the history.
Instructor(s): L. Galambos
Area: Humanities, Social and Behavioral Sciences.

AS.100.412. **Jewish History in British Mandatory Palestine, 1917-1947.**
Recent historical writing on Jewish politics, culture, and society in British Mandatory Palestine, 1917-1947. Significant attention will also be paid to work on Palestinian Arab society and politics and to Jewish-Arab-British relations.
Instructor(s): K. Moss
Area: Humanities, Social and Behavioral Sciences.

AS.100.413. **London 1580-1830: The History of Britain’s capital city.**
Seminar-style class analyzing the social, cultural, gender, religious, economic, and political history of London from Shakespeare’s time through revolutions, plague, fire, and commercial, colonial, and industrial expansion.
Instructor(s): J. Marshall
Area: Humanities, Social and Behavioral Sciences.
AS.100.415. Papyrus, Parchment, and Paper.
The diffusion of writing technologies before the industrial age, especially around the Mediterranean; the preservation of lightweight, portable texts; modern discoveries (Oxyrhynchus, Dead Sea Scrolls, Nag Hammadi, Cairo Geniza).
Instructor(s): M. Rustow
Area: Humanities, Social and Behavioral Sciences.

AS.100.416. Urban Space and City People.
Readings and research in urban history focused on the United States since the 18th century with special attention to gender and race.
Instructor(s): M. Ryan
Area: Humanities, Social and Behavioral Sciences.

AS.100.417. Capitalism, Socialism, and Democracy.
This course examines the ideas of Joseph A. Schumpeter, the father of entrepreneurial studies. Each student will develop a perspective on the history of capitalism and socialism.
Instructor(s): L. Galambos
Area: Humanities, Social and Behavioral Sciences.

AS.100.420. George Washington and his World.
This research-intensive course explores eighteenth-century America through George Washington's papers. Although Washington is not the most representative person, he is an exceptionally well-documented one; we use his papers to focus on life in Virginia, North America, and the Atlantic World. Workshop-style research and writing prepare students for the craft of history.
Instructor(s): F. Furstenberg
Area: Humanities, Social and Behavioral Sciences.

AS.100.422. Society & Social Change in 18th Century China.
Reading knowledge of Chinese recommended but not required. Cross listed with East Asian Studies
Instructor(s): W. Rowe
Area: Humanities, Social and Behavioral Sciences.

AS.100.424. Women & Modern Chinese History.
This course examines the experience of Chinese women, and also how writers, scholars, and politicians (often male, sometimes foreign) have represented women's experiences for their own political and social agendas. Cross listed with East Asian Studies.
Instructor(s): T. Meyer-Fong
Area: Humanities, Social and Behavioral Sciences.

AS.100.426. Popular Culture in Early Modern Europe.
Witchcraft, magic, carnivals, riots, folk tales, gender roles; fertility cults and violence especially in Britain, Germany, France, and Italy.
Instructor(s): J. Marshall
Area: Humanities, Social and Behavioral Sciences.

AS.100.428. London-20th Century.
This course investigates the history of London between 1900 and 1960. The following themes are explored: the built environment, the local and the global, policing and crime, sexual scandal, popular entertainments and erotic pleasure, consumer culture and the media, cultural imperialism, the experience of war, social democracy, and the emergence of a multi-racial urban society. Cross-listed with Studies of Women, Gender, and Sexuality
Instructor(s): J. Walkowitz
Area: Humanities, Social and Behavioral Sciences.

AS.100.433. Censorship in Europe and the U.S..
This undergraduate research seminar will examine censorship policies and debates from the eighteenth century to the present. In addition to discussion of common readings, each student will choose a censorship case to research and present to the class.
Instructor(s): P. Jelavich
Area: Humanities, Social and Behavioral Sciences.

AS.100.437. Late Imperial China: History and Fantasy.
Students in this seminar will look at the ways in which Chinese and Western scholars, novelists, film-makers, and artists have represented China's Late Imperial period. We will look at the way foreigners have imagined China, and the ways in which Chinese writers past and present have fancifully, nostalgically, and inventively rendered their personal and national pasts. The course will explore issues of historical, geographical, and literary imagination. Cross-listed with East Asian Studies
Instructor(s): T. Meyer-Fong
Area: Humanities, Social and Behavioral Sciences.

AS.100.438. Modern Mexico and the Mexican Revolution.
An examination of the political, social, and economic factors between 1810 and 2010 that produced incessant civil war in Mexico during the 19th century and a revolution in the early 20th century. Cross listed with PLAS
Instructor(s): F. Knight
Area: Humanities, Social and Behavioral Sciences.

AS.100.439. Cuban Revolution and the Contemporary Caribbean.
A lecture course dealing with the development of the Cuban Revolution and the tortuous history of the Caribbean during the 19th and 20th centuries.
Instructor(s): F. Knight
Area: Humanities, Social and Behavioral Sciences.

AS.100.440. The Revolutionary Experience in Latin America.
Comparative examinations of revolutionary political changes in Haiti, Mexico, Bolivia, and Cuba. Cross-listed with Latin American Studies
Instructor(s): F. Knight
Area: Humanities, Social and Behavioral Sciences.

AS.100.441. Society, Politics, and Economics in Latin America.
This course traces the complex relationship between politics, economics, and social changes in Latin America and the Caribbean since World War II.
Instructor(s): F. Knight
Area: Humanities, Social and Behavioral Sciences.

AS.100.442. The Intellectual History of Capitalism, 1900 to present.
This course examines shifting understandings of the philosophical foundations, political implications, and social effects of the market economy since the early twentieth century.
Instructor(s): A. Burgin
Area: Humanities, Social and Behavioral Sciences.

AS.100.443. Russian Critical Theory.
Juniors and Seniors only. Participants will explore the Russian critical tradition of the Soviet Era. Close reading of Bakhtin, Shklovsky, Propp, Vygotsky, Lotman, Gurevich, etc. Short essays required on aspects of the texts.
Instructor(s): J. Brooks; N. Koposov
Area: Humanities, Social and Behavioral Sciences.
AS.100.445. African Fiction as History.
An exploration of Modern African history through the African historical novel.
Instructor(s): P. Larson
Area: Humanities, Social and Behavioral Sciences.

AS.100.447. Christian-Jewish Polemics in the Middle Ages and the Construction of the Enemy.
The four great public Christian-Jewish disputations of the high middle ages: Paris, Barcelona, Majorca, Tortosa. Original Hebrew and Latin sources in English translation; questions of the changing motives for anti-Judaism and the formation of a persecuting society.
Instructor(s): P. Capelli
Area: Humanities, Social and Behavioral Sciences.

AS.100.448. Britain from the English Revolution to the Industrial Revolution.
Instructor(s): J. Marshall
Area: Humanities, Social and Behavioral Sciences.

AS.100.449. Film and Propaganda in Nazi Germany.
By examining a range of cinematic works—from explicitly ideological pseudo-documentaries to entertainment films—this course will explore the transmission of propaganda into the everyday culture of Nazi Germany.
Instructor(s): H. Balz
Area: Humanities, Social and Behavioral Sciences.

AS.100.450. Problems in Chinese Urban History.
Reading and discussion of works in Western languages on the role of cities in Chinese society, from the Tang dynasty (628-906 A.D.) to the present.
Instructor(s): W. Rowe
Area: Humanities, Social and Behavioral Sciences.

AS.100.468. Jim Crow in America.
Through an examination of law, culture, and politics, this course explores the history of legalized racial segregation in the United States.
Instructor(s): N. Connolly
Area: Humanities, Social and Behavioral Sciences.

AS.100.470. Monuments and Memory In Asian History.
Instructor(s): T. Meyer-Fong
Area: Humanities, Social and Behavioral Sciences.

AS.100.479. The Early Caribbean and the Atlantic World Seminar.
The Caribbean was the key focal point of overseas European expansion in the early modern world. Its centrality, importance, and significance will be explored.
Instructor(s): P. Morgan
Area: Humanities, Social and Behavioral Sciences.

AS.100.482. Historiography Mod China.
A survey of assumptions and approaches in the study of modern Chinese history, as written by Chinese, Japanese, and Western historians.
Instructor(s): W. Rowe
Area: Humanities, Social and Behavioral Sciences.
AS.100.602. The French Revolution.
This seminar introduces graduate students to the rich historiography of the French Revolution. Topics include: revolutionary origins, political culture and radicalization, friendship and emotion, family and gender, the search for stability after the Terror, Napoleon’s Brumaire coup.
Instructor(s): L. Mason
Area: Humanities, Social and Behavioral Sciences.

Instructor(s): F. Furstenberg
Area: Humanities, Social and Behavioral Sciences.

AS.100.604. Readings in the Early U.S. Republic/Nineteenth Century.
Readings in the Early U.S. Republic/Nineteenth Century
Instructor(s): F. Furstenberg.

Instructor(s): B. Vinson.

AS.100.608. The Consumer Revolution in Global Perspective.
Examines the transformations in European consumption from 1650 to 1800 in a global perspective. Topics include gender, social status, credit, commerce, political economy, empire, and revolution.
Instructor(s): M. Kwass
Area: Humanities, Social and Behavioral Sciences.

AS.100.609. Russian Critical Theory.
Participants will explore the Russian critical tradition of the Soviet Era. Close reading of Bakhtin, Shklovsky, Propp, Vygotsky, Lotman, Gurevich, etc. Short essays required on aspects of the texts.
Instructor(s): J. Brooks; N. Koposov
Area: Humanities, Social and Behavioral Sciences.

AS.100.612. Everyday Life in Medieval Cairo.
Introduction to sources and methods available to social historians of the medieval Middle East, including close readings of documents (private letters, legal deeds, etc.) and discussing their production and survival. Grad Students only.
Instructor(s): T. El-leithy
Area: Humanities, Social and Behavioral Sciences.

AS.100.614. Seminar in Modern Chinese History.
A seminar covering major milestones in research on late imperial and modern Chinese history, primarily in English. Open to undergraduates with the permission of the instructor.
Instructor(s): W. Rowe
Area: Humanities, Social and Behavioral Sciences.

AS.100.616. Proseminar on the Sociedad de Castas en la época virreinal.
This course familiarizes graduate students with questions surrounding the evolution of the sociedad de castas in the viceregal period of Latin America, with an emphasis on Mexican historiography.
Prerequisites: AS.100.672
Instructor(s): B. Vinson
Area: Humanities, Social and Behavioral Sciences.

AS.100.617. Space, Place, and History.
A workshop on the spatial dimension of modern history. Readings will include monographs, some theoretical readings, and student research, mostly focused on the Americas with some comparison with Western Europe. Open to undergraduate juniors and seniors.
Instructor(s): M. Ryan
Area: Humanities, Social and Behavioral Sciences Writing Intensive.

AS.100.620. Early Modern France.
A readings seminar on French history from Louis XIV to the French Revolution. Topics include: absolutism, political culture, the Enlightenment, production and consumption, the French Atlantic, and the French Revolution.
Instructor(s): M. Kwass
Area: Humanities, Social and Behavioral Sciences.

This graduate seminar examines the Black Freedom Struggle through several of the most recent and ground-breaking biographies written about American civil rights and human rights activists.
Instructor(s): N. Connolly.

AS.100.624. How to Be a Disciple of the Sages: Norms of Behavior, Ethics and Etiquette in Early Rabbinic Literature.
Moral instruction in early rabbinic literature (Pirqe Aboth, Aboth de-Rabbi Nathan, Derekh Eretz Rabbah and Zuta, Pereq ha-Shalom) is a very revealing example of the composite character of rabbinic Judaism. Its manifold, not only Biblical roots, and its intense osmosis of neighboring traditions: Hellenistic and Roman philosophies, early Christian and Islamic doctrines, rules and handbooks of manners from medieval European monasteries and courts. This seminar will investigate the classical sources of Jewish morals in both Jewish and non-Jewish texts.
Instructor(s): P. Capelli
Area: Humanities, Social and Behavioral Sciences.

AS.100.626. Russian History Graduate Seminar.
Reading, discussion, and writing: Russian history and culture in 19th and 20th centuries.
Instructor(s): J. Brooks.

AS.100.631. Ibero-Atlantic History.
A reading seminar on the history and historiography of the Portuguese and Spanish empires c. 1600-1900.
Instructor(s): G. Paquette
Area: Humanities.

AS.100.633. Spain and its Empire.
This graduate seminar will explore the historiography of Spain and its empire, 1480-1700.
Instructor(s): E. Rowe.

AS.100.634. Spain and its Empire.
Instructor(s): R. Kagan.

AS.100.639. German History.
German history from the Restoration through World War I, with emphasis on cultural and intellectual developments.
Instructor(s): P. Jelavich.
AS.100.640. Approaches to a Visual History of War in the 20th Century.
This course will examine theoretical aspects of visual history, as well as analyze depictions of war and their propagandistic, aesthetic, and allegorical dimensions from World War I to the present.
Instructor(s): H. Baiz
Area: Humanities, Social and Behavioral Sciences.

AS.100.641. Global Catholicism in the Early Modern Period.
Explores religious culture in medieval and early modern Europe, with an emphasis on spiritual beliefs and practices, relics, miracles, pilgrimage, and saint-making. Emphasis on reading and discussing written sources and visual culture. Graduate students only.
Instructor(s): E. Rowe
Area: Humanities, Social and Behavioral Sciences.

AS.100.642. Historiography of the Jews.
Instructor(s): K. Moss; M. Rustow.

AS.100.643. Jewish Paths Through Modernity.
Intensive introduction to the key trends and trajectories in modern Jewish history and the major themes in Jewish historiography. Intended to serve both graduate students outside the Jewish history field and students beginning the graduate study of modern Jewish history. Open to undergraduate seniors with the permission of the instructor.
Instructor(s): K. Moss
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.

AS.100.644. Approaches to Brazilian History.
A reading seminar on the history and historiography of Brazil (colonial and national periods).
Instructor(s): G. Paquette
Area: Humanities, Social and Behavioral Sciences.

AS.100.647. 19th Century America.
Instructor(s): M. Johnson.

AS.100.650. The American South.
Instructor(s): M. Johnson.

AS.100.651. Readings in Urban and Suburban America: The Twentieth Century.
Introduces students to intellectual trends shaping historical treatments of urban and suburban life in twentieth-century America.
Instructor(s): N. Connolly.

AS.100.655. Jewish History and Historiography in Ottoman and British Palestine.
Recent historiography on Jewish politics, culture, and society in late Ottoman and British Mandatory Palestine, 1880s-1947. English and Hebrew. With permission of the professor.
Instructor(s): K. Moss
Area: Humanities, Social and Behavioral Sciences.

Graduate students only. Recent historical writing on Jewish politics, culture, and society in British Mandatory Palestine, 1917-1947. Significant attention will also be paid to work on Palestinian Arab society and politics and to Jewish-Arab-British relations.
Instructor(s): K. Moss
Area: Humanities, Social and Behavioral Sciences.

AS.100.659. Women and Modern Chinese History.
Graduate students only. This course examines the experience of Chinese women, and also how writers, scholars, and politicians (often male, sometimes foreign) have represented women’s experiences for their own political and social agendas. Cross listed with East Asian Studies.
Instructor(s): T. Meyer-Fong
Area: Humanities, Social and Behavioral Sciences.

AS.100.661. Racial Literacy for Historians.
Instructor(s): N. Connolly
Area: Humanities, Social and Behavioral Sciences.

AS.100.664. Approaches to Brazilian History.
A reading seminar on the history and historiography of Brazil (colonial and national periods).
Instructor(s): G. Paquette
Area: Humanities, Social and Behavioral Sciences.

AS.100.667. Topics in Modern Jewish History.
Intensive readings in historiography of modern Jewry, with particular focus on Jewish life in 19th - 20th century Palestine and the State of Israel. Recommended Course Background: AS.100.668
Instructor(s): K. Moss
Area: Humanities, Social and Behavioral Sciences.

AS.100.670. Directed Readings in the Cultural History of British America and the Early United States.
Reading Seminar focusing on modes of interpretation associated with cultural history. Ordinarily a continuation of AS.100.669 (fall), but other interested graduate students may register with instructor’s permission.
Co-taught by Francois Furstenberg.
Instructor(s): T. Ditz.

AS.100.671. Germany Since 1918.
German history since World War I - Weimar Republic, Third Reich, German Democratic Republic, and Federal Republic of Germany - with emphasis on cultural and intellectual developments.
Instructor(s): P. Jelavich.

AS.100.672. Colonial Latin American Historical Research and Methodology Seminar.
This course is designed to introduce students to a range of colonial Latin American source documentation and to familiarize them with basic issues in conducting primary source research. Focusing on textual analysis, the use of economic and social data, and archival survey, students will write a series of papers that will build basic competency and skills in the area of Latin American colonial methodology. Advanced Spanish is required. Familiarity and some background in colonial Latin American history is strongly encouraged. The course adopts a practicum style.
Instructor(s): B. Vinson
Area: Humanities, Social and Behavioral Sciences.

AS.100.679. Colonial Latin American History and Readings.
Instructor(s): B. Vinson
Area: Humanities, Social and Behavioral Sciences.

AS.100.680. Reading Seminar in Atlantic History 1600-1800.
Instructor(s): P. Morgan.

AS.100.681. Research Seminar in Atlantic History, 1600-1800.
Continuation of AS.100.680. Instructor(s): F. Furstenberg
Area: Humanities, Social and Behavioral Sciences.

AS.100.684. Research Seminar in the Atlantic World, 1500-1810.
This seminar selectively explores the emergence and subsequent growth of the Atlantic basin as a site for exchange among and within the continents of Europe, Africa, and the Americas in the early modern era.
Instructor(s): P. Morgan.
AS.100.685. Reading Seminar in Atlantic History.
Instructor(s): P. Morgan
Area: Humanities, Social and Behavioral Sciences.

AS.100.687. Amer Economic History.
Instructor(s): L. Galambos.

AS.100.690. Directed Readings in Latin America History and Historiography.
Provides a comprehensive understanding of the major trends in colonial Latin American historiography from the 1950’s until contemporary times. Cross listed with PLAS
Instructor(s): B. Vinson.

AS.100.692. Theorizing the Age of Enormity.
Instructor(s): K. Moss; T. Shepard.

AS.100.695. Problems in U.S. Social & Cultural History.
This is a seminar reading widely in U.S. social and cultural history, ranging chronologically this semester from the mid-18th century to the late 19th century.
Instructor(s): R. Walters.

AS.100.696. Problems in American Society and Culture.
An intensive graduate seminar exploring various topics of US social and cultural history, focusing on the period from the late 19th century to the late 20th century.
Instructor(s): R. Walters.

AS.100.700. American Intellectual History.
Readings on American and transaltantic intellectual history since 1865, with an emphasis on the history of the social sciences.
Instructor(s): A. Burgin.

AS.100.704. Sex and the City.
Instructor(s): J. Walkowitz; M. Ryan.

AS.100.705. Decolonization and the “Global North.
This course explores how the mid-20th century phenomenon often named “decolonization” shaped developments in Europe (including the Soviet Union), the USA, and Canada.
Instructor(s): T. Shepard.

AS.100.707. Sex and the City.
Continuation of AS.100.704. Graduate students only.
Instructor(s): J. Walkowitz; M. Ryan
Area: Humanities, Social and Behavioral Sciences.

AS.100.709. Modern Latin America.
This course will examine selected themes in Modern Latin American history such as legacies of the colonial administrations, the plural societies, political cultures, slavery, and other forms of servitude; religious impact, independence movements, globalization and narco trafficking. Reading knowledge of Spanish required. Reading knowledge of Spanish. Graduate Students only
Instructor(s): F. Knight.

AS.100.710. Modern Latin America.
Selected themes in Modern Latin America will be discussed along with relevant bibliographies.
Instructor(s): F. Knight
Area: Humanities, Social and Behavioral Sciences.

AS.100.713. Comparative Politics of Memory in Present-Day Europe.
This course examines the tension between the cult of national heritage and the glorification of national states as reflected in the politics of memory in various European countries. Graduate students only.
Instructor(s): N. Koposov
Area: Humanities, Social and Behavioral Sciences.

AS.100.716. Cultural Theory For Historians.
Readings include Benjamin, Horkheimer, Adorno, Barthes, Debord, Baudrillard, Foucault, Bourdieu, and de Certeau.
Instructor(s): P. Jelavich.

AS.100.717. Twentieth-Century America.
Readings in twentieth-century American history.
Instructor(s): A. Burgin.

AS.100.719. Transnational Approaches to U.S. History.
Readings on American history in a transnational context since the nineteenth century.
Instructor(s): A. Burgin
Area: Humanities, Social and Behavioral Sciences.

AS.100.720. Culture, Society, History: Theoretical Orientation.
Examination of recent cultural and social theories informing historical scholarship, including the works of Levi-Strauss, Geertz, Bourdieu, Sahlins, de Certeau, Foucault, and Koselleck.
Instructor(s): G. Spiegel; P. Jelavich.

AS.100.721. Topics In African History.
Critical readings on selected themes in African history and historiography.
Instructor(s): S. Berry.

AS.100.723. Seminar in Mediterranean History: The Fatimids as a Medieval Empire.
The Fatimids have generally been studied as a local Egyptian power or else as competitors to the Abbasids. Yet the dynasty sat astride the lucrative Mediterranean and Indian Ocean trade routes, and its court and capital cities inspired imitators in Umayyad Cordoba and Norman Sicily. This seminar will focus on primary sources from the tenth through fifteenth centuries in Arabic and other languages as well as modern scholarship.
Instructor(s): M. Rustow.

AS.100.728. Historical Writing in the Middle Ages.
This course will begin with readings of literary and critical theory, as a preparation for the study of modes of historical writing in the Middle Ages. We will then read a sampling of medieval historiographical texts, beginning with Eusebius.
Instructor(s): G. Spiegel.

AS.100.729. Reading Seminar: British America and the Early United States in Atlantic Perspective.
Readings in a wide spectrum of approaches to the history of the Atlantic World, British America, and the early United States up to the Civil War.
Instructor(s): F. Furstenberg; T. Ditz.

AS.100.730. Reading Seminar: British America and the Early United States in Atlantic Perspective.
Instructor(s): F. Furstenberg.

Reading seminar on most recent research on French colonial Africa.
Instructor(s): P. Larson.
AS.100.732. Urban Space and City People.
Readings and research in urban history focused on the United States since the 18th century with special attention to gender and race.
Instructor(s): M. Ryan.

AS.100.733. Reading Qing Documents.
Open to advanced undergraduates with at least one semester of Classical Chinese. This course has several objectives. First and foremost, it is a hands on document reading class designed to familiarize students with the skills, sources, and reference materials necessary to conduct research in Qing history. To that end, we will spend much of our time reading documents. At the same time, we will engage in problem solving exercises designed to develop and enhance basic research skills. Finally, several important archive-based secondary works in the secondary literature are available on reserve for your reference. These works demonstrate the ways in which historians have recently applied archival skills (and materials).
Instructor(s): T. Meyer-Fong.

AS.100.735. Early Modern Britain.
Instructor(s): A. Shepard; J. Marshall.

AS.100.736. Early Modern Britain.
Instructor(s): J. Marshall; Staff.

AS.100.737. Seminar in Modern Chinese History.
Instructor(s): W. Rowe.

AS.100.739. The Power of Place in U.S. History.
Through readings in urban history as well as other scholarship that is situated firmly in physical space, the seminar will explore the intricate and interactive relationship between space and power (a 2 semester sequence, the fall will focus on the long 19th century, the spring on the 20th and 21st)
Instructor(s): M. Ryan; N. Connolly
Area: Humanities, Social and Behavioral Sciences.

AS.100.740. The Power of Place in U.S.
Through readings in urban history as well as other scholarship that is situated firmly in physical space, the seminar will explore the intricate and interactive relationship between space and power (a 2 semester sequence, the fall will focus on the long 19th century, the spring on the 20th and 21st),
Instructor(s): M. Ryan
Area: Humanities, Social and Behavioral Sciences.

AS.100.741. Recent Theoretical Issues in History.
An examination of recent theoretical issues in history, including: history as/and memory; the return of presence in history; the turn to affect and the rise of "neurohistory"; posthistoricism and the uses of literary theory in history; and the uses of photography and visual cultures in history.
Cross-listed with Humanities Center.
Instructor(s): G. Spiegel; R. Leys
Area: Humanities, Social and Behavioral Sciences.

AS.100.742. Modern France and French Imperialism.
Historiographic in focus.
Instructor(s): T. Shepard
Area: Humanities, Social and Behavioral Sciences.

AS.100.743. Topics in Post-1945 European History.
Critical readings on selected themes in recent European history and historiography.
Instructor(s): T. Shepard
Area: Humanities, Social and Behavioral Sciences.

AS.100.744. Twentieth Century France and the French Empire.
We will explore recent and classic studies of 20th century French history, with particular attention to transnational and colonial questions.
Instructor(s): T. Shepard.

AS.100.745. Africa and the World.
Instructor(s): P. Larson.

AS.100.749. Social Theory for Historians.
An examination of the works of Marx, Durkheim, and Weber, as examples of the Hegelian, positivist, and hermeneutic traditions of social theory.
Instructor(s): P. Jelavich
Area: Humanities, Social and Behavioral Sciences.

AS.100.750. Victorian Culture and Society.
This course covers major thematic and interpretive approaches to family formations, urban environment, popular nationalism, class cultures, feminism and body politics, Empire and racial thought, commercial culture, the media and concepts of the self.
Instructor(s): J. Walkowitz
Area: Humanities, Social and Behavioral Sciences.

AS.100.753. Twentieth Century Seminar.
Instructor(s): Staff
Area: Humanities, Social and Behavioral Sciences.

AS.100.755. Twentieth Century Seminar.
Instructor(s): Staff.

AS.100.759. The Cairo Geniza (Spring).
Documentary sources from the Cairo Geniza in Judaeo-Arabic, Arabic, and Hebrew. Paleography, genre, diplomatic, corpora and editorial technique; historical context, interpretation, historiography and history of the field. Cross listed with Jewish Studies.
Instructor(s): M. Rustow
Area: Humanities, Social and Behavioral Sciences.

AS.100.760. The Cairo Geniza.
Documentary sources from the Cairo Geniza in Judaeo-Arabic, Arabic, and Hebrew (depending on student interest). Diplomatic, paleography, research methods, historiography, and history of the field. Arabic required, some Hebrew preferred.
Instructor(s): M. Rustow
Area: Humanities, Social and Behavioral Sciences.

AS.100.761. History of Capitalism.
Readings on the history of capitalism since the mid-nineteenth century, with an emphasis on the American context.
Instructor(s): A. Burgin.

AS.100.762. History and Historiography of 19th France in Europe and the World.
We will explore recent ad classic studies of 19th-century French history, with particular attention to transnational and colonial questions.
Instructor(s): T. Shepard.

AS.100.763. Comparative World Hist.
Instructor(s): Staff.

AS.100.764. Comparative World Hist.
Instructor(s): Staff.

AS.100.765. Topics in Women’s History.
An exploration of recent work in women’s and gender history, focusing on Europe, the Atlantic world, and the United States in the early modern and modern eras. Meets at the same time and place as AS.100.769
Instructor(s): T. Ditz.
AS.100.766. Problems in Women's History.
An exploration of recent work in modern European and US women's and
gender history, focusing on some of the following: sexuality, cultural
production, politics, family formation, work, religion, differences, and
civic orders. A continuation of AS.100.765.
Instructor(s): T. Ditz
Area: Humanities, Social and Behavioral Sciences.

AS.100.767. London World City, 1830-1960.
Themes include cultural Marxism and social history, Victorian visual
culture, built environment, commodity culture, philanthropy and crime,
popular nationalism, class cultures, feminism and body politics, Empire
and racial thought.
Instructor(s): J. Walkowitz
Area: Humanities.

AS.100.768. London World City.
Instructor(s): J. Walkowitz.

AS.100.769. Gender History Workshop.
Workshop for presentation of works-in-progress on the history of
women, gender, and/or sexuality, including drafts of dissertation
chapters, research papers, talks, and proposals. Students in disciplines
other than history are welcome.
Instructor(s): T. Ditz.

AS.100.770. Gender History Workshop.
Workshop for presentation of works-in-progress on the history of
women, gender, and/or sexuality, including drafts of dissertation
chapters, research papers, talks, and proposals. Students in disciplines
other than history are welcome. Graduate students only.
Instructor(s): T. Ditz
Area: Humanities, Social and Behavioral Sciences.

AS.100.772. The Indian Ocean and European Empire.
A reading seminar on the history and historiography of European Empire
in the Indian Ocean region.
Instructor(s): P. Larson.

AS.100.781. The Seminar.
Instructor(s): Staff.

AS.100.782. The Seminar.
Instructor(s): Staff.

AS.100.783. Seminar: Medieval Europe.
Instructor(s): Staff.

AS.100.784. Seminar: Medieval Europe.
Instructor(s): Staff.

AS.100.785. Seminar: Early Modern Europe.
Instructor(s): Staff.

AS.100.786. Seminar: Early Modern Europe.
Instructor(s): Staff.

AS.100.787. Seminar: Modern Europe.
Instructor(s): Staff.

AS.100.788. General Seminar: Modern Europe.
Instructor(s): Staff.

AS.100.789. Seminar: American.
Instructor(s): Staff.

AS.100.790. General Seminar: America.
Instructor(s): Staff.

AS.100.791. Seminar: Latin American.
Instructor(s): Staff.

AS.100.792. General Seminar: Latin America.
Instructor(s): Staff.

AS.100.793. Seminar: African.
Instructor(s): Staff.

AS.100.794. General Seminar: Africa.
Instructor(s): Staff.

AS.100.797. First Year Graduate Workshop.
First year graduate workshop.
Instructor(s): T. Meyer-Fong
Area: Humanities, Social and Behavioral Sciences.

AS.100.798. First Year Graduate Workshop.
First year graduate workshop.
Instructor(s): T. Meyer-Fong
Area: Humanities, Social and Behavioral Sciences.

AS.100.801. Dissertation Research.
Instructor(s): Staff.

AS.100.802. Dissertation Research.
Instructor(s): Staff.

AS.100.803. Independent Study.
Instructor(s): Staff.

AS.100.804. Independent Study.
Instructor(s): G. Paquette; W. Rowe.

AS.100.821. Fall Practicum.
Instructor(s): W. Rowe.

AS.100.822. Spring Practicum.
Instructor(s): Staff.

AS.100.890. Independent Study.
Instructor(s): F. Knight.

AS.100.891. Summer Practicum.

Cross Listed Courses

History of Art

AS.010.233. Art and Astrology in the Middle Ages.
This course explores the relationship between art and astrology from
the early Middle Ages to the early Renaissance. We look at a wide range
of media—mosaic, painting, metalwork, manuscripts, and sculpture
—that speak to the central place of astrology in medieval systems
of knowledge, and the practical uses of astrology for medicine and
politics. Readings and discussions cover a variety of themes, including
the transmission of astrological knowledge, the emergence of large-
scale astrological mural programs, the use of precious stones and
amulets, and the ways in which artworks probe the tensions between
astrology and Christian theology. A recurring topic will be principle of
“celestial influence”—the idea that the stars emit rays that affect people
and events on earth—and its implications for artistic production and
reception, as well as how art objects could even predict, or represent
predictions of, future events. Primary sources (in English translation)
include Albertus Magnus, Abu Ma’shar, al-Kindi, Roger Bacon, and
others. Secondary readings include Aby Warburg, Erwin Panofsky, Fritz
Saxl, Michael Camille, Georges Didi-Huberman, and others.
Instructor(s): M. Hauknes
Area: Humanities.
AS.010.291. Architectural History of Baltimore.
Focusing on Baltimore's built environment and drawing upon primary sources, this course will explore the major European and American design theories, values, and practices of the last several centuries with an eye towards establishing Baltimore's place within a national and global urban environmental context. Topics addressed in this course include city building, class and race, architectural revivalism, transportation, urban renewal, and post-industrialism.
Instructor(s): M. Perschler
Area: Humanities.

Film and Media Studies
AS.061.396. Modern Paris on Film.
This course uses French film to examine the history of twentieth-century Paris. We will consider how filmmakers interpreted the social, political, and technological transformations that shaped Paris in the modern era, treating movies as expressions of change and means by which filmmakers comment on it. Taught in English. Film screenings Monday 7:30-10:00 PM. $40 lab fee
Instructor(s): L. Mason
Area: Humanities.

AS.061.397. French Masculinities.
Examines changing ideals of masculinity in France after 1960 as they found expression on film, rooting the work of iconic stars and directors in their cultural, political and historical contexts.
Instructor(s): L. Mason
Area: Humanities.

AS.061.421. History and Film.
How do films inform, shape, or fundamentally alter our sense of the past? What are the strengths and limitations of cine-history? This course pairs traditional and avant-garde fiction films and documentaries with essays about history, historiography, memory and the political uses of the past to investigate fast-changing relationships between image and text, film and history. Screening T 7:30-10:00 PM. $40 Lab fee
Instructor(s): L. Mason
Area: Humanities.

Anthropology
AS.070.290. Modern South Asia: Bangladesh/Pakistan.
Bangladesh and Pakistan, two major regional players in South Asia, originate in the 1947 Partition of India and shared nationhood between 1947 and 1971, ending with the War of Independence in 1971 in which Bangladesh separated from Pakistan. Since that time the two nations have been on different paths that have sometimes mirrored each other. This course brings together contemporary works of national histories, social movements and cultural production to consider the politics of self-differentiation and the points of convergences.
Area: Humanities, Social and Behavioral Sciences.

The concept of evolution is central to social theory. Originating in the question of the species, it has moved into questions of human ecology, cultural forms and modes of thought. While it remains a deeply contested, often criticized concept, particularly in its neo-Darwinian manifestation, it orient anthropological thinking in ways that are as yet to be examined. Reaching into the archives of anthropology and other cognate disciplines, this course will examine the writings of Lyell, Darwin, Marx, Morgan, Boas, Steward, Bateson, Ingold among others.
Co-listed with AS.070.352
Instructor(s): A. Goodfellow; N. Khan
Area: Humanities, Social and Behavioral Sciences.

Near Eastern Studies
AS.130.328. Ancient Egypt /Africa.
Recent excavation and research have shed light on several ancient cultures of the Nile and its tributaries. We will look at the available archaeological and textual (all Egyptian) evidence for these societies and their interactions with Egypt between 3500 and 300 B.C. We will also discuss research aims and methods employed now and in the past in Egypt and the Sudan.
Instructor(s): B. Bryan
Area: Humanities.

AS.130.352. History of Hasidism.
Although it appears to be a relic of pre-modern Judaism, Hasidism is a phenomenon of the modern era of Jewish history. This course surveys the political and social history of the Hasidic movement over the course of the last three centuries. Students will also explore basic features of Hasidic culture and thought in their historical development. Cross-listed with Jewish Studies.
Instructor(s): D. Katz
Area: Humanities.

History of Science Technology
AS.140.105. History of Medicine.
Course provides an overview of the medical traditions of six ancient cultures; the development of Greek and Islamic traditions in Europe; and the reform and displacement of the Classical traditions during the Scientific Revolution.
Instructor(s): G. Pomata; M. Hanson
Area: Humanities, Social and Behavioral Sciences.

AS.140.146. History of Public Health in East Asia.
This course examines the history of disease, epidemics, and public health responses in East Asia from the 17th-20th centuries. This public health history emphasizes the interactions, connections, and comparisons among China, Japan, Korea, and Taiwan.
Instructor(s): M. Hanson
Area: Humanities, Social and Behavioral Sciences.
AS.140.304. Medicine for and by Women in Early Modern Europe.
The course will examine women’s role in early modern European medicine through the reading of early modern medical texts written for or by women. The course is meant for students interested in women’s history, the history of medicine, European history.
Instructor(s): G. Pomata
Area: Humanities, Social and Behavioral Sciences.

AS.140.425. Individualized Medicine from Antiquity to the Genome Age.
A seminar for graduate students and advanced undergraduates. We will explore the notion of the individual in medicine over 25 centuries, from the Hippocratics to the invention of the case study during the Renaissance to the genetic, biochemical, and immunological individual in recent biomedicine. Recommended Course Background: AS.140.105, AS.140.106
Instructor(s): G. Pomata; N. Comfort
Area: Humanities, Social and Behavioral Sciences.

Political Science

AS.191.421. A Normal Country German Politics and Identity.
This seminar deals with questions pertaining to the formation of modern German nationalism and national identity through the perspective of German politics and history. Dean’s Teaching Fellowship
Instructor(s): F. Bauwens
Area: Social and Behavioral Sciences.

AS.191.609. Historical Research Methods and the Study of Politics.
This course is designed for graduate students across the Social Sciences and the Humanities interested in the study of transnational politics from a historical perspective. Taught by Visiting Hinckley Professor Robert A. Hill, students will be introduced to methods of historical interpretation in the examination of archival documents and other sources of scholarly evidence. Utilizing materials and examples from Prof. Hill’s own extensive archive of Garveyism, Rastafarianism, Black Hebraism, and other transnational, millenarian political and social movements, students will become familiar with the unique research challenges posed by various forms of political and historical articulation, ranging from formal records of state governments, intelligence records, personal archives, to publications and memoirs of non-governmental actors and organizations.
Instructor(s): R. Hill.

Jewish Studies Program

The course examines the transition from medievalism to modernity among the Jews of Europe and the Mediterranean between the sixteenth and eighteenth centuries, paying attention to both material and intellectual life, and to women and children side by side with merchants and rabbis.
Instructor(s): E. Horowitz
Area: Social and Behavioral Sciences.

AS.193.301. Reading the Bible and Encountering its World.
The course examines the interactions between travel and biblical interpretation between the seventeenth and twentieth centuries, paying particular attention to the ways in which travelers to the Middle East and then scholars saw its residents as relics of an unchanging biblical world, whose practices could be used to interpret scriptural texts from both the Old and New Testaments.
Instructor(s): E. Horowitz
Area: Social and Behavioral Sciences.

German Romance Languages Literatures

This course will introduce students to the history and culture of Ashkenazi Jews through their vernacular, Yiddish, from the settlement of Jews in German-speaking lands in medieval times to the present day. Particular emphasis will be placed on the responses of Yiddish-speaking Jews to the challenges posed by modernity to a traditional society. In addition to studying a wide range of texts—including fiction, poetry, memoir, song, and film—students will learn how to read the Yiddish alphabet, and will prepare a meal of traditional Ashkenazi dishes. No prior knowledge of Yiddish is necessary for this course.
Instructor(s): B. Caplan
Area: Humanities.

AS.211.253. Freshman Seminar: Why is the Fiddler on the Roof?: The Shtetl in Modern Jewish Culture.
The most familiar portrayal of the shtetl for an American audience is the setting of the Broadway musical Fiddler on the Roof, where the shtetl, or market town, is a bastion of traditional Jewish life. But what exactly was a shtetl? How did traditional Jews live there, and how were their lives affected by the sweep of modernity? How was the Yiddish language, spoken by all shtetl Jews, both a repository of tradition and an agent of change? How do representations of the shtetl—from corrupt backwater to pious haven—reflect the concerns of Jews from the nineteenth century up to our own day? Through memoir, literature, film and painting, this course will examine actual lives lived in the shtetl, as well as a selection of the many artistic representations of it. All readings will be in English.
Instructor(s): B. Caplan
Area: Humanities.

AS.211.341. Power and Resistance: Approaches to French Political Thought.
Even as a coherent, rational conception of state power emerged in France in as early as the Renaissance, French thinkers never stopped challenging the ways by which power justified itself in order to foster obedience and consensus. In so doing, they focused critically as much on the claims of sovereignty issuing from the top as on the willingness of the governed to submit to them. The course will examine the dialectic between the legitimation and delegitimation of power, from the Renaissance wars of religion to the Revolution and beyond: the haunting fear of the corruption and death of the political body; the notion of permanent crisis; the right to revoke the social contract; the reach of power in shaping minds and bodies. Readings may include works by La Boétie, Bodin, Bayle, Rousseau, Sade, Saint-Just, Constant, Maistre, Tocqueville, Foucault, Lefort and Rancière. Readings and discussion in English.
Instructor(s): E. Russo; W. Anderson
Area: Humanities.
**AS.211.394. Brazilian Culture & Civilization.**
This course is intended as an introduction to the culture and civilization of Brazil. It is designed to provide students with basic information about Brazilian history, art, literature, popular culture, theater, cinema, and music. The course will focus on how indigenous Asian, African, and European cultural influences have interacted to create the new and unique civilization that is Brazil today. The course is taught in English, but ONE extra credit will be given to students who wish to do the course work in Portuguese. Those wishing to do the course work in English for 3 credits should register for section 01. Those wishing to earn 4 credits by doing the course work in Portuguese should register for section 02. The sections will be taught simultaneously. Section 01: 3 credits; Section 02: 4 credits (instructor’s permission required).
Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

**AS.212.341. Power and Resistance: Approaches to French Political Thought.**
Even as a coherent, rational conception of state power emerged in France in as early as the Renaissance, French thinkers never stopped challenging the ways by which power justified itself in order to foster obedience and consensus. In so doing, they focused critically as much on the claims of sovereignty issuing from the top as on the willingness of the governed to submit to them. The course will examine the dialectic between the legitimation and delegitimation of power, from the Renaissance wars of religion to the Revolution and beyond: the haunting fear of the corruption and death of the political body; the notion of permanent crisis; the right to revoke the social contract; the reach of power in shaping minds and bodies. Readings may include works by La Boëtie, Bodin, Bayle, Rousseau, Sade, Saint-Just, Constant, Maistre, Tocqueville, Foucault, Lefort and Rancière. Readings and discussion in English.
Instructor(s): E. Russo; W. Anderson
Area: Humanities.

**AS.213.236. Panorama of German Thought II.**
Panorama of German Thought from Nietzsche to Habermas. Course will examine major thinkers in nineteenth and twentieth-century German thought with emphasis on the response to Enlightenment philosophy, the critique of reason, the questions about the autonomy of the subject and the search for new individual and collective identities. Reading will include traditional philosophical texts (Nietzsche, Cassirer, Heidegger, Adorno, Habermas) as well as works in anthropology (Gehlen, Scheler), sociology (Simmel, Weber), psychology (Mach, Freud), political theory (Marx, Schmitt) and aesthetics (Benjamin, Warburg, Panofsky). This course is a continuation of Panorama of German Thought I, though the first semester is not a prerequisite for the second. Taught in English.
Instructor(s): R. Tobias
Area: Humanities.

**AS.213.368. German Political Thought.**
This course will introduce students to major figures in German political thought from Martin Luther to Karl Marx and Immanuel Kant to Carl Schmitt. The class will explore such issues as the notion of sovereignty, the relationship between church and state, the theory of parliamentary democracy, and the political and economic ramifications of liberalism. Reading and discussion in English.
Instructor(s): R. Tobias
Area: Humanities.

**AS.213.706. Literature, Museums, Mimesis.**
Can museums be literary? Can literature be museal? Throughout the twentieth century and into the present, the museum has repeatedly challenged models of representation, none more so than mimesis, both as aesthetic theory and representational practice. This has been a role played by museums, both in their traditional guises as repositories of objects and — as André Malraux presciently had it — as “imaginary museums.” This course will examine the larger disruption of mimesis, and more specifically literary realism, through the particular catalyzing effects of museums. We will deal with two primary museological phenomena: first, the introduction of the “primitive other” into European modernity via ethnographic museums; second, the museological commemoration and representation of trauma, specifically of the Holocaust. Special attention will be paid to discursive, formal, and rhetorical locations of overlap between the museal and the literary, including ekphrasis, linearity, volume, and collection. Readings will include fiction, poetry, and theoretical texts, as well as secondary sources examining particular museums and exhibitions. All texts in English.
Instructor(s): S. Spinner
Area: Humanities.

**AS.213.749. Modern Subjectivities: Legal, Economic, Political.**
The course explores some aspects of the contradictory constitution of the modern subject as a subject that is split, opposed, in tension. Two archetypal figures of this split are the “bourgeois,” as the social-economic subject, and the “citoyen” or “citizen,” as the political subject. The bourgeois and the citoyen are defined by distinct and opposing conceptions of the “will,” of education (Bildung), and of the relation between law and nature, normativity and facticity. In asking how to understand the conflictual relationship between these two basic figures of the modern subject, the course will focus especially on the paradoxes of “individual rights” (subjektive Rechte) as the fundamental mechanism of modern subject-formation. How do rights both empower subjects, while also contributing to forms of their disempowerment? To what extent do rights contain and organize the tensions between subjects understood as social or economic, and as political? CLASS BEGINS FEBRUARY 25 AND ENDS APRIL 1. Readings will include excerpts from (among others): Hegel, Marx, Nietzsche, Horkheimer and Adorno, Heidegger, Foucault, Balibar and Rancière.
Instructor(s): C. Menke; R. Tobias; Staff
Area: Humanities.

**AS.214.347. Petrarch and the Beginnings of the Renaissance.**
This course will focus on the life, work, and thought of Francesco Petrarch, or “Petrarch.” Though known today primarily as the author of Italian love poetry, Petrarch considered his Latin work more lasting. We will explore both sides of his work, the vernacular and Latin (in English translation) to come to an understanding of his place in medieval intellectual history, the history of philosophy, and the history of literature.
Instructor(s): C. Celenza
Area: Humanities
Writing Intensive.
Who was Niccolo Machiavelli? The author of the Italian Renaissance’s most famous book, The Prince, he also wrote histories, commentaries, comedies, and letters. And he had a career as a prominent Florentine diplomat, which ended tragically but informed everything he wrote. This course is intended to offer students an introduction to Machiavelli’s major works and to the intellectual, social, and political contexts that shaped his thinking.
Instructor(s): C. Celenza
Area: Humanities.

This course is intended to familiarize students with the intellectual world of Renaissance Italy, or more specifically, the “lost” Italian Renaissance of the long fifteenth century, from the time when Petrarch (1304-74) was in full maturity to the 1520s. During this period, most Italian intellectuals wrote the majority of their work in Latin – not the Medieval Latin of the Church and the universities but in what they saw as a more authentic Latin, like that used in ancient Rome, in the time of Cicero, Virgil, Quintilian, and others. These Renaissance “humanists,” inspiring by the example of Roman, and eventually Greek, antiquity, believed that they were carrying out a cultural revival. Who were these humanists? Why then did they choose Latin (and a reformed Latin at that) instead of their “native” tongue as the language in which to effect this renewal? What did this choice afford them in terms of literature and philosophy? Why was this phase of literary and philosophical history undervalued in the evolution of modern scholarship? By the end of this course, you should be able to formulate answers to those questions. Some of the works of these authors still await editions, lying in manuscript libraries or difficult-to-access early printed editions. Many have now had their Latin texts edited, and a number have recently been translated into English. Students therefore have the chance to explore work in a field that is new and growing. A separate Renaissance Latin reading group will accompany the course for those who have studied Latin.
Instructor(s): C. Celenza
Area: Humanities.

AS.214.479. Dante Visits the Afterlife: The Divine Comedy.
Dante’s Divina commedia is the greatest long poem of the Middle Ages; some say the greatest poem of all time. We will study the Commedia critically to find: (1) what it reveals about the worldview of late-medieval Europe; (2) how it works as poetry; (3) its relation to the intellectual cultures of pagan antiquity and Latin (Catholic) Christianity; (4) its presentation of political and social issues; (5) its influence on intellectual history, in Italy and elsewhere; (6) the challenges it presents to modern readers and translators; (7) what it reveals about Dante’s understanding of cosmology, world history and culture. We will read and discuss the Commedia in English, but students will be expected to familiarize themselves with key Italian terms and concepts. Students taking section 02 (for 4 credits) will spend an additional hour working in Italian at a time to be mutually decided upon by students and professor.
Instructor(s): W. Stephens
Area: Humanities.

3 Credits.
Magic, Monstrosity, and Marvels or Wonders call into question what we see and experience: what is reality, what is illusion; what’s natural and what’s supernatural? What’s human and what’s more, or less, than human? During the Renaissance, ideas about the nature of reality were bound up with questions and issues very different from those of our time. With the exact sciences still being invented, the nature of the world was much less hard and fast for Renaissance people than it is for the modern educated person. The literary masterpieces of the Italian Renaissance provide vivid illustrations of the early modern sense of wonder. Foremost among these are the theatrical comedies which Italian authors revived in imitation of the ancients, and the romances, especially Ariosto’s Orlando furioso (1532) and Tasso’s Gerusalemme liberata (1581). These and other works influenced ideas about magical and marvelous phenomena across Europe for centuries to come. Works will be read and discussed in English. Italian majors and graduate students (who should enroll in section 2) will attend a weekly supplemental discussion in Italian and compose their written work in Italian.
Instructor(s): W. Stephens
Area: Humanities
Writing Intensive.

Giambattista Vico’s Principi di scienza nuova d’intorno alla comune natura delle nazioni (1725, 1730, 1744) was intended to found an “ideal” and “eternal” model of human development, valid for all societies. Vico considered his project both philology and philosophy, and tried to revolutionize thinking about human history as practiced between about 1550 and 1700, by exposing misconceptions behind attempts to square “sacred history” (the presumed historical accuracy of the Bible) with “profane” or non Judeo-Christian concepts of history, both ancient and modern. The culture shock underlying this “old science” stimulated Vico to base philosophical and historical knowledge of mythology on a conception of narration. Recommended Course background: Italian and Latin
Instructor(s): W. Stephens
Area: Humanities.

The readings bring into consideration the question of terror (of war) and displacement as experienced by migrants in novels by prize winning authors such as Arguedas, Vargas Llosa, Alarcon, Riesco, Roncagliolo and Silva Passuni.

Instructor(s): S. Castro-Klaren
Area: Humanities.

AS.215.350. Mexico: An interdisciplinary approach to the construction of our image and understanding of Mexico.

The course studies the accounts of the Mexica on the journey and foundation of Tenochtitlan. Later we move on to the clash of cultures with the Spanish conquest (1521). After studying the art of the colonial period, the course focuses of the Mexican Revolution of 1910 and ends with a consideration of the image of the nation in murals and writers such as Octavio Paz, Carlos Fuentes and Elena Garro. Taught in English.

Instructor(s): S. Castro-Klaren
Area: Humanities.

AS.215.452. Che Guevara and Magical Realism.

His detractors often compare him to Hitler while many of his admirers see in him a saint and a martyr like Jesus Christ. Cuban school children are taught to be like him. Che was killed in 1967, the same year in which Gabriel García Márquez published Cien años de soledad (One Hundred Years of Solitude). We will study Guevara’s life as a militant revolutionary through his own writings and the exorbitant style known as realismo mágico, crafted by García Márquez, one of Che’s great admirers. Four movies will anchor our visual take on the myth and the man: Los diarios de motocicleta (Walter Salles, 2004), Che I and Che II (Steven Soderbergh, 2008), and Wall Street (Oliver Stone, 1987). The nineteen-eighties narcotraffic boom in Colombia and the cocaine-driven financial high times during the late Reagan years will frame our study.

Instructor(s): E. Gonzalez
Area: Humanities.


Taking into account the crisis in self (national) representation and the fluidity of identities, the course will delve into the work of major Latin American writers in order to study issues of self-representation across time and specific contexts. The course will begin with the work of Sarmiento and move on to Gilberto Freire, Rachel de Queiroz and Clarise Lispector. In a second stage the course will delve into García Márquez’ autobiography and Mario Vargas Llosa’s “La tía Julia y el escribidor”, to end with Ernesto Cardenal’s autobiography.

Instructor(s): S. Castro-Klaren.

AS.215.646. The Narrative of Conquest in the Andes, 1530 - 1680.

Departing from narratology and the perspective of post-colonial studies, the course will analyze the narrative of conquest as developed by Cieza de Leon, Garcilaso de la Vega, Inca, Guaman Poma, Jose de Acosta and William Prescott.

Instructor(s): S. Castro-Klaren.

AS.215.650. Mexico and the Invention of America.

Departing from O’Gorman, the course will entail a reconsideration of the discursive invention of Mexico-America. Anonymous, Sahagún, Clavijero, Humboldt, Dussel and Alzamora will conform part of the readings.

Taught in English
Instructor(s): S. Castro-Klaren
Area: Humanities
Writing Intensive.

Sociology


This interdisciplinary course applies theories of economic sociology to examine the effects of Chinese overseas migration on modern world economy from the sixteenth century to the contemporary era. It examines the contribution of overseas Chinese to the development of capitalism in the following junctures: the East-West economic integration in the pre-modern era, China's modern transformation after the Opium War (1839-1842), the making of US national economy in the early twentieth century, as well as the postwar economic miracles in the Pacific Rim, among others. Special Note: Fulfills History requirement for GSCD track students.

Instructor(s): H. Kuo
Area: Social and Behavioral Sciences.


This seminar examines the theories and historiography of colonialism and anti-colonial movements. It focuses on the establishment of the colonial division of labor, comparative colonialism, identity formation, and nationalism as well as anti-colonial movement.

Instructor(s): H. Kuo
Area: Social and Behavioral Sciences.

Humanities Center

AS.300.139. Introduction to Intellectual History.

This course offers a conceptual and historical introduction to Intellectual History. What makes the “history of ideas” different from the history of other objects? What, if anything, distinguishes the history of ideas from the history of philosophy? What is it exactly that we call “ideas”? In what sense do they have a history? These are examples of the kind of questions addressed in the course.

Instructor(s): P. Marrati; S. Carmel
Area: Humanities.

AS.300.228. Brain and Society.

On April 2, 2013, President Obama unveiled the Brain Activity Map Project, a 100 million dollar investment to map the single-celled neurons composing the human brain. Scientific in its aim, the project is culturally significant as well. Popular websites lumosity.com and neuronetlearning.com offer brain-exercises to boost intelligence, while the emergent academic fields neurophilosophy, neuroethics, and neurohistory borrow from the brain sciences. The interaction between the brain and society, however, is by no means new. In this course, we will investigate the origins of brain maps and trace their reception in nineteenth-century European and American literature, philosophy, and politics. Topics include phrenology, the nervous system, psychopathology, and brain localization, and these fields’ resonance in German Idealism, Victorian literature, French anthropology, and American fiction. The course is reading intensive.

Instructor(s): L. McGrath
Area: Humanities, Social and Behavioral Sciences.
AS.300.301. Life, Vitality, Thought. Philosophy and the Natural Sciences in Nineteenth Century Europe.
Last year neuroscientists at MIT shined an optogenetic light on brain cells in order to artificially stimulate memories. If every detail of our past has a particular location in the brain, then we could alter, and even destroy, memories. Does this mean that humans are like machines whose history can be erased as easily as we delete files on a computer? Or are memories, like consciousness, not so easily reducible to brain structures? This class will examine how these and other questions shaped the history of modern biology and experimental psychology beginning in the nineteenth century. We will read the works of prominent biologists, psychologists, and philosophers who were all involved in a rich debate over the nature of life and thought.
Instructor(s): L. McGrath
Area: Humanities.

AS.300.330. Trauma in Theory, Film, and Fiction.
An examination of the representation of trauma in literary theory, psychiatry, survivor literature, films, novels, and comics. Works by Sebald (“The Emigrants”), Lanzmann (“Shoah”), Spiegelman (“In the Shadow of No Towers”), McCarthy (“Remainder”), and others.
Instructor(s): R. Leys
Area: Humanities, Social and Behavioral Sciences.

AS.300.365. Desire in the Fin de siècle.
This course examines the obsession with desire at the turn of the 20th century in literature, drama, philosophy and social thought and its implications for notions of self and community in modernity. We will read comparatively across European, Russian and American cultures, including Stoker’s Dracula, Hamsun’s Hunger, plays by Chekhov, Strindberg, Ibsen, Wilde, and stories by Tolstoy, Gorky, Chopin and Larsen.
Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.383. History of Madness from the Bible to DSM-V.
Madmen, lunatics or the insane, have seen an extraordinary variety of responses and attitudes across the centuries. Whether seen as a “true” phenomenon or as socially constructed “madness” was defined and treated, examined and controlled, diagnosed and “cured” according to the spirit of the time. This course will follow the varied social imageries of “madness” throughout Western history, from the Bible to the contemporary and controversial Diagnostic Statistical Manual (DSM) in its most recent 5th edition. Alongside primary texts by Hippocrates, Avicenna, Pinel, and Freud and secondary texts by Michel Foucault, Ian Hacking, Edward Shorter, and Elaine Showalter, among others, we will acquaint ourselves with first-person accounts of “madness” and its different forms of treatment, ranging from lunatic asylum, through electric-shock treatments and lobotomies to psychoanalysis. The course will explore the interaction between the historical and social, scientific and political as well as economical factors that have shaped the views of “madness” and its treatment.
Instructor(s): O. Ophir
Area: Humanities.

East Asian Studies
AS.310.103. Modern Japan - 1800 to the Present.
An introduction to the history of Japan from the 18th century to the present. In lectures and discussion we will draw upon a combination of primary source materials (political documents, memoirs, oral histories, journalism, fiction, film) and scholarly writings in order to gain insight into the complex and tumultuous process by which Japan became an industrialized society, a modern nation-state, and a world power.
Instructor(s): A. Bronson
Area: Humanities, Social and Behavioral Sciences.

This course introduces students to medical history in China in relation to gender history, legal history, publishing history, and literature from the Song to the Republican period.
Instructor(s): Y. Zhang
Area: Humanities.

AS.310.108. Introduction to Chinese Fiction and Drama.
This course will introduce Chinese fiction and drama from the Tang dynasty (618-906) to the early Republican period (1911-1949), such as the romantic dramas of Tang Xianzu and the uncanny tales of Pu Songling. Students will draw connection between these vibrant literary genres and the cultural and socio-historical events that shaped imperial China. Key topics include story-telling, romance, urban culture, gender, reincarnation, and many more. Students will acquire skills in how to read, analyze and discuss the rich legacy of Chinese fiction and drama in translation and to think critically about these writings. Reading materials are all in English.
Instructor(s): F. Joo
Area: Humanities.

AS.310.203. Women Writers from East Asia, 11th to 19th Centuries.
Introduction to women-authored texts in East Asia, 11th to 19th centuries. Historical and literary significance of their output in Chinese, Japanese, and Korean societies.
Instructor(s): F. Joo
Area: Humanities.

This course explores the global circulation of political ideas and the formation of transnational social, intellectual, and aesthetic movements in Japan, China, and Korea from the 1880s to the 1980s.
Instructor(s): A. Bronson
Area: Humanities, Social and Behavioral Sciences.

AS.310.221. Introduction to Eastern Religious Traditions.
This course serves as an introduction to Hinduism, Jainism, Buddhism, Sikhism, Confucianism, and Daoism. Successful completion of this course will provide students with a critical understanding of these six traditions.
Instructor(s): J. Valentine
Area: Humanities, Social and Behavioral Sciences.
AS.310.308. The Frontier in Late Imperial China. 3 Credits.
The tremendous expansion of Chinese frontiers during the late imperial period forced the state and those who lived within it to grapple with complex problems of governance, ethnicity, and the geographic extent of "China". Issues and concerns associated with the massive Chinese frontiers have extended into the present; hence, no one can appreciate the current problems plaguing China’s northwestern, southwestern, or coastal regions without an understanding of its historical antecedents. This seminar is designed to introduce major scholarly works and theoretical frameworks on the Chinese frontier.
Instructor(s): J. Bandy
Area: Humanities
Writing Intensive.

AS.310.356. The Buddhist Experience.
This course is a survey of Buddhist practice across Asia, covering a span of nearly 2500 years (from ca 500 BCE until the present). In addition to studying the origins of Buddhism in India and its eventual spread across Asia, we will examine unique local interpretations of Buddhism. Particular focus will be on manifestations of Buddhism in art and material culture. Students will gain a critical understanding of the role of texts, art, doctrine, and practice play in the overall Buddhist experience. This course is a survey of Buddhist practice across Asia, covering a span of nearly 2500 years (from ca 500 BCE until the present). In addition to studying the origins of Buddhism in India and its eventual spread across Asia, we will examine unique local interpretations of Buddhism. Particular focus will be on manifestations of Buddhism in art and material culture. Students will gain a critical understanding of the role of texts, art, doctrine, and practice play in the overall Buddhist experience.
Instructor(s): J. Valentine
Area: Humanities, Social and Behavioral Sciences.

Interdepartmental

AS.360.147. Freshmen Seminar: Adam Smith and Karl Marx.
This freshmen seminar examines the ideas of Smith, the greatest proponent of the free market, and Marx, his most radical critic. Freshmen only.
Instructor(s): E. Schoenberger; P. Jelavich
Area: Humanities, Social and Behavioral Sciences.

AS.360.690. Practicum in Administration and Higher Education.
This intensive practicum is intended to expose graduate students to the essential tenets of administration at the college and university levels. Upon graduation, many students find themselves contemplating careers in university administration, or find that early in their tenure as professors, they will be asked to assume a variety of administrative tasks. Focusing upon department-level, divisional-level, and interdivisional level administrative roles, this practicum aspires to better prepare students for the increasingly variegated experiences to be encountered along the continuum of moving forth through a university career.
Instructor(s): B. Vinson.

Program in Latin American Studies

AS.361.130. Introduction to Latin American Studies.
This course provides an introduction to the study of Latin American cultures and societies from the vantage point of city life and urban representation. We will engage literatures from a variety of disciplines to discuss how issues such as modernization and urbanization processes; tradition, identity and ethnicity; class, marginality and urban social movements; gender and the changing status of women; arts and literature are experienced and represented in the Latin American urban environments.
Instructor(s): E. Gonzalez; G. Paquette; V. Procupez
Area: Humanities, Social and Behavioral Sciences.

This course is designed to introduce students to the literary and artistic production originated by Peronismo and particularly by Evita. It explores the historical period that consolidated Peronismo and devotes great amount of time to the controversial figure of Evita. She has fed the popular imagination; her representations have reached far beyond the limits of Argentina. The materials will include different genres: biographical, historical, fictional, and documentary.

The intertwined histories of Colombia, Venezuela, Panama, and the Caribbean studied in two novels: Joseph Conrad’s Nostromo (1904) and Juan Javier Vázquez’s The Secret History of Costaguana (2007). Other novelists include Rómulo Gallegos (Doña Bárbara, 1929); Alejo Carpentier (The Lost Steps, 1953), and Gabriel García Márquez (The General in his Labyrinth, 1989).
Instructor(s): E. Gonzalez
Area: Humanities.

Center for Africana Studies

AS.362.104. Introduction to the African Diaspora.
This course will begin in Africa before Atlantic slave trade, move to cover that trade into Brazil, the Caribbean and South Carolina. Comparisons of slave systems with Africa, Brazil, some parts of the Caribbean and Carolina (later South Carolina).
Instructor(s): P. Romero
Area: Humanities.

Jointly offered with Moira Hinderer, based on themes developed from the archives of the Afro-American Newspaper and selected readings of African American Societies from across the hemisphere of the Americas.
Instructor(s): F. Knight; M. Hinderer
Area: Humanities, Social and Behavioral Sciences.

AS.362.122. History of Africa (since 1880).
An introduction to the African past since 1880.
Prerequisites: Students are not allow to take both 100.122 and 362.122.
Instructor(s): K. Gallon
Area: Humanities, Social and Behavioral Sciences.
AS.362.175. Freshman Seminar: Remembering the Black Power Movement.
This course explores trends, developments, contradictions, and dilemmas related to the Black Power Movement. The objective of studying this historical movement is not to engage in nostalgia, but to think through and learn the lessons of this historic social movement. An active participant in the Black Power Movement as a university undergraduate and graduate student, I do not approach this subject merely as a set of interesting intellectual issues and dynamics that can be explored with complete dispassion and objectivity. Rather, I seek to examine critically some of the contradictions and dilemmas that I, too, was caught up in, seeking to come to grips with and clarify my own participation and activities. We study these historical events with the expectation of making a positive contribution to the future.
Instructor(s): F. Hayes
Area: Humanities, Social and Behavioral Sciences.

AS.362.204. Women in African History.
Selected readings written by or about notable African women from the 17th century to the present. Themes explored include slavery, power and religion, economics, health and politics.
Instructor(s): P. Romero
Area: Humanities.

AS.362.206. Research Seminar: Baltimore History from the AFRO Newspaper Archives-Community Based Learning.
This small, project-oriented class will introduce you to methods in historical research while exploring major topics in twentieth century Baltimore history. We will use the rich reporting of Baltimore’s Afro-American Newspapers, to explore Baltimore’s place in the larger history of Black urban experience. Students will analyze images and exhibits related to African-American history, as well as research and curate small online exhibits of primary source materials including photographs, newspaper clippings, correspondence, pamphlets, flyers, and maps. We will be among the first scholars to work in the Afro’s rich archival collections, which include over a million images.
Instructor(s): M. Hinderer
Area: Humanities, Social and Behavioral Sciences.

This course will examine the literature surrounding cross-cultural exchange, through an interrogation of key concepts in African and transnational studies namely “diaspora” “globalization,” and “transnationalism.”
Instructor(s): J. Ahlman
Area: Humanities, Social and Behavioral Sciences.

This course will explore major topics in 20th century Baltimore history, using local newspapers and the archival collections of the Baltimore Afro American Newspaper.
Instructor(s): M. Hinderer
Area: Humanities, Social and Behavioral Sciences.

An examination of the various ways in which an African Diaspora developed across the Americas between 1492 and the present. Attention will be paid to the period of the Transatlantic slave trade but the greater emphasis will be on the complex societies that emerged by the early twentieth century and the responses of people of African descent to these societies. Readings will range across history, demography, economics, politics and culture in order to define a Diaspora and examine the factors that encourage or inhibit its formation. Cross listed with Africana Studies
Instructor(s): F. Knight
Area: Humanities, Social and Behavioral Sciences.

This course investigates the impact of white supremacy and anti-black racism, as a global system of power, on the political development of the United States of America.
Instructor(s): F. Hayes
Area: Social and Behavioral Sciences.

AS.362.401. Comparative Slavery in the Americas.
This course examines the development of slavery and racial thought in Latin America and the Atlantic World from the fifteenth century until its demise in the middle and late nineteenth century. Readings in social and cultural history are intended to focus on the life and labor of slaves, while readings from economic and legal history evaluate slavery as an institution. Intellectual histories are also assigned in an attempt to map the development of slavery as an institution typified by racial caste. The primary goal of this course is to give students a background in the major historical debates that have shaped the production of the history of slavery, including questions of identity (creolization vs. "African survivals"), slave agency and control, and economic vs. racial causes of slavery and the slave trade. All of these topics will be examined through the overarching theme of the course, which is the Tannebaum thesis: namely, to what extent slavery was experienced differently in Latin America, Anglo-America, and in Africa itself.
Instructor(s): J. Clark
Area: Humanities, Social and Behavioral Sciences.

This seminar examines various ideas, theories, and practices of thinkers, writers, and activists whose work and practices have constituted Africana Studies intellectual tradition. The purpose of this seminar is to teach students to read, think, and write critically about questions relative to the formation and history of Africana thought and its intellectual tradition, in particular, and the genealogy of thought and intellectual traditions, in general. We will also think about various fields of knowledge that have shaped Africana Studies. The seminar therefore will work through the different meanings of intellectual work and critical thought and theory in Africana Studies.
Instructor(s): F. Hayes.
Study of Women, Gender, Sexuality

AS.363.201. Introduction to the Study of Women, Gender, and Sexuality.
This course offers an introduction into the fields of Women's Studies, Gender Studies, and Sexuality Studies. It explores why we need these fields of inquiry, how they have emerged historically, what some of the major and most interesting contributions are and where we might go from here. The course is meant as a preparation for the other WGS core courses.
Instructor(s): E. Ender
Area: Humanities, Social and Behavioral Sciences.

Music

What is “Jewish music,” and what roles has it played in global and Jewish cultures? This course will address these questions, considering genres and contexts of Jewish music from cantillation to klezmer and from art music to Yiddish cinema. Cross listed with Jewish Studies.
Instructor(s): J. Walden
Area: Humanities, Social and Behavioral Sciences.

Program in Museums and Society

AS.389.201. Introduction to the Museum: Past and Present.
This course surveys museums, from their origins to their most contemporary forms, in the context of broader historical, intellectual, and cultural trends. Anthropology, art, history, and science museums are considered.
Instructor(s): J. Kingsley
Area: Humanities, Social and Behavioral Sciences.

Students explore early American life related to the region and the Carroll family of Homewood. Primary research and object study culminate in student-curated thematic exhibition. Optional intersession practicum experience is also possible. For more on exhibit theme, contact instructor. M&S practicum course.
Instructor(s): C. Arthur
Area: Humanities.

Part public history, part introduction to museum practices, this hands-on course explores how heritage areas and museums serve communities through interpretation. Each year, students partner with a community to develop research-based, visitor-centered interpretive material, in the 2015 Baltimore National Heritage Area. Field trips and community meetings will be a significant part of the course. Cross-listed with History and History of Science. M&S practicum course. Class usually meets 1:30 - 3:50 except for days with field trips.
Instructor(s): E. Maloney
Area: Humanities, Social and Behavioral Sciences.

JHU pioneered the concept of the modern research university in the United States, but what does that mean for the everyday experiences of its students, faculty, staff and friends? Excavate the history of this place through the things collected, made and used here since the university’s founding in 1876. Students research the material culture of Hopkins and present their findings on an interactive website: collectionsweb.jhu.edu. Course includes digital media labs. Cross-listed with History and History of Science. M&S practicum.
Instructor(s): J. Kingsley
Area: Humanities, Social and Behavioral Sciences.

AS.389.302. The Virtual Museum.
Course draws on both classic readings in material culture and emerging theories of the digital to consider how the internet has changed objects and the institutions that collect, preserve, display and interpret them. Students will contribute to an established virtual museum and create their own.
Instructor(s): J. Kingsley
Area: Humanities.

The course examines recent controversies in the conservation of major global art works and sites, raising questions concerning the basic theoretical assumptions, practical methods and ethical implications of art conservation. Cross-Listed with History of Art and Anthropology.
Instructor(s): S. Balachandran
Area: Humanities.

Explore the material culture of “wonder” from the Renaissance to the Enlightenment in literature, science, and art, with Hopkins’ rare book collections and the Walters Art Museum. M&S practicum course.
Instructor(s): E. Havens
Area: Humanities.

This interdisciplinary course will explore the institutional, cultural, artistic and architectural history of St. Peter’s and the Vatican Museum and Library from Antiquity through the Renaissance, up to the present day. Class meets in the Dick Macksey Seminar Room of the Brody Learning Commons. Cross-listed with History.
Instructor(s): E. Havens
Area: Humanities.

Students explore early American life relating to the region and Homewood House. Primary research, object study culminate in exhibit focused on trades and crafts, training and work practices. M&S practicum course. Meets at Homewood Museum. Cross-listed with History.
Instructor(s): C. Arthur
Area: Humanities.

AS.389.450. Readings in Material Culture.
Objects, things, “stuff” - this seminar will pursue classic texts and emerging methodologies to explore the myriad ways materials and materiality have been theorized across disciplines. For graduate/advanced undergraduate students.
Instructor(s): E. Rodini; R. Brown
Area: Humanities.

AS.389.460. Inventing the Middle Ages from the Renaissance to Today.
Investigate the history of the collection, interpretation and display of medieval art by nations, museums and private collectors. Topics range from antiquarian interest to conception of medieval sculpture as "primitive", from the use of medieval objects in nationalistic displays and from early American museums such as the Cloisters in NY to current exhibits such as the Walters. Cross-listed with History and History of Art.
Instructor(s): J. Kingsley
Area: Humanities.
History of Art

Supporting a proud tradition of excellence in humanities scholarship and teaching, Johns Hopkins University offers students a diverse range of resources and opportunities for the study of art history. Courses are taught by an international faculty of respected research scholars, covering many aspects of the Classical and European tradition from the ancient world into the modern era, as well as selected aspects of Near Eastern, Asian, Ancient American, trans-Atlantic and contemporary arts. Participating in small classes with opportunities for informal excursions, students integrate their direct experience of works of art with the knowledge and critical perspective gained through historical research, discussion, and debate.

Programs leading to the B.A. and Ph.D. degrees emphasize the value of investigating works of art in their historical, intellectual, and social contexts, and enable students to deepen their understanding of cultural history through courses in other departments.

Facilities and Opportunities

Located in a metropolitan region of unsurpassed museum collections and research institutions, Johns Hopkins is well situated for the study of art history. The Baltimore Museum of Art, with its rich holdings in modern and contemporary art, African Art, and the history of prints (just to name a few of its strengths), is directly adjacent to the Homewood campus. Downtown, and only a short shuttle ride away, is the renowned Walters Art Museum, which preserves rare collections of ancient and medieval art, Renaissance, Baroque, and 19th-century painting.

Also easily accessible from Baltimore is the National Gallery of Art in Washington, D.C., which houses a world-class collection of European painting, sculpture, and graphic arts from the Renaissance to the present day. Modern art is presented in the permanent collections and exhibitions of the Hirshhorn Museum, the National Museum of American Art, and the Phillips Collection. Unique exhibitions of Byzantine and pre-Columbian art are maintained at Dumbarton Oaks Research Library, and collections of Asian and African art are housed in the Freer Museum and the Museum of African Art.

Meanwhile, the Sheridan Libraries of Johns Hopkins maintains its own extensive art library on the Homewood Campus, and a Special Collections department which includes, among other treasures, the Fowler Collection of treatises on architecture. Research materials in numerous regional libraries and museums, and in affiliated institutions, including the Library of Congress, are readily accessible to art history students.

(Also see Requirements for a Bachelor’s Degree (p. 20))

Because the department emphasizes the historical, cultural, and social context of art, art history is an excellent program for undergraduates interested in a broadly humanistic education as well as for those preparing for a career in the field. A departmental faculty advisor assigned to each undergraduate major helps plan individual courses of study. Undergraduates are encouraged to participate fully in all departmental activities.

Requirements for the History of Art Major

• Students must earn a “C-” or higher grade in all courses used to satisfy major requirements.
• Courses used to satisfy major requirements may not be taken satisfactory/unsatisfactory.

Three Introductory Courses, to comprise:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AS.010.101</td>
<td>Introduction to History of Western Art I</td>
<td>3</td>
</tr>
<tr>
<td>AS.010.102</td>
<td>Introduction to History of Western Art II</td>
<td>3</td>
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<td>and one of the following:</td>
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<tr>
<td>AS.010.110</td>
<td>Art of the Islamic World</td>
<td>3</td>
</tr>
<tr>
<td>AS.010.103</td>
<td>Introduction to the Art of Asia</td>
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Five Advanced Level Courses (010.2xx-4xx) 1

One course in ancient art history 3
One course in medieval art history 3
One course in renaissance/baroque art history 3
One course in modern art history 3
One course in non-western art history 3

Two 400-Level Courses, to comprise: 1

One 400-level course exploring art history’s historical and conceptual bases and approaches 2
One additional 400-level course 3

Three Additional Courses

Only one of these elective courses may be at the 100-level. Elective courses must be in the department or cross-listed with History of Art.

Intermediate Knowledge of a Modern Foreign Language 3

Proficiency is verified by completion of courses through the second semester of the intermediate level or higher.

Total Credits 44-55

1 These courses are in addition to the five advanced subfield courses; they may not count toward fulfilling one of the subfields above.
2 Course should be taken within one year of declaring, ideally before senior year.
3 Those planning to continue to graduate school in the History of Art should discuss which language(s) to pursue with their adviser and/or the director of undergraduate studies.

Honors Program in History of Art

For graduation with honors, students must have a cumulative GPA of 3.7 or higher in History of Art and successfully complete an honors thesis.

Honors Thesis

• The honors thesis comprises a significant expansion and deepening of a paper in a 400-level seminar into a 20-25 page paper, with figures, bibliography, and any appendices constituting additional pages.
• Students pursuing honors must make a formal request to do so in conjunction with a proposed mentor via the Honors Thesis Form.
• While writing the thesis, students enroll in Honors Thesis credits (AS 010.521, 3 credits). These credits are in addition to the 13 courses
of the normal major requirements and do not count as an elective or advanced course.

Requirements for the History of Art Minor

- Students must earn a “C-” or higher grade in all courses used to satisfy minor requirements.
- Courses used to satisfy minor requirements may not be taken satisfactory/unsatisfactory.

Introductory Courses

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<tr>
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<th>Credits</th>
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<tr>
<td>AS.010.101</td>
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<tr>
<td>AS.010.102</td>
<td>The History of Western Art II</td>
<td>4</td>
</tr>
<tr>
<td>AS.010.110</td>
<td>Art of the Islamic World</td>
<td>3</td>
</tr>
</tbody>
</table>

Five Advanced Level Courses (010.2xx-4xx) 15

Total Credits 21-23

The graduate program is designed to give students working toward the Ph.D. degree an encompassing knowledge of the history of art and a deep understanding of the theories and methodologies pertaining to art historical research. The program emphasizes collaborative working relationships among students and faculty in seminars. Each advanced doctoral candidate benefits from supervision by two faculty members in his or her field.

The program also fosters a close familiarity with the outstanding art treasures in the Baltimore-Washington area relevant to the student’s area of study. In addition to the rich holdings of the Sheridan Libraries of Johns Hopkins University (which include collections of rare books at Garrett Library, Special Collections at Eisenhower Library, and the George Peabody Library downtown) graduate students have access to such research facilities as the Center for Advanced Study in the Visual Arts (National Gallery) and the Dumbarton Oaks Research Library and Collection, both in Washington, D.C.

Admission and Financial Aid

Applicants to the Ph.D. program in History of Art should upload and submit all required application materials and supporting documents through the online application. For information about applying to the Ph.D. program in History of Art, please see the department’s website (http://arthist.jhu.edu/graduate). Applications must be completed by January 16.

To foster close student-faculty relationships and provide for the greatest flexibility in developing each graduate student’s individual curriculum, the department strictly limits the number of students it admits each year.

Financial support for admitted students is provided in the form of tuition grants, a multi-year fellowship stipend (contingent on continued progress), and health insurance coverage, with further opportunities for advanced research and travel funding available. Students in the program may also apply for grants from the Charles Singleton Center for the Study of Pre-Modern Europe, which supports travel, conference participation, and dissertation research in Europe.

Requirements for the Ph.D. Degree

Students may apply for admission to the Ph.D. program with either a B.A. or M.A. degree from another institution in hand. Acceptance requires the approval of the instructors in the areas chosen by the student as major and minor fields; in the case of transfer students, acceptance may be provisional. Unless they can present acceptable language certificates, all students entering the Ph.D. program will be required to pass reading competency examinations in both German and French before the conclusion of the second year of coursework. Italian or Spanish may be substituted for French when a student’s area of study suggests it; a petition must be submitted and approved by the faculty.

Students entering the program with an M.A. degree must complete four full semesters of coursework before being approved to take their qualifying exams; students entering with a B.A. degree may, at the discretion of the faculty, require up to five terms before moving on to exams. The art history faculty encourages students to take full advantage of offerings in other departments, and students may, if they choose, develop a minor field in another discipline. In consultation with their advisers, students who have completed their coursework prepare for the qualifying exams, which is comprised overall of two written exams (one major field and one minor field), followed by an oral defense.

Upon successful completion of course work and qualifying exams, students must submit a dissertation proposal. Once approved by the department, the student is admitted to candidacy and commence work on the dissertation. When a student has completed the dissertation, he or she is examined by a Graduate Board committee assembled by the department chair in consultation with the principal faculty advisor. Successful defense of the dissertation and electronic submission of work, complete in all its components, marks the fulfillment of the program’s degree requirements.

In addition to their own studies and research, every student in the Ph.D. program gains valuable pedagogical experience by serving as a teaching assistant, under different faculty mentors, for at least six terms (over the course of a five-year fellowship), and as a faculty research assistant for at least one term.

Requirements for the in-process M.A. Degree

Students entering the Ph.D. program with a Bachelor’s degree may qualify for the M.A. degree upon completion of two semesters of coursework (six graduate-level courses) and completion of the department’s language requirements, but the department does not accept students for the terminal M.A. degree as such.

Art History Fields

Ancient Art

Long associated with the study of classical archaeology, the department affords students of ancient art the opportunity work with a faculty that includes experts in Roman Art and Architecture and Ancient Near Eastern Art. Students also benefit from the close and long-standing relationship with the Department of Classics. Facilities of special relevance to students of Greek and Roman art include the Johns Hopkins Archaeological Museum, located on campus inside Gilman Hall, and the extraordinary holdings of the Walters Art Museum.

Medieval

Ever since its founding in 1947, the department has given special emphasis to the study of medieval art, and that tradition continues...
with a new generation of medievalists bringing expertise in Early Christian, Islamic, Byzantine, Mediterranean, and Italian Romanesque art and architecture to the program. Students avail themselves of local expertise through the departments of History, English, and German and Romance Languages and Literatures, and frequently consult with curators at the Walters Art Museum, several of whom participate as adjunct faculty. Hopkins students may take the seminars in Byzantine art offered each year at Dumbarton Oaks, and take advantage of the extensive research library there as well. The extraordinary collections at the Walters Art Museum and at Dumbarton Oaks are especially valuable for students interested in manuscript illumination and the minor arts.

Renaissance / Early Modern

Another signature strength of the History of Art Department is its program in Renaissance and Early Modern Europe, where a broad faculty expertise encompasses the art and culture of Italy, Spain, and the countries of northern Europe from the fourteenth to the seventeenth centuries. Graduate students in these areas participate in the programs of the Charles Singleton Center for the Study of Pre-Modern Europe, which sponsors collaborative research abroad and brings a steady stream of world-class lecturers to Baltimore. Students also benefit from the excellent collections of Italian and northern Renaissance art at the Walters Art Museum, the National Gallery, and the Philadelphia Museum of Art.

Modern

At Hopkins a diverse and challenging curriculum in modern art and criticism is offered by a research faculty of international prominence, supplemented by occasional visiting scholars and museum curators. European art from the 18th to the 21st century, American modernism, and modern art in Asia are all among the department’s distinctive strengths. Students oriented toward the study of criticism and aesthetic theory can also broaden their perspective and develop their critical skills by taking courses offered through the Humanities Center and the Department of Philosophy. Distinctive collections at the Baltimore Museum of Art and at multiple places in Washington, D.C. (the Hirshhorn Museum, the National Museum of American Art, the Freer/ Sackler of the Smithsonian, the Phillips Collection, and others) provide unparalleled resources for students of modern art at all levels.

For current faculty and contact information go to http://arthist.jhu.edu/directory/index.html

Faculty

Chair
Mitchell Merback
Professor: Northern Renaissance art.

Professors
Stephen J. Campbell
Henry and Elizabeth Wiesenfeld Professor: Italian Renaissance art.

Marian Feldman
Professor of History of Art and Near Eastern Studies: Ancient Near Eastern art.

Michael Fried
Herbert Boone Chair in the Humanities (The Humanities Center): Modern art.

Felipe Pereda
Nancy H. and Robert E. Hall Professor: Late Medieval and Early Modern Spanish art.

Associate Professor
Rebecca M. Brown
Associate Professor: South Asian art

Assistant Professors
Christopher Lakey
Assistant Professor: Medieval art.

Pier Luigi Tucci
Assistant Professor: Roman art and architecture.

Molly Warnock
Assistant Professor: Modern art.

Nino Zchomelidse
Assistant Professor: Medieval art.

Faculty Emeriti
Charles Dempsey
Professor Emeritus: Renaissance and Baroque art.

Herbert L. Kessler
Professor Emeritus: Early Christian and Medieval art.

Henry Maguire
Professor Emeritus: Byzantine and Medieval art.

Teaching Faculty
Elizabeth Rodini
Teaching Professor: Italian Renaissance art; and Director of the Program in Museums and Society.

Joint Appointments
Emily S.K. Anderson
Senior Lecturer (Classics): Ancient Aegean art.

Betsy M. Bryan
Professor (Near Eastern Studies): Egyptian art and archaeology, Egyptology.

H. Alan Shapiro
Professor (Classics): Greek and Roman art.

Adjunct, Associate, and Visiting Faculty
Martina Bagnoli
Adjunct Associate Professor (and Curator, Walters Art Museum): Medieval art.

Doreen Bolger
Adjunct Professor (and Director of The Baltimore Museum of Art): Modern art.

Lisa DeLeonards
Senior Lecturer and Austen-Stokes Visiting Associate Professor in the Art of the Ancient Americas.

James Meyer
Adjunct Professor; Modern art.

Carl Strehlke
Adjunct Professor (and Adjunct Curator, Philadelphia Museum of Art): Italian Renaissance art.

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

AS.010.101. Introduction to History of Western Art I.
A survey of painting, sculpture, and architecture from the Renaissance to the present. 
Instructor(s): C. Lakey
Area: Humanities.

AS.010.102. The History of Western Art II.
A survey of painting, sculpture, and architecture from the Renaissance to the present. Recommended Course Background: AS.010.101 or instructor permission.
Instructor(s): K. Markoski
Area: Humanities.

AS.010.105. Art of the Ancient Americas.
Surveys the art of Olmec, West Mexico, Teotihuacan, Maya, and Aztec.
Instructor(s): L. DeLeonardis
Area: Humanities.

AS.010.110. Art of the Islamic World.
This course is an introduction to the art of the Islamic world from the 7th century to the present, to include architecture, painting, mosaic, ceramics, textiles, metalwork, and contemporary media such as video and installation art. In addition to engaging with the region where Islam emerged—the eastern Mediterranean and the Arabian Peninsula—the course examines North Africa, Spain, Iran and Central Asia, and South Asia.
Instructor(s): R. Brown
Area: Humanities.

AS.010.147. South Asian Art, Culture and Politics: Empire, Colony, Nation.
This course explores the visual culture and politics of South Asia from early archaeological settlements to contemporary installation art. Themes will include: the role of the patron, the relation of text and image, architecture and ritual/political space, colonialism, nationalism, modernity, and postcoloniality. Cross-listed with Political Science.
Instructor(s): R. Brown
Area: Humanities.

AS.010.192. Move over Michelangelo: Renaissance Sculpture in Northern Italy.
Michelangelo’s heroic figure has dominated our conception of Renaissance sculpture, but outside of Florence & Rome, a princely aesthetic for small, intimate, tactile works dominated. We will explore the alternate paradigms for the figure and sculpture in the North, centering around Padua, Mantua, and Venice. The course is built around the collection at the Walters Art Museum, from which students will choose an object as the subject of a semester-long research project. We also take advantage of MICA to visit a bronze workshop, and will visit the Antico exhibition in NY at the Frick. Dean’s Teaching Fellowship.
Instructor(s): L. Blom
Area: Humanities.

AS.010.196. Destroying Art: Iconoclasm through History.
This course explores the deliberate destruction of art by political regimes, religious groups, and individuals, primarily in Europe and the Middle East, from antiquity to the present. Dean’s Teaching Fellowship.
Instructor(s): B. Shilling
Area: Humanities.

Through the examination of painterly practice in Japan, Italy, France, Germany, and the United States, this class will explore the radically new approaches to artistic production that occurred between 1947 and 1977.
Instructor(s): K. Johnson
Area: Humanities.

In houses and palaces from Greece to Egypt, Minoans in the 2nd millennium BCE used colorful and vivid wall paintings to decorate their environment. This course will explore Minoan frescoes from around the Mediterranean with the goal of learning more about day to day life in the Late Aegean Bronze Age. We will also visit the Walters Art Museum to view their collection of Minoan and related Bronze Age objects.
Area: Humanities.

AS.010.203. Abstraction.
Introduction to major works and discourses of, and key debates surrounding, abstraction in the visual arts of Europe and the United States throughout the twentieth century. Visits to the BMA.
Instructor(s): M. Warnock
Area: Humanities.

AS.010.204. Italian Art in the Middle Ages.
This course explores key monuments of medieval art and architecture in Italy from c. 400 until 1350. We will concentrate on historical, functional, and aesthetical aspects that lead to the creation of single monuments and art works. Emphasis is given to the analysis of “sacred space” by means of architecture, painted, and sculptural decoration, as well as ritual performances. Another focus is laid on the emergence on the political dimension of art for the creation of civic identity as well as in the context of the late medieval courts. We raise questions about the importance of materiality and science for the creation of medieval art works.
Instructor(s): N. Zchomelidse
Area: Humanities.
AS.010.205. The Painted Worlds of Early Greece: Fantasy, Form and Action.
This course explores the creation and role of early Aegean wall painting. Found primarily in palaces, villas and ritual spaces, these paintings interacted with architecture to create micro-worlds for social activities taking place in their midst. Their subjects range—from mythological to documentary, from ornamental to instructive. They depict dance and battle, fantastical beasts and daily life. We examine their complex relationship to lived reality as well as the activities that surrounded them, from their crafting, to performance of rituals, to their role in “international” relations.
Instructor(s): E. Anderson
Area: Humanities.

This course explores the role of the image in the so-called “spiritual colonization” of the Americas. Drawing on art historical and anthropological perspectives, we will consider a wide range of artistic practices from the viceregalities of New Spain and Peru. Special emphasis will be placed on questions of cross-cultural exchange and (mis)understanding. Topics include idolatry, demonic visions, relics, wonder-working images, and sacred matter.
Instructor(s): M. Lumbreras Corujo
Area: Humanities.

AS.010.208. The Disappearing Wall: Roman Frescoes in Context.
The course introduces ancient Roman wall painting from Pompeii and Rome as images painted on “disappearing walls.” We will analyze these and other murals in historical, archaeological and museum contexts.
Instructor(s): S. O’Connell
Area: Humanities.

Critical survey of artworks, texts, and debates primarily in Europe and the Americas since World War II. Visits to Special Collections, the BMA, and art on Homewood Campus.
Instructor(s): M. Warnock
Area: Humanities.

This course offers an introduction to one of the major movements in modern painting. We will explore the developments of a new aesthetic and subject matter during a period of vast cultural change in Paris and its environs, from the mid-19th century to the turn of the 20th century. Visits to the Baltimore Museum of Art and the National Gallery of Art will supplement our study of artists including Manet, Monet, Degas, Pissarro, Seurat, and more.
Instructor(s): J. Watson
Area: Humanities.

AS.010.211. Monuments of Asia.
An examination of selected architectural monuments from across Asia, including the Indian subcontinent, Southeast Asia, China, Japan, and Korea. Ancient to contemporary.
Instructor(s): R. Brown
Area: Humanities.

AS.010.212. Mirror Mirror: Reflections in Art from Van Eyck to Velázquez.
Explores the different ways Early Modern painters incorporated mirrors and reflective surfaces into their works for the sake of illusion and metaphor, deception and desire, reflexivity and truth-telling. By transgressing the boundaries of human vision and experience, embedded mirror images often made claims about the powers of art, and the superiority of painting in particular.
Instructor(s): M. Merback
Area: Humanities.

AS.010.213. Medieval Renaissances.
A course on the appropriation, citation, and imitation of classical antiquity in the art and architecture of the Middle Ages (ca. 300-1300), emphasizing the active transformation of earlier models rather than passive copying.
Instructor(s): R. Danford
Area: Humanities.

AS.010.214. Ancient Americas in Motion.
This course critically examines the visual arts and their makers as portrayed in documentary, historical, and Hollywood films.
Instructor(s): L. DeLeonardis
Area: Humanities.

This course investigates the impact of political, religious, and social change for the making of art and architecture in the city of Rome from Constantine the Great (ca. 274-337 CE) until 1308, when the papal court moved to Avignon. From being a thriving metropolis and the political center of an empire in a pagan, multi-ethnic society, Rome became a small town of a few thousand inhabitants dwelling in the ancient ruins under the spiritual leadership of a powerless Christian bishop and unprotected from the invasions of the migrating peoples from Eastern Europe and Central Asia. Later transformations concern the rise to political power of the popes, achieved by the military alliance with the Frankish dynasty of Charlemagne around 800, and the controversy over the superiority of power between the German emperors and the Roman popes. How did the transformation from worldly to religious power affect the architecture of public buildings in the city? What strategies were developed to visually promote the new religious leaders of the city, the popes, and the new Christian God? How did the new status of Rome as one of the most important Christian pilgrimage sites with its countless bodies of Early Christian martyrs in the catacombs outside the city influence urban development? And finally, what impact did the economical ups and downs in these periods of transition have for the arts? As we try to reconstruct the “image” and the appearance of medieval Rome, this course discusses ideas and concepts behind different forms of leadership, both political and religious, as they intersect with the power of the arts and the self-referential character of a city that is obsessed with its own past.
Instructor(s): N. Zchomelidse
Area: Humanities.

AS.010.216. 20th Century Italian Art.
This course will be a critical survey of the major artistic movements in Italy during the 20th century, from Futurism to Arte Povera. Often seen as a secondary location of artistic production, the class will situate the artists working in Italy within a broader historical and global context.
Instructor(s): K. Johnson
Area: Humanities.
**AS.010.219. Constantinople from Founding to Fall: Art of the Byzantine Empire.**
The course examines Byzantine art - from the founding to fall of Constantinople, both in Byzantium and beyond its borders - through its religious, political and aesthetic power.
Instructor(s): M. Raucher
Area: Humanities.

**AS.010.220. Theft, Theory, and Telescopes: Rome and Naples in the Age of Caravaggio.**
This course will offer an overview of painting in Rome and Naples in both Caravaggio’s generation and the one that followed it, exploring broad shifts in artistic theory and practice from the 1590s to the late 1630s.
Instructor(s): H. Friedman.

**AS.010.224. The Art of Bollywood.**
This course examines Hindi cinema produced in Mumbai since the 1950s, focusing on key examples from each decade, from early narratives of navigating the big city to song-and-dance extravaganzas incorporating Indian-Americans. We will look at art represented in film, from modernist sculpture to ancient architecture. The course will also explore the billboards, cinema cards, and other ephemera associated with Bollywood, alongside contemporary artists’ appropriations of Hindi cinema. No knowledge of Hindi is required.
Instructor(s): R. Brown
Area: Humanities.

**AS.010.226. Art, Medicine, and the Body: From Leonardo to Body Worlds.**
This course explores five centuries of fruitful collaboration between physicians and artists -- those who observe the body in order to heal it, and those who do the same in order to picture it. From medieval medical manuscripts, where the body is portrayed as a microcosm of the created world, to the anatomical forays of Renaissance artists such as Leonardo da Vinci and Albrecht Dürer; from gruesome depictions of bodily pain, disease, and corruption in the art of Matthias Grünewald to the eloquent exposure of the body’s interior by anatomists such as Andreas Vesalius; from the spectacularization of the body in Enlightenment science to the rubberized cadavers of Gunther von Hagen’s Body Worlds project -- these and other topics will bring into focus the complex intersections between the history of medicine and the history of art.
Area: Humanities.

**AS.010.230. Impressionism, Painting of Modern Life.**
This course offers an introduction to one of the major movements in modern painting. We will explore the developments of a new aesthetic and subject matter during a period of vast cultural change in Paris and its environs, from the mid-19th century to the turn of the 20th century. Visits to the Baltimore Museum of Art and the National Gallery of Art will supplement our study of artists including Courbet, Manet, Monet, Degas, Cézanne, Pissarro, Seurat, and more.
Instructor(s): J. Watson
Area: Humanities.

**AS.010.232. Art and Architecture of the Medieval Mediterranean World.**
This course explores the development of medieval painting, sculpture, and architecture in the Mediterranean region from ca. 250 to 1400. The class will focus especially on moments and sites of contact between Western European, Byzantine, and Islamic cultures and will examine the impact of cross-cultural exchange on artistic and architectural production.
Instructor(s): M. Hauknes
Area: Humanities.

**AS.010.233. Art and Astrology in the Middle Ages.**
This course explores the relationship between art and astrology from the early Middle Ages to the early Renaissance. We look at a wide range of media—mosaic, painting, metalwork, manuscripts, and sculpture—that speak to the central place of astrology in medieval systems of knowledge, and the practical uses of astrology for medicine and politics. Readings and discussions cover a variety of themes, including the transmission of astrological knowledge, the emergence of large-scale astrological mural programs, the use of precious stones and amulets, and the ways in which artworks probe the tensions between astrology and Christian theology. A recurring topic will be principle of “celestial influence”—the idea that the stars emit rays that affect people and events on earth—and its implications for artistic production and reception, as well as how art objects could even predict, or represent predictions of, future events. Primary sources (in English translation) include Albertus Magnus, Abu Ma’shar, al-Kindi, Roger Bacon, and others. Secondary readings include Aby Warburg, Erwin Panofsky, Fritz Saxl, Michael Camille, Georges Didi-Huberman, and others.
Instructor(s): M. Hauknes
Area: Humanities.

**AS.010.236. Palaces, Temples and Tombs in Mesopotamia.**
Mesopotamia, the “land between the rivers,” is considered the cradle of civilization. Its earliest urban centers appeared by 3500 BCE in the region of modern-day Iraq, Iran, and Syria. Along with urbanism came the emergence of temples and palaces as large-scale elite institutions (replete with written records). Their arts manifest some of the earliest complex representations. This course explores the art and architecture within the social, political and cultural context of ancient Sumer, Babylonia and Assyria. It provides an integrated picture of the arts of Mesopotamia from 3500 to 330 BCE with an emphasis on the development of visual narrative and the use of art in the expression of authority and legitimacy.
Instructor(s): M. Feldman
Area: Humanities.

**AS.010.242. African American Art.**
This is an introduction to the history of African American art. While organized chronologically, the course will emphasize a series of case studies of artists and movements in order to understand African American art and the complexities of its study. The course will explore how black artists in the United States have engaged with key issues such as race, gender, class and ethnicity as well as debates about representation and the role of the artist. Cross-list with Africana Studies
Instructor(s): T. Wofford
Area: Humanities.
**AS.010.251. Medieval Spaces: Site, Image, and Viewer in the Middle.**
This course serves as an introduction to medieval art by analyzing the relationships between architecture and images at holy sites from the 4th century CE through the 14th. The course will focus primarily on how those relationships structured viewers’ experiences of the divine by understanding how works functioned for specific audiences in a particular spatial context. In reviewing the origins and transformations of Christian visual culture we will investigate how site-specific image production in Western Europe and Byzantium informed social and political relations; how theological problems related to image worship affected the form and content of the visual arts; and how developments in public and private devotion altered the spaces for imagistic display.
Instructor(s): C. Lakey
Area: Humanities.

Survey of Early Christian and medieval art and architecture in North Africa, with an emphasis on indigenous developments and cultural exchange in the Mediterranean world, 4th to 13th century. Dean’s Teaching Fellowship course.
Instructor(s): N. Dennis
Area: Humanities.

**AS.010.256. Nineteenth-Century European Art.**
A selective survey of European painting and sculpture from the French Revolution to the start of the First World War. The nineteenth century ushered in an era which saw political instability, industrialization, imperialism, and the growth of popular culture come to bear on the very conditions of art-making. Focusing on key moments in this history, the course aims to recover the real intensity and strangeness of art’s involvement with modernity. Topics include neo-classicism; art and revolution; the rise of landscape; the triumph of the bourgeoisie; the gendering of art; and the birth of the avant-garde.
Instructor(s): J. Melius
Area: Humanities.

**AS.010.263. Paris / New York After the War.**
This course introduces the developments in art after World War II, in both Paris and New York, and studies how certain sensibilities overlapped and intersected as the two cities vied to be the international center of modern art. Recommended Course Background: AS.010.102
Prerequisites: AS.010.102
Instructor(s): J. Watson
Area: Humanities.

**AS.010.264. Twentieth-Century Art in Europe and the United States.**
A critical survey of the major artistic movements, paradigms, and documents of twentieth-century art in Europe and the United States. Topics will include: abstraction, collage and assemblage, art and politics, traditional and new media. Among the artists: Picasso, Matisse, Malevich, Pollock, Judd, and Hesse. Writing assignments will include a close analysis of a work in a local collection such as the Baltimore Museum of Art, the Hirshhorn Museum and Sculpture Garden, or the National Gallery of Art.
Instructor(s): M. Warnock
Area: Humanities.

**AS.010.275. Impressionism: Cone Collection.**
Cross-listed with History of Art. This course offers an introduction to the Cone Collection, a world-class selection of Impressionist and Post-Impressionist paintings acquired by two sisters. We will explore the development of radical new painting styles in tandem with the evolution of collecting and display practices that emerged in Baltimore and in Paris at the turn of the century. Visits to the Walters, the BMA, and the Sheridan Rare Book Collection will supplement our study of Monet, Cezanne, Matisse, and more.
Instructor(s): K. Johnson
Area: Humanities.

**AS.010.291. Architectural History of Baltimore.**
Focusing on Baltimore’s built environment and drawing upon primary sources, this course will explore the major European and American design theories, values, and practices of the last several centuries with an eye towards establishing Baltimore’s place within a national and global urban environmental context. Topics addressed in this course include city building, class and race, architectural revivalism, transportation, urban renewal, and post-industrialism.
Instructor(s): M. Perschler
Area: Humanities.

**AS.010.300. Michelangelo and His Contemporaries: Liscense, Controversy, and Reform in 16th Century Italian Art.**
An approach to the later work of Michelangelo (ie. 1520-64) and the response to his art by writers and artists in Rome, Florence and the Veneto before and after the call for a “reform of art” by the Council of Trent.
Instructor(s): S. Campbell
Area: Humanities.

**AS.010.301. Art and Interactions in the Eastern Mediterranean from 2000-500 BCE.**
The Mediterranean Sea has always acted as a connector for the many great civilizations that flourished around its shores. From 2000 to 500 BCE, these interactions were particularly dynamic, resulting in a diversity of arts including painting wall frescoes, precious jewelry, and elaborate furnishings and weaponry. This course examines the arts of the interactions among the Egyptians, Near Easterners, and Greeks, considering the role of artistic products in intercultural relations.
Instructor(s): M. Feldman
Area: Humanities.

**AS.010.302. The World as Image: Art and Knowledge in the Middle Ages.**
This class will explore the relationship between art and knowledge in the Middle Ages (600-1400 CE). In particular, we will examine the ways in which medieval painters, sculptors, and architects engaged with the cultural phenomenon of “encyclopedism” by creating artworks that sought to capture all the world’s knowledge in a single visual program. In our exploration of this topic we will consider a wide range of works, from medieval maps and scientific manuscripts to large-scale tapestries and the architectural programs of the great Gothic cathedrals. Central themes include text-image relationships and the role of pictorial techniques, such as allegory, personification, and analogy for visualizing complex ideas. We will also examine the representation of knowledge in medieval poetry and see how medieval authors employed ekphrasis to create visual artworks within their texts to serve as placeholders for encyclopedic learning.
Instructor(s): M. Hauknes
Area: Humanities.
AS.010.303. Flavian Art, AD 69-96.
This course investigates Roman art and architecture during the Flavian age, in Rome and in the provinces of the empire. With the Flavians, the capital of the empire enjoyed a period of intense building activity; the great projects of Vespasian and Domitian radically transformed its image. Methodologically the focus will be on the integration of diverse sources (archaeological evidence, architecture, sculpture, mosaic, painting, epigraphy and literary sources) to reconstruct the built environment of Rome and other towns (Pompeii, Herculaneum, etc).
Instructor(s): P. Tucci
Area: Humanities.

AS.010.304. Pictures on Walls: Murals and Mosaics in the Byzantine and Medieval Worlds.
This course examines the development monumental mosaic and fresco in the medieval Mediterranean (ca. 250-1300), through key monuments in places like Constantinople, Thessaloniki, Cyprus, Palermo, Rome, and Venice.
Instructor(s): M. Hauknes
Area: Humanities.

AS.010.305. Global Modern Art: Africa, Asia, the Pacific and the Americas.
Artists around the world grappled with the modern, working through local concerns and struggles but continually engaged with counterparts in Europe, North America, and across the “global South.” This course will introduce art, artists, movements, and institutions of modernism from approximately 1880 to the present and from outside of the northern Atlantic while critically examining the very notion of “global modernism.”
Instructor(s): R. Brown
Area: Humanities.

AS.010.306. Program Abroad: Renaissance Art in Florence.
Intersession Abroad Program. The course examines Renaissance art in Italy from the 13th through 16th centuries.
Instructor(s): A. Letvin
Area: Humanities.

The development of archaeology in the Middle East – its history of explorers, diplomats, missionaries and gentlemen-scholars – profoundly shaped the modern world, from the creation of new museums and the antiquities market to international relations and terrorism.
Instructor(s): M. Feldman
Area: Humanities.

AS.010.308. Art and Architecture in Republican Rome.
The course investigates the influence of the Hellenistic world on Roman artists, architects and patrons during the Republican age (509-31 BC).
Instructor(s): P. Tucci
Area: Humanities.

AS.010.309. Gifts and Thefts in the Middle Ages.
Why were some medieval objects valued as gifts, others appropriated as spolia, and still others taken by force? How does transferring objects from one cultural context into another change their meaning? Western, Byzantine, and Islamic art, 6th-13th centuries.
Instructor(s): R. Danford
Area: Humanities.

AS.010.310. The 'Long Sixties' in Europe.
Emphasis will be on advanced artistic practice primarily in France, Italy, the Benelux, and German-speaking countries; students will curate an exhibition of avant-garde journals from the Sheridan Libraries.
Instructor(s): M. Warnock
Area: Humanities.

AS.010.311. Japanese Print Culture and Western Collecting.
The first half of this seminar will examine issues in Japanese print culture, especially the development and circulation of ukiyo-e prints, during the Edo and Meiji periods (1615-1912). Topics will include technological innovations, the role of publishers, censorship, and prints as didactic objects. The second half of the course will explore the popularity of Japanese prints in the West, including their impact on Japonisme and incorporation into Western collections Cross-list with East Asian Studies
Instructor(s): H. Snow
Area: Humanities.

AS.010.312. Surrealism.
Topics include: art and the unconscious; “psychic automatism” and its implications for theories of medium, genre, and composition; objects, journals, and exhibitions. Visits to Special Collections and the BMA.
Students will curate and install an exhibition of Surrealist journals from MSEL Special Collections, to open in April 2014.
Instructor(s): M. Warnock
Area: Humanities.

AS.010.314. The Great Debate on Images: from Zurich to Guadalupe.
Images became a central topic of debate at the time of the Protestant Reformation. Images were not only a topic of doctrinal discussion, but also a target for desecration and destruction. The response to Iconoclasm on the Catholic side of this divide was also intense before, during and after the Council of Trent (1547-63), leading to a reconsideration of images’ role in an economy of the sacred. But the geography of this debate was not limited to Europe: the evangelization of the New World constituted a new scenario in which previous arguments and doctrinal positions were challenged under completely different circumstances. The Great Image Debate is not only a crucial episode of history, but it is also an argument reflecting on the nature of images and their paradoxical contribution to the Early “modern” world. This course is geared towards students with interests in History, Art History and Anthropology.
Instructor(s): F. Pereda
Area: Humanities.

AS.010.315. Art of the Assyrian Empire, 1000-600 BCE.
The Assyrian Empire dominated the ancient world from 1000-612 BCE, stretching from Iran to Egypt and laying the foundation for the later Persian and Macedonian empires. With imperial expansion came an explosion of artistic production ranging from palace wall reliefs to small-scale luxury objects. This course provides an integrated picture of the imperial arts of this first great empire, situating it within the broader social and political contexts of the first millennium BCE.
Instructor(s): M. Feldman
Area: Humanities.
This course is an investigation into the fashioning of Venetian identity in architecture and the visual arts, with a particular address to the encounter with Byzantine and Islamic traditions and exchanges with other centers of the Italian peninsula.
Instructor(s): S. Campbell
Area: Humanities.

AS.010.318. Art in Italy, 1200 - 1500.
This course will offer a selective, chronological exploration of the art of the Italian peninsula from the late Middle Ages through the first century of the Renaissance. Our primary concern will be to examine stylistic developments in architecture, painting, and sculpture during a profound period of political, economic, and social changes. Select topics will include: the role of the Communes as patrons of art; the rise of Humanism and its influences on the arts; the development of perspective theory; the lure of classicism in both the Middle Ages and the early Renaissance; the rise of the artist. Readings will include both primary and secondary sources.
Instructor(s): C. Lakey
Area: Humanities.

Discusses political and religious contexts in the Middle East, where specific territories (Jerusalem) were claimed by all three monotheistic religions for cult practices. Resulting conflicts influenced Jewish, Medieval, and Islamic art and architecture in the region.
Instructor(s): N. Zchomelidse
Area: Humanities.

AS.010.320. Art of Colonial Peru.
The visual arts of viceregal Peru (16th-18th c) are considered in historical context. Religious orders, art schools, artisan guilds and cofradia are examined as are the social and political implications of art patronage.
Instructor(s): L. Deleonardis
Area: Humanities.

Pompeii, buried by the eruption of Mons Vesuvius in AD 79, offers the best evidence of everyday life in the Roman world. The course examines its public buildings and houses, as well as the main villas outside the city walls. A final paper will be required.
Instructor(s): P. Tucci
Area: Humanities.

The book was the primary source for the collection of knowledge in the Middle Ages. It was also the medium for the preservation and proliferation of the texts that underlay the three monotheistic religions (Judaism, Christianity, Islam). Finally, the book served as a source for elite entertainment, perhaps most importantly in Late Antiquity and the later Middle Ages. This course investigates the role of the illustrated book within the political, religious, and artistic developments that took place after the rise of Christianity from the end of the Roman Empire until the early modern period in the medieval West and in Byzantium, permeating Jewish and Islamic traditions. We will examine how the different types of books, such as horizontal and vertical scrolls, large and miniature size codices influenced the placement, conception, and style of the illustrations. The course also addresses processes of manufacture, issues of materiality (i.e. precious multimedia book covers, papyrus, parchment, paper), and the relationship between text and image. A major aspect of the seminar focuses on the performative aspect of the book in its wide range of functions: secular and liturgical, public and private. Students will be able to work first hand with manuscripts and facsimiles from the rare book collection of Eisenhower Library and the Walters Art Museum.
Instructor(s): N. Zchomelidse.

AS.010.324. Art and Architecture in the Augustan Age.
Investigates Roman art and architecture during the Augustan age (31 BC – AD 14). Augustus’ cultural program influenced many aspects of Roman life, leading to the creation of a new visual language that transformed Roman society. Methodologically, the focus will be on the integration of diverse sources to reconstruct and discuss the images and the built environment of the Augustan age.
Instructor(s): P. Tucci
Area: Humanities.

AS.010.325. Performance Art in America and Europe: 1909 to Present.
This course surveys the development of performance art in the twentieth- and twenty-first centuries. We will explore the evolution of performance as a medium: the ways performance artists have engaged questions of race, gender, and sexuality; shifting relationships between performance and work in other media; and theories of performance. We will also examine the special challenges that attend the study of ephemeral and time-based art. There will be a final paper.
Instructor(s): K. Markoski
Area: Humanities.

With over 1,800 works attributed to him, Francisco de Goya (1746-1828) was constantly inventing, experimenting, and pushing the limits of the representable. This course will begin by examining Goya’s printed oeuvre as one possible itinerary for studying his life and work. The second half of the course will consider alternative narratives for Goya’s career based on genre and theme. Topics will include portraiture, madness, religious painting, and the discovery of Goya by later generations of artists, authors, and filmmakers. The course includes several visits to the print room at the Baltimore Museum of Art. There will be a final paper.
Instructor(s): A. Letvin
Area: Humanities.
AS.010.327. The Harem and the Veil: Space and Gender in the Islamic World.
This course explores the constructed imagery of the harem and the veil in relation to politics and visual culture in the Middle East, North Africa, India, and Euro-America. Topics will include: Ottoman palace architecture, Orientalist painting, mandating/banning the veil, Islamic feminisms. We will address visual culture broadly, including advertising, architecture, contemporary art, film, news media.
Instructor(s): R. Brown
Area: Humanities.

AS.010.328. The Holy Undead: Relics, Reliquaries, and the Cult of Saints in Medieval and Early Modern Europe.
According to medieval Christian theology, the saints resided in both the earthly and heavenly spheres and would often bridge this gap in order to interact with the living. Their bodily remains and possessions were powerful sites of potential contact between the sacred and profane. Through their relics, saints could straddle the two realms in order to heal, intercede, perform miracles, or even exact punishment. Images of relics, reliquaries, miraculous images, and the like helped to narrate, authenticate, or negotiate transactions between the devotee and the divine. This course will provide students with a historical overview of the medieval cult of saints and relics, focusing primarily on the ways in which images could invest these sacred objects and bodily remains with power and meaning.
Instructor(s): T. Golan
Area: Humanities.

AS.010.331. Art, Knowledge and Power in Global Perspective, 1500-1700.
This course reexamines renaissance and baroque art in a global perspective, emphasizing race, gender, and international exchange in the sixteenth and seventeenth centuries and drawing extensively on the Walters’ collection.
Instructor(s): H. Friedman
Area: Humanities.

AS.010.333. The Making of Renaissance Rome 1300-1600.
The multiple identities of the ancient city as these are understood and represented through the work of artists such as Giotto, Filarete, Raphael, Bramante, and Caravaggio; the writings of Petrarch, Pius II, Alberti, and Montaigne; the statecraft and patronage of the Renaissance popes
Instructor(s): S. Campbell
Area: Humanities.

AS.010.334. Problems in Ancient American Art.
Selected topics which may include collecting the pre-Columbian past and connoisseurship, the formation of national museums, post-Columbian appropriations. Collections study in museums. May also be used toward credit for the Archaeology major. Cross-listed with PLAS and Program in Museum and Society
Instructor(s): L. Deleonardis
Area: Humanities.

Explores the major painters working in the Low Countries during the fifteenth century: Melchior Broederlam, the Master of Flémalle, Jan van Eyck, Rogier van der Weyden; Hans Memling, Hugo van der Goes, Hieronymus Bosch, and others.
Instructor(s): M. Merback
Area: Humanities.

A close look at how the ancient Greek, Roman and Jewish worlds were imagined and reconstructed by early Renaissance scholars, poets, warlords and artists.
Instructor(s): S. Campbell
Area: Humanities.

AS.010.348. Art and Faith in Golden Age Spain.
Introduction to Spanish painting and sculpture of the XVth and XVIth centuries, with special focus on religious art.
Instructor(s): F. Pereda
Area: Humanities.

This course examines the art and architecture of East, South, and Southeast Asia produced since the mid-twentieth century. We will engage with theoretical, visual, and political developments in the recent art of this region, reading statements by artists and architects, discussing the rising commercial and international profile of contemporary Asian art, and exploring established and emerging art histories of this period. Cross-list with East Asian Studies
Instructor(s): R. Brown
Area: Humanities.

AS.010.353. Key Moments in East Asian Politics & Visual Culture.
Examines key political moments in China, Japan, and Korea from 1850 to the present, focusing on the way visual imagery shapes these events. Includes: Japanese occupation of Korea, Hiroshima and Nagasaki bombings, 1989 Tiananmen square protests, North Korean propaganda.
Instructor(s): R. Brown
Area: Humanities.

This course investigates the Romans’ reception of Greek and Hellenistic art and architecture, as well as Rome’s original contribution during the republican and imperial age. Its goal is to examine the effects of Hellenization on Roman society and the creation of a completely new visual language.
Instructor(s): P. Tucci
Area: Humanities.

AS.010.360. Medieval Art in Europe: Methodology, Historiography, Theory.
The course explores the conceptual character of medieval European art from Late Antiquity to the end of the Middle Ages with an emphasis on methodological, historiographical, and theoretical issues. Using selected monuments and objects from a wide geographical range and dating from the 4th to the 14th centuries as case studies, students will also familiarize with the methodological developments of art historical research. The course will focus in particular on the “anthropological turn” of medieval art history and medieval image theory.
Instructor(s): N. Zchomelidse
Area: Humanities.

“Babylon - the name resonates, from the Biblical whore of Revelations to sci-fi. But what do we really know about the ancient city and its civilization?”
Instructor(s): M. Feldman
Area: Humanities.
AS.010.365. Art of the Ancient Andes.
The visual arts of Andean South America and their respective cultural contexts form the basis of this seminar. Collections study in museums.
Instructor(s): L. Deleonardis
Area: Humanities.

The works of Native American artists are examined and discussed in their respective social and historical contexts. Such works include Hopewell stone sculpture, Mimbres pictorial painting, and Tlingit guardian figures. We examine the concept of sacred landscape through analysis of monumental earthworks and effigy mounds, Anasazi architecture, and rock art. In conjunction with the Baltimore Museum of Art (BMA), and Johns Hopkins Special Collections, students will have access to collections for study.
Instructor(s): L. Deleonardis
Area: Humanities.

AS.010.370. History of Art: Histories, Methods, Theories.
This course will be a short introduction to the construction of the discipline and to the different methodologies developed in the analysis of works of art, as a way to understand the basic challenges faced today by Art History.
Instructor(s): F. Pereda
Area: Humanities.

This course addresses what is arguably the most significant moment in the history of American art: Abstract Expressionism. By looking closely at the careers of four painters from this period – Willem de Kooning, Mark Rothko, Barnett Newman and Jackson Pollock – we will explore both larger issues relevant to this crucial and controversial moment in art history and topics specific to the work of each of these pillars of American abstract art.
Instructor(s): K. Tuma
Area: Humanities.

AS.010.389. The Stone and the Thread.
This course examines the built environment of the Inka and considers architecture in its social, historical, and cultural contexts. Shared forms and ideas implicit in the fiber arts offer comparative points for analysis and discussion.
Instructor(s): L. Deleonardis
Area: Humanities.

AS.010.398. Tombs for the Living.
Centering on the tomb as the unit of analysis, this course examines the cultural and material aspects of death and funerary ritual. Draws on case studies from North America, Mesoamerica, and the Andes. Collections study in museums.
Instructor(s): L. Deleonardis
Area: Humanities.

AS.010.400. Looking at Language: Vision and Textuality from Surrealism to the Present.
Considers the emergence of the “written painting” and other uses of language in the visual arts. Among our case studies: Magritte, Twombly, Ruscha, Indiana, Holzer, Wool, Liglon, Darboven.
Instructor(s): M. Warnock
Area: Humanities.

AS.010.401. Early Modern Vision and Artistic Practice.
This seminar examines shifting theories of vision in making and perceiving art from species and the Eucharist to Vermeer and the camera obscura.
Instructor(s): C. Fowler
Area: Humanities.

AS.010.402. Ancient Art in Fascist Italy.
The course examines the role played by Roman art and architecture during the twenty years of the Fascist regime (1922-1943). There will be a final paper.
Instructor(s): P. Tucci
Area: Humanities.

AS.010.403. Art and Science in the Middle Ages.
This course investigates the intersections of art and science from the Carolingian period through the fourteenth century and the historical role images played in the pursuit of epistemic truths. Science – from the Latin scientia, or knowledge – in the Middle Ages included a broad range of intellectual pursuits into both the supernatural and natural worlds, and scholars have classified these pursuits in various ways (i.e. experimental or theoretical science, practical science, magic, and natural philosophy). A particular focus of this seminar will be placed on the assimilation of Greek and Islamic scientific advances in cartography, cosmology, and optical theory into the Latin theological tradition.
Instructor(s): C. Lakey
Area: Humanities.

AS.010.404. The Cult Image in the Renaissance.
This course discusses the role of cult images in the Renaissance period. While art historical scholarship has regarded images of cult as a medieval phenomenon, more recent studies (Holmes, Pon) address precisely the fact that image cults multiplied in line with the development of new aesthetic principles and theories of art in the context of the humanist circles in early modern Italy. The class challenges the idea of a division between the era of images and that of art as proposed by Hans Belting some 25 years ago. We investigate the emergence of a variety of new types of images made for public cults, such as wall paintings, prints, wooden sculpture, feathers, and their architectural and urban settings. How did the medieval tradition of the icon merge with the scientific and humanistic achievements of the early modern period? Moreover, we will examine the proliferation of cult images from Italy to other parts of Europe and beyond, such as the Americas and Asia, where the conception of new such images drew heavily on indigenous artistic and religious practices. There will be a final paper. Course is co-listed with AS.010.616.
Instructor(s): N. Zchomelidse
Area: Humanities.

AS.010.405. Depicting the Invisible God in the Middle Ages.
Discusses conditions of medieval image making and theory. Each meeting focuses on how to represent God in the visual arts and introduces iconographic concepts and their reception.
Instructor(s): N. Zchomelidse
Area: Humanities.
Centering on a series of case studies, this course addresses the technology, aesthetics, and social significance of metals. We trace the development of metals from 1500 BCE in Chile and Peru, to the 16th century in Colombia and central Mexico, pausing to examine its forms and meanings in various cultural contexts, and the ideas that inform its value. In conjunction with the Baltimore Museum of Art (BMA), the Walters Art Museum (WAM), and the Johns Hopkins Archaeology Museum (JHUAM), students will have access to ancient metal works for study.
Instructor(s): L. DeLeonardis
Area: Humanities.

AS.010.408. Venetian Art and the Mediterranean 1440-1560.
How Venetian art 1450-1580 was informed by the city’s unique ecological environment and its status as a nexus of cultural interaction in the Mediterranean. Emphasis on recent scholarship.
Instructor(s): S. Campbell
Area: Humanities.

AS.010.410. The Epistemology of Photography.
This seminar will ask how photography produces ways of knowing: how does photography’s reality-effect shape its dissemination and absorption? Is photography’s emergence during the colonial era coincidental or catalytic? How is memory (re)constituted in a photography-saturated world? What kinds of histories does photography encourage and discourage? Is a photograph an object? We will read across disciplines (literature, anthropology, history, history of art, political science, theory) to investigate the epistemology of photography and the photograph.
Instructor(s): R. Brown.

This course examines Chinese painting between 1400 and 1800, a time when this art emerged as both a practice and a means of cultural analysis within Chinese society. Changes in both representational modes and the forms of art-historical consciousness, as reflected in the art criticism of Chinese literati, will be emphasized. Other topics include the shaping of lived environments through interior display, garden-building, and new visions of urban space.
Instructor(s): L. Liu.

AS.010.412. The Art of Describing.
Limited to Seniors only (Juniors with permission). This writing-intensive course explores the complex role of description in the analysis and interpretation of works of art. This course explores the role of description in the analysis and interpretation of works of art. Emphasis will be placed on texts by twentieth-century authors, though not exclusively on twentieth-century subject matter. Our primary focus will be the use of different rhetorical strategies to meet the formidable challenge of “translating” visual phenomena into language.
Instructor(s): K. Tuma
Area: Humanities.

Form forever follows function,” “the house is a machine for living in,” “less is more,” “less is a bore”—when and where on earth did these architectural catch phrases originate, and what did they mean to the people who coined them and attempted to express them in their designs for buildings? In this course we will study the major architectural theories and design trends of the late 19th and 20th centuries in Europe and the United States—a turbulent and complicated period in the history of architecture commonly known as Modernism and Postmodernism. Topics and personalities addressed in this course will include Expressionism, the Bauhaus, Le Corbusier, urbanism, functionalism, and Frank Lloyd Wright.
Instructor(s): M. Perschler
Area: Humanities.

AS.010.415. Passion Cult, Passion Image, Passion Drama.
A set of interdisciplinary explorations of the Passion of Christ theme, viewed as a mythic paradigm within European visual culture, religious consciousness and cultic practice since the High Middle Ages.
Instructor(s): M. Merback
Area: Humanities.

AS.010.422. Early Modern Dutch and Flemish Painting.
Explores the major painters and printmakers working in the Netherlands during the sixteenth and early seventeenth centuries: Pieter Brueghel, Jan Gossaert, Pieter Aertsen, Peter Paul Rubens, Jan Steen, Jan Vermeer, and many others.
Instructor(s): M. Merback
Area: Humanities.

AS.010.423. Roman Sculpture.
The course examines all the major public and private monuments, in Rome and in the provinces, from the Republican age to the end of the Roman empire. It considers their cultural, political, and social contexts, and of course the original architectural setting. New light is shed on the reception of statuary and reliefs by the Roman viewer, using primary texts as well as the sculptures themselves. The course illustrates the different types of sculpture that an ancient Roman would have encountered, explaining the nuances of meaning in the different words used by Roman and Greek authors in their descriptions. Sculpture was an integral part of Roman life: indeed the Romans placed statues and reliefs in their houses, villas, gardens, and tombs, as well as in their temples and public buildings. While Rome remains a focus for the course, western and eastern provincial examples are also offered to help further understand the role of Roman sculpture. May also be used as credit toward the Archaeology major. Cross-listed with Classics.
Instructor(s): P. Tucci
Area: Humanities.

AS.010.424. Collecting Roman Art: From Antiquity to Present.
A survey of the most important collections of Greek and Roman sculpture, from the late-Republican age through the Middle Ages and the Renaissance, until the creation of the main museums in Europe and in the United States.
Instructor(s): P. Tucci
Area: Humanities.
AS.010.430. History of Roman Art and Architecture.
This course explores the principal forms and contexts in which art and architecture developed in the Roman world. It surveys Roman art and architecture from the foundation of the city of Rome - against the background of the Etruscan tradition - to the divergent trends of late antiquity, including the intersection between Rome and the provinces of the empire. Overall the course encourages critical thinking about the purpose of studying art and architecture as a tool for understanding the Roman world, and provides an introduction into how to use visual and material evidence as a historical source. On completion of this course students will be able to describe and evaluate the architectural style and decorative of key Roman monuments, as well as their function in ancient society. Cross-list with Classics
Instructor(s): P. Tucci
Area: Humanities.

AS.010.431. History of Art: Histories, Methods, Theories.
This course will be a short introduction to the construction of the discipline and to the different methodologies developed in the analysis of works of art, as a way to understand the basic challenges faced today by Art History.
Instructor(s): F. Pereda
Area: Humanities.

AS.010.433. Sculpture and the Embodied Viewer.
This seminar serves as an introduction to reading and writing about visual experience. Our primary focus will be on the relationship between embodied viewers and the art of sculpture broadly defined. By exploring the art of sculpture in all of its historical forms, from the ancient to the contemporary we will investigate the experiential and spatial challenges sculpture poses in order to develop the necessary analytic skills for understanding and interpreting the visual arts. We will combine on-site studies of sculptures in local collections (including the Walters Art Museum, the Baltimore Museum of Art, and public works in Baltimore and on campus) with the development of a critical vocabulary with which to write about sculptural objects, one that draws on the critical histories of sculpture from the birth of art history to the present day.
Instructor(s): C. Lakey
Area: Humanities.

AS.010.440. Velázquez and 17th Century Spanish Naturalism.
An introduction to Spanish Baroque painting, with specific attention to the emergence of naturalism in the work of Diego Velázquez, Francisco de Zurbarán, Murillo and Ribera. This course is open to graduate students.
Instructor(s): F. Pereda
Area: Humanities.

AS.010.445. Topics in Postwar European Art.
This seminar examines aspects of artistic production in Western Europe primarily in the period 1950-1972, with an emphasis on the art of France, Italy, the Benelux, and German-speaking countries. How was the work of art reimagined and repositioned in the wake of World War II and the horrors of the Holocaust, in the context of reconstruction and an emerging consumer society, and in light of the Cold War? How did postwar artists conceive the claims of artistic tradition and painting in particular in a rapidly expanding field of aesthetic practices and possibilities? Is there such a thing as “European art,” and if so, how does it relate to or mediate among various national identities? These and related questions will be at the heart of our discussions.
Instructor(s): M. Warnock
Area: Humanities.
AS.010.470. Power and Politics in Assyrian Art.
Assyria, centered in northern Iraq, created one of the world’s first great empires that dominated the ancient Near Eastern world from around 900 to 612 BCE. In concert with imperial expansion came an explosion of artistic production ranging from palace wall reliefs to small-scale luxury objects. This seminar examines the close relationship between the arts and politics in the Assyrian empire. Some themes that will be explored are: historical narrative, text and image, portable luxury arts and gender, politics and religion. The course will engage in close visual analysis of the ancient materials and readings of critical scholarship.
Instructor(s): M. Merback
Area: Humanities.

AS.010.481. Classics of Art Criticism.
Readings by Diderot, Baudelaire, Fry, Greenberg.
Instructor(s): M. Fried
Area: Humanities.

AS.010.501. Independent Study.
Instructor(s): Staff.

AS.010.502. Independent Study.
Instructor(s): Staff.

AS.010.503. Reading Course in History of Art.
Open to students by arrangement with a faculty advisor in the History of Art Department.
Instructor(s): M. Merback
Area: Humanities.

Open to students by arrangement with a faculty advisor in the History of Art Department. Interested students should review the program description available in the department office.
Instructor(s): Staff.

Instructor(s): Staff.


AS.010.570. Independent Study - Intersession.

AS.010.575. Internship-Intersession.

AS.010.596. Internship-Summer.
Instructor(s): E. Rodini; K. Tuma; M. Koortbojian; P. Tucci; R. Brown.

AS.010.597. Independent Study-Summer.
Instructor(s): L. DeLeonardis; M. Koortbojian; S. Campbell.

AS.010.600. Looking at Language: Vision and Textuality from Surrealism to the Present.
Considers the emergence of the “written painting” and other uses of language in the visual arts. Among our case studies: Magritte, Twombly, Ruscha, Indiana, Holzer, Wool, Ligon, Darboven.
Instructor(s): M. Warnock
Area: Humanities.

This seminar examines shifting theories of vision in making and perceiving art from species and the Eucharist to Vermeer and the camera obscura.
Instructor(s): C. Fowler
Area: Humanities.

The course explores the significance of the Severan marble plan of Rome and its potential to shed new light on the building program of Septimius Severus and Caracalla.
Instructor(s): P. Tucci.

AS.010.603. The Active Body: On Display and in Performance.
An examination of two recent developments in art history and museum studies: the recognition of the object as active and agentic and a growing critical engagement with the body of the artist and performance art. The seminar will unsettle these two themes with the history of living humans on display, from nineteenth-century exhibitions to present-day craftspeople, thinking through bodies, objects, and performance through disciplinary engagements from anthropology, political theory, art history, and museum studies. Open to motivated undergraduates.
Instructor(s): R. Brown
Area: Humanities.

AS.010.604. The Five Senses and Art in Pre-Modern Europe (1100-1500).
The course investigates the importance of sensation in the creation and perception of Medieval and Renaissance art. Starting from the premise that sensation is a cultural phenomenon, this seminar invites students to rethink the relationship of the visual and the textual to the nonvisual and the non-textual. Open to advanced majors in History of Art by permission.
Instructor(s): M. Bagnoli; N. Zchomelidse.

This course examines Chinese painting between 1400 and 1800, a time when this art emerged as both a practice and a means of cultural analysis within Chinese society. Changes in both representational modes and the forms of art-historical consciousness, as reflected in the art criticism of Chinese literati, will be emphasized. Other topics include the shaping of lived environments through interior display, garden-building, and new visions of urban space.
Instructor(s): L. Liu.

AS.010.606. Sculpture After Sculpture.
A survey of major theories of sculpture from the mid-Twentieth Century to the present day. Through close readings of critical texts, we will consider the following nexes of debate: late modernism; minimalism; land art and the alleged dispersion of sculpture as an autonomous medium; site-specific and mobile site sculpture; giganticist sculpture; and the resurgence of a conventional sculpture of bodily proportion during the last fifteen years after sculpture as a medium was declared obsolete: a sculpture “after” sculpture. Readings: Writings by Henry Moore, Herbert Read, Clement Greenberg, Michael Fried, Donald Judd, Robert Morris, Robert Smithson, Rosalind Krauss, Yve-Alain Bois, Douglas Crimp, Hal Foster, Alex Potts, Miwon Kwon, and George Baker.
Instructor(s): J. Meyer.
AS.010.607. The Epistemology of Photography.
This seminar will ask how photography produces ways of knowing: how does photography’s reality-effect shape its dissemination and absorption? Is photography’s emergence during the colonial era coincidental or catalytic? How is memory (re)constituted in a photography-saturated world? What kinds of histories does photography encourage and discourage? Is a photograph an object? We will read across disciplines (literature, anthropology, history, history of art, political science, theory) to investigate the epistemology of photography and the photograph.
Instructor(s): R. Brown.

AS.010.608. The Picture as Object.
This seminar will explore cases of Italian pre-modern picture-making in various media (painting, metal, stone, textile, etc) that solicit tactile as well as sensory engagement, and that call into question the "Albertian" metaphor of pictura as window. Case studies will include mosaics, reliefs, pastiglia, medals, portable paintings, and works by Giotto, Carlo Crivelli, and Sebastiano del Piombo, among others.
Instructor(s): C. Lakey; S. Campbell.

AS.010.609. Art and Science in the Middle Ages.
This course investigates the intersections of art and science from the Carolingian period through the fourteenth century and the historical role images played in the pursuit of epistemic truths. Science – from the Latin scientia, or knowledge – in the Middle Ages included a broad range of intellectual pursuits into both the supernatural and natural worlds, and scholars have classified these pursuits in various ways (i.e. experimental or theoretical science, practical science, magic, and natural philosophy). A particular focus of this seminar will be placed on the assimilation of Greek and Islamic scientific advances in cartography, cosmology, and optical theory into the Latin theological tradition.
Instructor(s): C. Lakey
Area: Humanities.

AS.010.610. Image, Theory, Matter in Medieval Visual Culture.
This seminar considers the relationship between foundational approaches to medieval art history and recent methodologies that focus on ‘thing-signification.’ Primary materials in local collections will be closely analyzed.
Instructor(s): C. Lakey

AS.010.611. Selected Topics in Near Eastern Art.
Topics to be determined.
Instructor(s): M. Feldman.

AS.010.612. Medieval Image.
From a careful reading of significant works of art, contemporary texts bearing on images, and modern theoretic writings, the seminar investigates the function of narratives, icons, physical matter, and accompanying texts in the production of meaning.
Instructor(s): H. Kessler.

AS.010.613. Questions of Artistic Geography in Italy, 1400-1600.
A consideration of the role of place in the art of Lorenzo Lotto, Gaudenzio Ferrari, Cesare da Sesto, Romanino, Moretto, Pordenone, Titian, and other artists active before the canon-formation enterprise of Giorgio Vasari definitively altered the map of Italian art after 1550. Also open to advanced undergrads.
Instructor(s): S. Campbell.

Critical exploration of the major models developed by art historians to describe the forms of attention mobilized by visual imagery, the role of the beholder in realizing meaning, the dynamics of response, and the reflexivity of works of art. Intersections with literary history and theory, phenomenology, and reception-aesthetics will be examined in tandem with art-historical case studies. Authors include Riegl, Benjamin, Gombrich, Baxandall, Kemp, Fried, Crary, Husserl, Iser, Jauss, Merleau-Ponty, Foucault, Barthes, Deleuze and Guattari.
Instructor(s): M. Merback.

AS.010.615. The Reform of the Image in Catholic Europe 1500-1600.
Aspects of the reform of art in Italy and Spain, as manifested in official attempts to discipline artistic practice and through artistic initiatives; emphasis on primary sources and recent scholarly debates.
Instructor(s): F. Pereda; S. Campbell.

AS.010.616. The Cult Image in the Renaissance.
This course discusses the role of cult images in the Renaissance period. While art historical scholarship has regarded images of cult as a medieval phenomenon, more recent studies (Holmes, Pon) address precisely the fact that image cults multiplied in line with the development of new aesthetic principles and theories of art in the context of the humanist circles in early modern Italy. The class challenges the idea of a division between the era of images and that of art as proposed by Hans Belting some 25 years ago. We investigate the emergence of a variety of new types of images made for public cults, such as wall paintings, prints, wooden sculpture, feathers, and their architectural and urban settings. How did the medieval tradition of the icon merge with the scientific and humanistic achievements of the early modern period? Moreover, we will examine the proliferation of cult images from Italy to other parts of Europe and beyond, such as the Americas and Asia, where the conception of new such images drew heavily on indigenous artistic and religious practices. There will be a final paper. Co-listed with AS.010.404
Instructor(s): N. Zchomelidse
Area: Humanities.

Beginning with the anti-colonial and popular art of the turn of the nineteenth century, the seminar will address the subcontinent’s participation in modernism, interrelations between “high” and “vernacular” art, appropriations of spirituality, critical engagements with sexuality and feminism, and experimentations with film, performance, and new media into the 21st century. Questions related to nationalism, modernity, postcoloniality, religio-political conflict, commercialization, international biennials, and globalization. Note: Course will engage with Raqs Media Collective’s spring campus residency. Seminar is open to motivated undergraduates.
Instructor(s): R. Brown.

AS.010.631. Art, Science and Representation in the Middle Ages.
This seminar investigates the relationship between art, science, and theories of representation from the late antique period through the fourteenth century. Select topics include illuminated cosmological and astronomical manuscripts; Islamic cartographers and astronomers at the court of Roger II in Palermo; the rise of optical theory and scientific representation; and the intersection of diagrammatic and mimetic theories of images.
Instructor(s): C. Lakey.
AS.010.635. Art and Representation in Nineteenth Century Peru.
Permit required Graduate, nineteenth-century Peru, nationalism, visual sources and interpretation
Instructor(s): L. Deleonardis.

AS.010.641. Return of the Sixties.
The period of the Sixties and early Seventies has emerged as a central preoccupation of art and art history in recent years. The Sixties witnessed the conclusion of modernism and utopic aspirations, of radical politics and the counterculture. It also ushers in contemporary forms of mediation, consumption, and mobility. This course will examine the art of Sixties return, and narratives of art since the Sixties. Topics will include the Sixties as history, memory, and nostalgia; the monumentalization of entropy (the “return” of Robert Smithson); the artist-traveler from Ed Ruscha to Francis Alys; and the reappearance of sculpture as medium after its alleged dispersion. We will consider works by Francis Alys, Matthew Buckingham, Gerard Byrne, Tom Burr, Tacita Dean, Sam Durant, Olafur Eliasson, Felix Gmelin, Renée Green, Mary Kelly, Kerry James Marshall, Mike Nelson, Philippe Parreno, Charles Ray, Mark Tribe, and Kelley Walker, among others. This class is led by James Meyer, Associate Curator of Modern and Contemporary Art, National Gallery of Art. Will meet with 010.469.
Instructor(s): J. Meyer.

Area: Humanities
Writing Intensive.

This seminar examines the notion of the authentic in conjunction with medieval images. It investigates the construction, reception, and theoretical grounding of authenticity in regard to reliquaries, icons, and imprints on cloth or seals. These objects elucidate the shift from mimetic towards other artistic strategies (stylization, abstraction, bricolage) in the medieval period. Rather than studying different modes of representation, we will focus on the very validity of representation in the Middle Ages.
Instructor(s): N. Zchomelidse.

When (and where) was modernism? Acknowledging the central role art from around the globe played in the production of the modern, this seminar will engage with the emergent art historical, methodological, and theoretical literature shaping the history of modern art after its alleged dispersion. We will consider works by Francis Alys, Matthew Buckingham, Gerard Byrne, Tom Burr, Tacita Dean, Sam Durant, Olafur Eliasson, Felix Gmelin, Renée Green, Mary Kelly, Kerry James Marshall, Mike Nelson, Philippe Parreno, Charles Ray, Mark Tribe, and Kelley Walker, among others. This class is led by James Meyer, Associate Curator of Modern and Contemporary Art, National Gallery of Art. Will meet with 010.469.
Instructor(s): R. Brown.

AS.010.647. Velázquez: Painting and the Paradoxes of Representation.
This seminar will focus on the work of Diego Velázquez (1599-1660). Following a chronological order, it will explore his work as a continuous testing of the limits of truth in painting, beginning in Seville in the 1620’s and concluding with Las Meninas. The seminar will look into the practice and theory of Naturalism in Spain in relation to artistic, religious and scientific discussions of representation in Baroque Europe.
Instructor(s): F. Pereda.

AS.010.649. Mantegna and Bellini: painting and art theory 1450-1500.
Mantegna’s and Bellini’s work will be considered in the context of humanist and antiquarian culture of Padua, Venice and Mantua.
Instructor(s): S. Campbell.

AS.010.651. The Reception of Roman Art in the Middle Ages and in the Renaissance.
The course investigates the survival of Greek and Roman antiquities in the Middle Ages and in the Renaissance.
Instructor(s): P. Tucci
Area: Humanities.

The depiction of visionary experiences is an important and frequent topic in medieval art. This course discusses iconographical and theoretical preconditions for the development of a particularly challenging body of medieval images that range from the visions of Old Testament prophets, to John’s Apocalypse, dreams, and visionary experiences in the context of female monasticism (Hildegard von Bingen, Gertrud von Helfta). Issues covered in this course are: patristic and medieval theories of vision, devotional practices, and the scientific approach towards vision in the later Middle Ages.
Instructor(s): N. Zchomelidse
Area: Humanities.

AS.010.654. Topics in Postwar Abstraction.
Emphasis on European and American case studies from Pollock to the present; figures may include: Newman, Still, Frankenthaler, Louis, Noland, Olitski, Stella, Ryman, Marden, Hantaï, Bishop, Jorn, Uecker, and Klein.
Instructor(s): M. Fried; M. Warnock.

AS.010.655. Religion in Roman Art.
This course explores the relationships between Roman art and religion through a survey of key topics and issues, from the archaic period to late antiquity, providing an introduction into how to use both textual and material evidence as sources for understanding Roman art and society.
Instructor(s): P. Tucci.

AS.010.656. Depicting the Invisible God in the Middle Ages.
Discusses conditions of medieval image making and theory. Each meeting focuses on how to represent God in the visual arts and introduces iconographic concepts and their reception.
Instructor(s): N. Zchomelidse.

How Venetian art 1450-1580 was informed by the city’s unique ecological environment and its status as a nexus of cultural interaction in the Mediterranean. Emphasis on recent scholarship.
Instructor(s): S. Campbell
Area: Humanities.

AS.010.659. Passion Cult, Passion Image, Passion Drama.
A set of interdisciplinary explorations of the Passion of Christ theme, viewed as a mythic paradigm within European visual culture, religious consciousness and cultic practice since the High Middle Ages.
Instructor(s): M. Merback.
AS.010.666. Exhibiting the Other.
Despite challenges to museum practices in the 1970s and 1980s, the approach to displaying the art and visual culture of regions and periods outside of the European and North American mainstream remains caught between scholarly theorizing and demands for the commodification of the exotic. The ongoing exclusionary logic of collecting and display practices and the shrinking budgets for museums undermine efforts to rethink and challenge longstanding institutionalized patterns. In this seminar we will assess the politics, theory, and practice of displaying what still operates as the "other", reading across art history, museum studies, politics, and anthropology. Open to senior undergraduates with permission of instructor. Cross-listed with Political Science and Programs in Museums and Society.
Instructor(s): R. Brown.
Area: Humanities.

An introduction to the rival cities, Venice and Constantinople, studied through their medieval art and architecture. Meets with 010.460
Instructor(s): H. Maguire
Area: Humanities.

AS.010.684. Topics in Recent Art: Jeff Wall, Joseph Marioni, Anri Sala.
A consideration of the work of at least three contemporary artists in different media: the photographer Jeff Wall, the painter Joseph Marioni, and the video artist Anri Sala. Open to advanced undergrads with permission of the instructor.
Instructor(s): M. Fried.
Area: Humanities.

AS.010.687. Topics in Postwar European Art.
This seminar examines aspects of artistic production in Western Europe primarily in the period 1950-1972, with an emphasis on the art of France, Italy, the Benelux, and German-speaking countries. How was the work of art reimagined and repositioned in the wake of World War II and the horrors of the Holocaust, in the context of reconstruction and an emerging consumer society, and in light of the Cold War? How did postwar artists conceive the claims of artistic tradition and painting in particular in a rapidly expanding field of aesthetic practices and possibilities? Is there such a thing as "European art," and if so, how does it relate to or mediate among various national identities? These and related questions will be at the heart of our discussions.
Instructor(s): M. Warnock.

AS.010.689. Seeing Sculpture.
This course explores the art of sculpture in all of its historical forms, from the ancient to the contemporary, and investigates the experiential and spatial challenges that sculpture as a medium poses. Our focus will combine on-site studies of artifacts in local collections with the development of a critical vocabulary with which to write about sculptural objects, one that draws on the rich history of responses to sculpture from the birth of art history to the present.
Instructor(s): C. Lakey; J. Melius
Area: Humanities.

AS.010.700. Subversive Mirrors of Medieval and Renaissance Art and Literature.
This seminar explores the various strategies of subversion employed by European painters, printmakers, and sculptors from c. 1300 to c. 1600: irony and satire, comic inversion and "serious play" (serio ludere), the grotesque and anti-classical formlessness, carnivalesque folly, inverted worlds, and impossible utopias will all be examined as phenomena of culture and in relation to their parallels and sources in literature. The seminar will culminate in a collaborative workshop with German counterparts from the Technische Universität Dresden, to take place on the Homewood Campus in early May.
Instructor(s): M. Merback
Area: Humanities.

AS.010.703. Art History's Interdisciplinary Turn.
Examines the ways Art History has opened itself to paradigms in other disciplines since the 1970s. What has been gained and lost? What does it mean to be "interdisciplinary" today?
Instructor(s): M. Merback.

AS.010.704. Altarpiece and Altar-image.
This seminar investigates, historically and anthropologically, the origins, development and articulation of the Christian altarpiece as a functional genre within European art, on both sides of the Alps, with emphasis on the later Middle Ages and early Renaissance.
Instructor(s): M. Merback.

AS.010.705. Dürer & Grünewald.
Recent perspectives on the two most celebrated artists of the German Renaissance, their lives and intersecting careers, their major works, and the shifting tides of reception that ultimately made them representatives of "zweierlei deutsche Kunst" -- opposed models of German art's epochal achievement.
Instructor(s): M. Merback.

AS.010.706. Pilgrimage: Art and Anthropology.
Research paradigms and problems in the study of Christian pilgrimage, ca. 500-1500, and its relation to prevailing forms of visual culture, popular and elite. Topics include: the historical development of European cult forms and shifting conceptions of sanctity; articulations in the environmental poetics of pilgrimage shrines; case studies of miracle-cycles and votives, portable objects and pilgrimage devotionalia, and works of art thematizing the penitential, experiential, and therapeutic dynamisms of homo viator.
Instructor(s): M. Merback.

AS.010.707. Therapies of Art and Literature in Early Modern Europe.
This seminar examines the myriad ways art and literature in Early Modern Europe addressed itself to its audiences as a form of therapy. Taking as our point of departure Petrarch’s neo-Stoic therapy of the passions, the revival of consolatio literature, and the development of new Christian “wisdom” genres aimed at ethical self-cultivation, we consider how artists participated in the care of the body, the soul, and the self, innovating therapies that were at once sacramental and philosophical, spiritual and ethical. Intersections with the history of medicine will prompt us to inquire into the transposition of physiological and psychological theories, practices, and metaphors into the arena of ethical-spiritual therapy.
Instructor(s): M. Merback.
The course investigates the earliest influence from Greece on Roman artists, architects, and patrons during the Late Republic. Even before the conquest of mainland Greece, Roman society was transformed by a dramatic process of acculturation. Hellenistic art, quickly adapted by the Romans, played an important part in the development of late-republican Rome: the contrast between the old mos maiorum and what would soon be condemned as luxuria was striking. Archaeological material and literary sources prove that the new taste pervaded not only the Roman way of life but also art and architecture. The course examines in detail the inspiring struggle between Etrusco-Italic traditions and the overwhelming riches from the Hellenistic world. Cross-listed with Classics
Instructor(s): P. Tucci.

AS.010.719. Art and Architecture under the Flavian Dynasty.
This seminar investigates Roman art and architecture during the Flavian age (AD 69-96) in Rome and in the provinces. With the Flavian dynasty the empire enjoyed a period of renewed political and economic stability: and this was the result of the principate of Vespasian. The 200-year celebration of the bimillenary of Vespasian’s birth gave the opportunity to reassess the figure of this emperor and the role of his dynasty in the development of Rome. With the Flavians, the capital of the empire enjoyed a period of intense building activity (e.g. the Colosseum). The great projects of Vespasian and Domitian radically transformed its image. The embellishment of the city and the global re-planning of the urban spaces were the visible signs of the political revival of the empire. Methodologically the focus will be on the integration of diverse sources (archaeological evidence, architecture, sculpture, mosaic, painting, epigraphy and literary sources) to reconstruct the built environment of Rome during the last three decades of the 1st century AD. Cross-list with Classics
Instructor(s): P. Tucci.

AS.010.720. Roman Art and Archaeology: The Capitoline Hill.
An interdisciplinary seminar on the Capitoline Hill in Rome, with its focus on archaeological and architectural issues, as well as on the legacy of the classical world (from an ideal point of view, but also for what concerns the physical reuse of the memories of the past).
Instructor(s): P. Tucci.

AS.010.730. Sacred Images in Early Modern Spain.
This course will look at the dialogue between sacred images and art in Baroque Spain. The status of religious images, the "paragone" or competition between sculpture and painting, and the issue of cult, will all be analyzed through the work of such painters as Velazquez, Zurbaran and Ribera. Cross-listed with the Spanish section of GRLL.
Instructor(s): F. Pereda.

AS.010.731. Art & Reform in Renaissance Spain.
The seminar will explore main ideas of Spiritual and Ecclesiastical Reform in relation to the arts. The seminar will consider different chronological and geographical areas, such as Renaissance Seville, Counter-Reformation Valencia or the decoration of the Escorial Basilica.
Instructor(s): F. Pereda.

This seminar will concentrate in the artistic production in the time of the Catholic Monarchs (1472-1516). The immigration of Flemish artists, the mechanics of patronage, and the interreligious uses of images will be addressed with a historical perspective.
Instructor(s): F. Pereda.

AS.010.733. Evidence in Early Modern Art: Italy and Spain.
This course will analyze the uses of evidence in Early Baroque art at the crossroads of History of Art, Science and Religion. How do images/paintings produce evidence? How does evidence relate to belief? And to skepticism? And how does it affect shifting conceptions of Naturalism? Case studies will include paintings by such artists as Caravaggio, Velázquez, Ribera or Zurbarán.
Instructor(s): F. Pereda
Area: Humanities.

AS.010.751. Writing the Italian Renaissance, Burckhardt to Panofsky.
A close reading of key thinkers, reconsidering their relevance to contemporary critical and art-historical practice. This course is being co-taught with Jeremy Melius.
Instructor(s): J. Melius; S. Campbell.

AS.010.760. Agency and Other Topics in Contemporary Theory of Art History.
A critical reading of texts by various thinkers including Alfred Gell, Horst Bredekamp, David Freedberg, Whitney Davis, and David Summers. Open to qualified undergraduates with the permission of the instructor.
Instructor(s): M. Fried; R. Leys.

AS.010.761. Art and Reformation in Germany and Switzerland.
Research paradigms and new developments in evaluating the impact of church reform, evangelical theology, confessional conflict, iconoclasm, and revolution on the arts, visual culture, and the social place of the artist in German and Swiss society between 1500 and 1575.
Instructor(s): M. Merback
Area: Humanities.

AS.010.801. Special Research & Problems.
Instructor(s): Staff.

AS.010.802. Special Research/Problems.
Instructor(s): Staff.

AS.010.803. Individual Work.
Instructor(s): Staff.

AS.010.804. Individual Work.
Instructor(s): Staff.

AS.010.821. History of Art Practicum.
Instructor(s): M. Merback.

AS.010.890. Summer Practicum-History of Art.
Instructor(s): S. Campbell.

Cross Listed Courses

Classics

AS.040.119. The World of Pompeii.
This course will focus on the history and archaeology of Pompeii. Close attention will also be paid to the reception of Pompeian materials in European and American culture. Cross-listed with History of Art and the Program in Museums and Society.
Instructor(s): H. Valladares
Area: Humanities.
This seminar investigates the Eastern Mediterranean as a space of intense cultural interaction in the Late Bronze Age, exploring how people, ideas, and things not only came into contact but deeply influenced one another through maritime trade, art, politics, etc. In addition to class discussion, we will work hands-on with artifacts from the JHU Archaeological Museum, focusing on material from Cyprus.
Instructor(s): E. Anderson
Area: Humanities.

AS.040.150. Island Archeology: Land and Sea in Ancient Crete, Cyprus and the Cyclades.
Islands present highly distinctive contexts for social life. We examine three island worlds of the ancient eastern Mediterranean. These are places where water had a unique and powerful meaning and boat travel was part of daily life, where palaces flourished and contact with other societies implied voyages of great distance. Class combines close study of material and visual culture with consideration of island-specific interpretive paradigms; trips to Archaeological Museum.
Instructor(s): E. Anderson
Area: Humanities.

AS.040.201. Digging Up the Gods: The Archaeology of Roman Sanctuaries.
This course will explore the major sites of Ancient Italy, such as Rome, Ostia, and Pompeii, from temples to dedications, and their role in religion and society. Cross-listed with History of Art.
Instructor(s): G. Gessert
Area: Humanities.

AS.040.213. Introduction to Ancient Egyptian Art.
This class is a combination of illustrated lecture and discussion, punctuated with visits to museums with Egyptian collections. Participants must be able to join at least one overnight trip to New York and/or Boston (weekend) and be available for two half day visits to Philadelphia and Washington, D.C., or elsewhere (TBA as best for participants), in addition to visiting Baltimore institutions with the class as part of the course. Discussion of sculpture will take place in front of the objects, so attendance is important for the visits.
Instructor(s): B. Bryan
Area: Humanities.

AS.040.218. Celebration and Performance in Early Greece.
Surviving imagery suggests that persons in Minoan and Mycenaean societies engaged in various celebratory performances, including processions, feasts, and ecstatic dance. This course explores archaeological evidence of such celebrations, focusing on sociocultural roles, bodily experience, and interpretive challenges.
Instructor(s): E. Anderson
Area: Humanities.

AS.040.235. Past is Present: Cultural Heritage and Global Interactions.
The uncovering, collection and valuation of the archaeological past is deeply embroiled in global interactions - diplomatic, economic, cultural. We examine the complex role of cultural heritage through consideration of case studies and analytic approaches. Frequent visits to area museums.
Instructor(s): E. Anderson
Area: Humanities.

Aegean, then explores the creation, diffusion, and reception of Homeric epic from the Iron Age to the end of the Archaic Period.
Instructor(s): A. Shapiro; E. Anderson
Area: Humanities.

AS.040.320. Myth In Classical Art.
This course traces the representation of the principal gods and heroes of Greek myth in the visual arts (sculpture and vase-painting), as well as later reflections in Roman painting.
Instructor(s): A. Shapiro
Area: Humanities.

This seminar will combine the evidence of literary and epigraphical sources with archaeological material (votive reliefs, vase iconography) to explore the central role of hero cult in the religious life of ancient Athens. Cross-listed with History of Art.
Instructor(s): A. Shapiro
Area: Humanities.

This course explores the dynamic work and social roles of craftpersons in early Greece, the eastern Mediterranean and Near East. Readings and discussion will query the identities and contributions of these people—travelers, captives, lauded masters, and even children—through topics including gender, class, and ethnicity. Special focus on late third-early first millennia BCE; local field trips.
Instructor(s): E. Anderson
Area: Humanities.

This course explores the visual and material worlds of ancient Cyprus from the earliest human evidence through the Iron Age. Class involves regular analysis of artifacts based in the Archaeological Museum.
Instructor(s): E. Anderson
Area: Humanities.

AS.040.648. Homeric Archaeology.
This seminar surveys the archaeology of the Late Bronze Age in the Aegean, then explores the creation, diffusion, and reception of Homeric epic from the Iron Age to the end of the Archaic Period.
Instructor(s): A. Shapiro; E. Anderson
Area: Humanities.

AS.040.651. Greek Art: Archaic into Classical.
An intensive exploration, based on current scholarship, of Greek sculpture and painting ca. 500-460 BCE and the origins of the Classical style. Cross-list with History of Art.
Instructor(s): A. Shapiro
Area: Humanities.

AS.040.655. Attic Hero Cults.
This seminar will combine the evidence of literary and epigraphical sources with archaeological material (votive reliefs, vase iconography) to explore the central role of hero cult in the religious life of ancient Athens. Cross-listed with History of Art.
Instructor(s): A. Shapiro
Area: Humanities.

AS.040.671. Greek Portrait Art and Society.
This seminar will explore the development of Greek portrait sculpture from the Early Classical through the Hellenistic periods and the contexts of its display in Greek cities.
Instructor(s): A. Shapiro.
AS.130.329. Ancient Egyptian Art and Archaeology.
A survey of Egyptian art as seen in the temples, tombs, funerary, and minor arts of Egypt between 3000 and 100 B.C. Slide lectures will provide a survey of art from the Pyramids to Augustus Caesar and will focus on such topics as the principles of Egyptian art; can the term art apply to early Egypt? How were artisans trained and what techniques and materials were utilized in their work? Co-listed (meets with) AS.133.750.
Instructor(s): B. Bryan
Area: Humanities.

AS.130.377. Creating an Egyptian Temple.
This class will challenge every participant to plan a temple environment for a particular deity. The readings, lectures, and discussions will cover the mythology around specific gods and how it influenced temple architecture, location, ritual, and festivals. It will survey the history of temple building in Egypt, the role of architecture and art -- particularly wall reliefs -- in communicating the functions of particular parts of temples. The aim is to help students understand what requirements an Egyptian temple needed to fulfill. Then each student will plan a temple for a chosen deity and explain to peers how it meets the ancient requirements.
Instructor(s): B. Bryan
Area: Humanities.

This writing intensive seminar examines how textual and artistic production were used separately and together to engender and communicate social, cultural, and political meaning in ancient Mesopotamia and the rest of the Near East from the 4th millennium to the Hellenistic period. Using a variety of case studies, students will develop skills in specific research skills such as critical reading, analysis, and interpretation. AS.130.420 is required of NES Majors, but is also open to non-majors who have taken at least one 100-level and one 300-level Near Eastern Civilization course, or with the consent of the instructor. Cross-listed with History of Art.
Instructor(s): M. Feldman; P. Delnero
Area: Humanities.

AS.133.657. Creating an Egyptian Temple.
This class will challenge every participant to plan a temple environment for a particular deity. The readings, lectures, and discussions will cover the mythology around specific gods and how it influenced temple architecture, location, ritual, and festivals. It will survey the history of temple building in Egypt, the role of architecture and art -- particularly wall reliefs -- in communicating the functions of particular parts of temples. The aim is to help students understand what requirements an Egyptian temple needed to fulfill. Then each student will plan a temple for a chosen deity and explain to peers how it meets the ancient requirements.
Instructor(s): B. Bryan
Area: Humanities.

AS.145.101. Death and Dying in Art, Literature, and Philosophy: Introduction to Medical Humanities. 3 Credits.
This team-taught course offers an introduction to the new concentration in medicine, science, and humanities by approaching the topic of death and dying from historical, anthropological, philosophical, theological, literary and art historical perspectives. Open to freshmen, and sophomores who have already taken either Great Books II or History of Medicine.
Prerequisites: AS.360.134 OR AS.140.106
Instructor(s): C. Wiener; E. Strowick; L. Lisi; M. Merback
Area: Humanities
Writing Intensive.

German Romance Languages Literatures

AS.213.369. Dada's Ideologies: Literature, Art, & Politics. 3 Credits.
This course will examine the literary and political theories implied in, and encountered by, Dadaist works and praxes. Particular attention will be paid to Dadaist confrontations with the growth of modern mass media, the politics of World War I, and consumerist capitalism in the wake of Taylorism and Fordism. Readings include major Dadaists as well as Althusser, Benjamin, Debord, Gramsci, Irigaray, Lukács, Marx, Saussure, among others.
Instructor(s): J. Pelcher
Area: Humanities.

AS.214.171. Freshman Seminar: Witchcraft and Demonology in Renaissance Europe.
Who were the witches? Why were they persecuted for hundreds of years? Why were women identified as the witches par excellence? How many witches were put to death? (Answer: 30-40,000, between about 1400 and 1800.) What traits did European witchcraft share with witch-mythologies in other societies? After the witch-hunts ended, how did “The Witch” go from being “monstrous” to being “admirable” and even “sexy”? Answers are found in history and anthropology, but also in literature, folklore, music, and the visual arts. After an introduction to ancient and medieval witchcraft, we will study European witch-persecution between 1400 and 1800. The second half of the course will concentrate on artistic representations of witches in media ranging from manuscripts to movies, concentrating on Italy, France, Spain, and Germany.
Instructor(s): W. Stephens
Area: Humanities.

AS.214.672. Tasso, the Epic & Tradition.
Students will achieve deep familiarity with Tasso’s Gerusalemme liberata and Aminta; read selections from Gerusalemme conquistata, Il mondo creato, Tasso’s Dialogues, and his literary-theoretical treatises; survey important texts of Tasso criticism, and sample Tasso’s legacy in poetry and figurative arts.
Instructor(s): W. Stephens

Humanities Center

AS.300.215. Monsters, Miracles, and Men from Mars.
From medieval mystical visions of the Godhead to modern accounts of alien abductions, encounters with the supernatural and paranormal have long been sources of terror and amazement. This course explores visual and narrative representations of these encounters. It is a media-intensive course that juxtaposes a variety of sources from the medieval period, the space age, and contemporary film and television.
Instructor(s): K. Boyce-Jacino; T. Golan
Area: Humanities.
AS.300.602. Theory, Painting, Vision.
Reading in philosophy, theory, criticism. Texts by Merleau-Ponty, Heidegger, Foucault, Derrida, Cavell, and Pippin, among others. Instructor(s): M. Fried.

AS.300.644. Theory, Painting, Vision.
Theory, Painting, Vision: Readings to be selected but they will definitely include texts by Barthes, Cavell, Wall, and Michaels. Instructor(s): M. Fried.

Center for Africana Studies

AS.362.103. Introduction to African Arts.
This course provides an overview of principal visual arts of Africa, pre-historic to contemporary.
Instructor(s): N. Bridges
Area: Humanities, Social and Behavioral Sciences.

AS.362.208. From Nok to Nsukka: Approaches to the Art of Nigeria.
This course provides an introduction to art traditions within Nigeria’s borders; it also explores historiography and the impact of modern nation-building on art history and the development of museum exhibitions.
Instructor(s): K. Gunsch
Area: Humanities.

Program in Museums and Society

AS.389.105. Freshman Seminar: Art in the Museum. 3 Credits.
Go behind the scenes of local art museums to explore fundamental concepts and social issues particular to the collection and display of art in the past and today.
Instructor(s): J. Kingsley
Area: Humanities
Writing Intensive.

AS.389.130. Mini Course: Conservation, An Introduction to Technical Art History.
Look through the eyes of a conservator and learn how to answer historical questions by analyzing the physical nature of works of art. Objects examined will include paintings, sculpture and works on paper from the collection of the Baltimore Museum of Art. Class meets 4 times, on February 7, 14, 21 and 28, by the BMA. Syllabus and organizational meeting at JHU on Thursday, January 31, 3:30pm.
Instructor(s): T. Primeau
Area: Humanities.

AS.389.201. Introduction to the Museum: Past and Present.
This course surveys museums, from their origins to their most contemporary forms, in the context of broader historical, intellectual, and cultural trends. Anthropology, art, history, and science museums are considered.
Instructor(s): J. Kingsley
Area: Humanities, Social and Behavioral Sciences.

AS.389.205. Examining Archaeological Objects.
This course considers the role of materials in the production, study and interpretation of objects by examining artifacts from the Johns Hopkins Archaeological Museum. Students will consider materials such as ceramics, stone, metal, glass, wood and textiles, and visit artists’ studios to gain an understanding of historical manufacturing processes.
Instructor(s): S. Balachandran
Area: Humanities.

AS.389.320. Photographs on the Edge: Ara Güler in Archives of the Smithsonian’s Freer and Sackler Galleries.
Work as a curator alongside Smithsonian staff, researching the work of Turkish photographer Ara Güler to develop an exhibit that considers relationships between the history of photography, archives and the museum. Class will travel several times to the Freer and Sackler Galleries in Washington D.C. M&S practicum course.
Instructor(s): N. Micklewright
Area: Humanities, Social and Behavioral Sciences.

Students work with BMA collection and staff to develop and organize an exhibition of artists’ books. Various aspects of museum work are explored, including research, interpretation, presentation, programming, and marketing. M&S practicum course.
Instructor(s): R. Hoisington
Area: Humanities.

Explore the material culture of “wonder” from the Renaissance to the Enlightenment in literature, science, and art, with Hopkins’ rare book collections and the Walters Art Museum. M&S practicum course.
Instructor(s): E. Havens
Area: Humanities.

AS.389.373. Encountering the Art of South Asia: Museum Display, Theory and Practice.
Students reconsider the exhibition and interpretation of South Asian Art at the Walters Art Museum to suggest a new permanent display. Class meets at the Walters Art Museum. M&S practicum course.
Instructor(s): R. Brown, R. Mintz
Area: Humanities.

AS.389.400. Who Owns Culture?.
This seminar explores the complicated, often explosive concept of cultural property, including questions surrounding the ownership, preservation, and interpretation of artifacts, monuments, heritage sites, and living traditions. Cross-listed with Anthropology and History of Art.
Instructor(s): E. Rodini
Area: Humanities, Social and Behavioral Sciences.

AS.389.450. Readings in Material Culture.
Objects, things, “stuff”- this seminar will pursue classic texts and emerging methodologies to explore the myriad ways materials and materiality have been theorized across disciplines. For graduate/advanced undergraduate students.
Instructor(s): E. Rodini, R. Brown
Area: Humanities.

AS.389.460. Inventing the Middle Ages from the Renaissance to Today.
Investigate the history of the collection, interpretation and display of medieval art by nations, museums and private collectors. Topics range from antiquarian interest to conception of medieval sculpture as “primitive”, from the use of medieval objects in nationalistic displays and from early American museums such as the Cloisters in NY to current exhibits such as the Walters. Cross-listed with History and History of Art.
Instructor(s): J. Kingsley
Area: Humanities.
**AS.389.650. Readings in Material Culture.**
Objects, things, "stuff"- this seminar will pursue classic texts and emerging methodologies to explore the myriad ways materials and materiality have been theorized across disciplines. For graduate/advanced undergraduate students.
Instructor(s): E. Rodini; R. Brown
Area: Humanities.

**History of Science and Technology**
The Department of the History of Science and Technology offers an undergraduate program leading to the degree of Bachelor of Arts with a major in science, medicine, and technology, and a graduate program leading to the degree of Doctor of Philosophy.

The department offers a variety of courses that deal with the history of the conceptual and technical development of the sciences, as well as the cultural and social impact of science and technology on civilization. These courses are open to all undergraduates in the Schools of Arts and Sciences and Engineering. A few of the courses require some background in an appropriate science, but most are accessible to those with no specialized knowledge who want to understand the part science has played in shaping modern culture. Students who have concerns about their technical competence for a given course should consult the professor involved.

**Major in History of Science, Medicine, and Technology**
Offered in cooperation with the Institute of the History of Medicine, this major allows students to combine substantive work in science with study of the social and historical context of modern science, medicine, and technology. The aim of the program is to produce graduates who are scientifically literate and technically competent, and who at the same time understand science and medicine not as static, autonomous enterprises but rather as modes of thought that have developed in specific social contexts.

The major is appropriate for any student planning a career in medicine or other areas of the health care industry. It is also flexible enough to serve as a basis for a variety of careers where an informed knowledge of science and technology and their impact on society is important. Such careers include broad areas of business and industry, journalism, teaching, museum work, and specialized areas of law and public policy.

**Requirements for the B.A. Degree**
Also see Requirements for a Bachelor's Degree. (https://e-nextcatalog.jhu.edu/undergrad-students/academic-policies/requirements-for-a-bachelors-degree)

- Students in their senior year may take graduate courses with permission.
- A minimum grade of C- is necessary in all courses applied toward the requirements of the major and requirements may not be taken satisfactory/unsatisfactory. Each course must be at least 3 credits.

**Two Survey Courses (select from the following):**
- AS.140.105 History of Medicine
- AS.140.106 History of Modern Medicine
- AS.140.301 History of Science: Antiquity To Renaissance
- AS.140.302 Rise of Modern Science
- AS.140.321 Scientific Revolution

**Additional History of Science, Medicine & Technology Courses**

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<th>Course Code</th>
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<td>Scientific Revolution</td>
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**Honors in the Major**
Students who demonstrate excellence in course work are eligible to write an honors thesis (AS.140.411 Senior Research Seminar and AS.140.412 Research Seminar) in their final year for additional credits. Students must have outstanding recommendations from two department members to be eligible for the thesis. Departmental honors are conferred if a student has a GPA of 3.5 or better in major requirements and receives a grade of A- or better on the thesis.

**Minor in the History of Science, Medicine and Technology**
The department offers a minor which may be combined with other science, social science, or humanities majors. To complete the requirements for the minor, students must have a total of 18 credits in the history of science, medicine, or technology, including at least one survey course. A minimum grade of C- is necessary in all courses applied toward the requirements of the major and requirements may not be taken satisfactory/unsatisfactory. Each course must be at least 3 credits.

**One Survey Course (select from the following):**
- AS.140.105 History of Medicine
- AS.140.106 History of Modern Medicine
- AS.140.301 History of Science: Antiquity To Renaissance
- AS.140.302 Rise of Modern Science
- AS.140.321 Scientific Revolution

**Additional History of Science, Medicine & Technology Courses**
and students are encouraged to undertake study in related areas such as history, philosophy, and the natural and medical sciences.

Ph.D. in the History of Science and Technology

The graduate program in the history of science and technology leads to the Ph.D. degree. Although an M.A. degree is granted, candidates who seek only that degree are not ordinarily admitted. The object of the Ph.D. program is to provide the rigorous training necessary for a scholarly career in teaching and research; consequently, the focus of the student's activity will be the research seminars of the department. Faculty from the Institute of the History of Medicine in the School of Medicine also participate in the program.

Admission

Application deadline is January 15. All supplemental materials (official transcripts, three letters of recommendation, official GRE scores, and, when applicable, official TOEFL scores) should be sent directly to the Graduate Admissions Office at:

Johns Hopkins University
Full-time Graduate Studies in Arts, Sciences, and Engineering
Graduate Admissions Office
Shriver Hall 28
3400 North Charles Street
Baltimore, Maryland 21218

For further information on our faculty and programs, please visit our website at: http://host.jhu.edu.

Requirements for the Ph.D. Degree

Before candidates begin full-time research on their dissertations, they must prepare themselves adequately in the appropriate fields of knowledge, become skilled in the techniques of historical research, and be able to carry out a sustained piece of historical analysis and writing.

In the first year of the program students are introduced to the methods and techniques of research and complete a year-long survey course in the history of science or the history of medicine. Students in their second year of study present a research paper to the department. In the second and third years of study, students prepare a field in history and two specialized fields in the history of science, medicine, or technology. The fields are individually arranged and satisfied. The fields entail broad and intensive reading and the passing of a comprehensive examination and/or presentation of a major research paper. Before being admitted for formal candidacy for the degree, the student must also demonstrate a reading knowledge of two foreign languages. The final requirement for the Ph.D. degree is the completion of a dissertation that is an original contribution to historical knowledge and of a standard suitable for publication.

The History of Science and Technology is by its nature interdisciplinary, and students are encouraged to undertake study in related areas such as history, philosophy, and the natural and medical sciences.

Facilities

The Eisenhower Library and the Welch Medical Library contain about two million volumes, including the special collections of the Institute of the History of Medicine in Baltimore. These research facilities are supplemented by the rare book holdings at Evergreen House, the Pratt Library, and the Peabody Library.

Other important research collections are available to students. In Philadelphia, collections include the Chemical Heritage Foundation, the American Philosophical Society, and the Academy of Natural Sciences. The Hagley Museum and Library's collections in the history of American science and technology are within easy distance of campus, as are the incomparable holdings of the Library of Congress, the National Library of Medicine, and other governmental agencies in Washington, D.C.

Financial Aid

The department has several graduate fellowships and teaching assistantships. Students may also be eligible for federal financial support through the National Science Foundation. Information on these and other fellowships can be obtained through the fellowship advisor at the student's college, or from the Fellowship Office of the National Academy of Sciences, National Research Council, Washington, D.C. 20025. In the recent past, doctoral candidates have also won support for their research in the United States and abroad through such sources as the Smithsonian Fellowships, the Fulbright-Hays grants, the Spencer Foundation, and the Deutscher Akademischer Austauschdienst (DAAD) Fellowship.

For current faculty and contact information go to http://host.jhu.edu/people/

Faculty

Chair
Maria Portuondo
Associate Professor: History of science, science and exploration, science and technology in Latin America, early modern Spanish and Latin American Cosmography and geography.

Professors
Robert H. Kargon
Willis K. Shepard Professor of the History of Science: history of physics; science and social change; science in America.

Sharon Kingsland
History of biology, especially ecology, genetics and behavioral biology; science in America.

Stuart W. Leslie
History of technology, history of science-based industry.

Lawrence M. Principe
Drew Professor of the Humanities, history of chemistry and alchemy, early modern science, science and religion.

Assistant Professors
Yulia Frumer
History of science, Japanese history.

Joris Mercelis

* Another course might serve to fulfill the survey course requirement with permission of the director of undergraduate studies.
History of modern technology, especially technology related to chemical industries.

**Affiliated Faculty School of Medicine**

Nathaniel C. Comfort  
Professor: history of biology, especially genetics, molecular biology, and biomedicine; history of recent science, oral-history and interviewing.  
Current project: History of human and medical genetics in America.

Mary E. Fissell  
Professor: European health care and popular medicine, 17th and 18th centuries; early modern gender and the body.

Jeremy Greene  
Elizabeth Treide and A. McGehee Harvey Chair in History of Medicine, Associate Professor: 20th century clinical medicine, therapeutics, pharmaceuticals, global health, history of disease.

Marta Hanson  
Associate Professor: history of East Asian Medicine; History of Chinese science and medicine; history of epidemics and disease in China.

Graham Mooney  
Assistant Professor: history of public health, 19th and 20th centuries; historical epidemiology; historical demography; disease surveillance and risk.

Randall M. Packard  
William H. Welch Professor of History of Medicine: history of disease; public health; and medicine, health, and disease in Africa.

Gianna Pomata  
Professor: medieval and Renaissance European medicine; natural history; Italy; history of history and of scholarship.

Daniel P. Todes  
Professor: history of Russian medicine and science, social relations of scientific thought, history of biomedical sciences.

For current course information and registration go to https://isis.jhu.edu/classes/

**Courses**

**AS.140.105. History of Medicine.**
Course provides an overview of the medical traditions of six ancient cultures; the development of Greek and Islamic traditions in Europe; and the reform and displacement of the Classical traditions during the Scientific Revolution.  
Instructor(s): G. Pomata; M. Hanson  
Area: Humanities, Social and Behavioral Sciences.

**AS.140.106. History of Modern Medicine.**
The history of Western medicine from the Enlightenment to the present, with emphasis on ideas, science, practices, practitioners, and institutions, and the relationship of these to the broad social context.  
Instructor(s): J. Greene  
Area: Humanities, Social and Behavioral Sciences.

**AS.140.111. Freshman Seminar.**
This Freshman Seminar explores instances of first contact between different world cultures and western science (16th-20th c.). Some cases considered include Jesuits in the Chinese imperial court, Spanish missionaries and the Maya, etc.  
Instructor(s): M. Portuondo  
Area: Humanities, Social and Behavioral Sciences.

**AS.140.113. Freshman Seminar: Darwin, Freud, Pavlov: Perspectives on Human Nature.**
Instructor(s): D. Todes  
Area: Humanities, Social and Behavioral Sciences.

**AS.140.115. Freshman Seminar: Artificial Humans.**
Looking at the history of attempts to augment or construct human beings, the course will explore the role of technology in molding human existence and shaping the definition of humanity.  
Instructor(s): Y. Frumer  
Area: Humanities, Social and Behavioral Sciences.

**AS.140.117. Freshman Seminar: Writing about Science and Medicine.**
Scientific literature is not an oxymoron. Doctors and scientists write, sometimes beautifully. How? Why? We will both dissect and emulate classics of this genre and discuss how literary skill can inform both patient care and laboratory practice, and how it can shape the role of science in society. Freshmen Only.  
Instructor(s): N. Comfort  
Area: Humanities, Social and Behavioral Sciences.

**AS.140.123. Johns Hopkins: The Idea of a University.**
Who was Ira Remsen and why is he interred in the building bearing his name? Was the School of Medicine’s best surgeon really a life-long drug addict? This freshman seminar will explore the history of our university since its founding in 1876, including its schools of medicine, public health, nursing, the Applied Physics Laboratory and SAIS. We’ll look carefully at the archives and develop a thematic class exhibit. Research and writing intensive.  
Instructor(s): S. Leslie  
Area: Humanities, Social and Behavioral Sciences.

**AS.140.129. Freshman Seminar: Johns Hopkins Medicine.**
Johns Hopkins medicine has set the standards since the late 19th c. Learn how Hopkins reinvented medical education, public health, and hospital care and meet the people behind the famous names.  
Instructor(s): S. Leslie  
Area: Humanities, Social and Behavioral Sciences.

**AS.140.143. Genetics in Medicine & Society.**
If you ever become seriously ill, have children, or read the newspaper, you cannot afford to be ignorant of the science of heredity. In this class, we will explore some of the principle concepts of genetics and their social impact, from Gregor Mendel to the Human Genome Project. We will read some original papers as well as review articles and historical analyses. Topics covered will include: the rediscovery of Mendel’s principles; eugenics; the introduction of genetics into medicine; concepts of genetic disease; genetic and biochemical individuality; genetics, race, and gender; and genetic screening and testing. This course will be discussion-heavy and include a term paper.  
Instructor(s): N. Comfort  
Area: Humanities, Social and Behavioral Sciences.
AS.140.144. Freshmen Seminar: Culture, Communication and Technology.
This seminar traces the evolution and impact of oral transmission, writing, print, photography, film, and electric and electronic media. Instructor(s): R. Kargon
Area: Humanities, Social and Behavioral Sciences.

AS.140.146. History of Public Health in East Asia.
This course examines the history of disease, epidemics, and public health responses in East Asia from the 17th-20th centuries. This public health history emphasizes the interactions, connections, and comparisons among China, Japan, Korea, and Taiwan.
Instructor(s): M. Hanson
Area: Humanities, Social and Behavioral Sciences.

AS.140.154. Freshman Seminar; Picture This: A Photographic History of Johns Hopkins University.
Every picture tells a story, if you know how to read it. This freshman seminar will explore the history of Hopkins through images, creating interactive timelines of important themes in the university’s history.
Instructor(s): S. Leslie
Area: Humanities, Social and Behavioral Sciences.

AS.140.163. Jungle Doctors: Medical Missions in Africa from David Livingstone to Paul Farmer.
Freshman seminar using a variety of primary and secondary sources, students will explore the motivations and activities of expatriates practicing medicine in Africa from the 19th century to the present.
Instructor(s): J. Cummiskey
Area: Humanities, Social and Behavioral Sciences.

Course explores the brilliant scientific and philosophic achievements of the 18th-century intellectual movement known as the Enlightenment through the reading of a selection of key authors (Voltaire, Franklin, the great Encyclopedists...). Includes introduction to research method and writing in the humanities.
Instructor(s): J. Richard
Area: Humanities, Social and Behavioral Sciences.

AS.140.226. Aviation in America.
This course surveys manned flight in America, with particular emphasis on how technological changes and sociocultural events have influenced one another in the development of aircraft.
Instructor(s): L. Karafantis
Area: Humanities, Social and Behavioral Sciences.

AS.140.301. History of Science: Antiquity To Renaissance.
The first part of a three-part survey of the history of science. This course deals with the concepts, practice, and the cultural roles of scientific thought from classical antiquity to the time of Copernicus. Topics include the pre-Socratics, the systems of Plato and Aristotle and their continuing influence, Islamic science, Latin medieval scholasticism and the universities, and Renaissance hermeticism/natural magic. Interactions across science, art, technology, and theology are highlighted.
Instructor(s): L. Principe
Area: Humanities, Social and Behavioral Sciences.

Survey of major scientific advances from 18th to 20th century, from Newtonian science to the age of Big Science.

AS.140.304. Medicine for and by Women in Early Modern Europe.
This course will examine women’s role in early modern European medicine through the reading of early modern medical texts written for or by women. The course is meant for students interested in women’s history, the history of medicine, European history.
Instructor(s): G. Pomata
Area: Humanities, Social and Behavioral Sciences.

AS.140.305. From the Compass to Androids: History of Science, Technology, and Medicine in Asia.
The course explores the history and cultural context of science, medicine, and technology in East Asia, from the ancient Chinese science to the latest scientific and technological developments in Japan.
Instructor(s): Y. Frumer
Area: Humanities, Social and Behavioral Sciences.

AS.140.306. Science And Religion.
Science and religion are crucial influences on Western culture. This course examines their interrelations during the past 2000 years, including the Athens-Jerusalem debate, medieval theology, the Galileo affair, evolution, and current issues.
Instructor(s): L. Principe
Area: Humanities, Social and Behavioral Sciences.

Explores historical and current problems relating to the environment and human health, with emphasis on the Chesapeake region and Baltimore. Students write research papers.
Instructor(s): S. Kingsland
Area: Humanities, Social and Behavioral Sciences.

AS.140.315. Spaceflight and Society: Exploring the History of the Final Frontier.
This course explores the history of spaceflight, emphasizing its civil component, but also including national security and commercial activities, and the interactions among all components of spaceflight around the world.
Instructor(s): R. Launius
Area: Humanities, Social and Behavioral Sciences.

Please note, class will meet Saturday, Jan. 23 in the event of inclement weather. This course is for freshmen ONLY. You know he spelled his name with an S, but what else do you know about our university’s namesake, Johns Hopkins? In this B’More course, you’ll explore the life and legacy of Quaker, businessman, and philanthropist Johns Hopkins. Field trips will take us to local historic sites and cultural institutions around the city, and our service project will take place at Hopkins’ former home, Clifton.
Prerequisites: Students may enroll in one B’More course only.
Area: Humanities.

AS.140.320. Modernity on Display: Technology and Ideology in the Era of World War II.
Seminar focuses on ideological at World’s Fairs over technological modernity with special emphasis upon World War II and the Cold War.
Instructor(s): A. Molella; R. Kargon
Area: Humanities, Social and Behavioral Sciences.
AS.140.321. Scientific Revolution.
Explore how the Western understanding of nature changed between 1500 and 1720 through the works of astronomers and astrologers, naturalists and magi, natural philosophers and experimentalists, doctors and alchemists & others.
Instructor(s): M. Portuondo
Area: Humanities, Social and Behavioral Sciences.

AS.140.324. Commercializing Science: Academic Entrepreneurs from Kelvin to Venter.
From the nineteenth-century physicist William Thomson (Lord Kelvin) to contemporary geneticists such as Walter Gilbert and Craig Venter, academic scientists and engineers across a broad range of disciplines have created their own companies. This course examines the motives behind these entrepreneurial ventures, the strategies employed, and the factors influencing their success.
Instructor(s): R. Kargon
Area: Humanities, Social and Behavioral Sciences.

AS.140.325. Cult/Commmunica/Technol.
After examining oral communication, emergence of writing, printing, perspective, and extensions of senses (telescope, camera, radio, telephone, internet), seminar focuses on the emergence of visual culture in the 20th century.
Instructor(s): J. Mercelis
Area: Humanities, Social and Behavioral Sciences.

AS.140.327. Science and Utopia.
Seminar examines the changing role of science in planning the ideal community from the 17th century to the present. Readings include works by Campanella, Bellamy, H.G. Wells, Orwell, B.F. Skinner and Walt Disney.
Instructor(s): R. Kargon
Area: Humanities, Social and Behavioral Sciences.

AS.140.331. Mind, Body and Society: The History of Psychology.
We will explore various modern approaches to the relationship of mind, body and society; to the nature of scientific psychology and its relationship to human values.
Instructor(s): D. Todes
Area: Humanities, Social and Behavioral Sciences.

AS.140.333. The Idea of the Artificial Human in History.
Course examines the concept of the artificial human as a mirror of changing world-views from late middle ages through the twentieth century. Readings include Mary Shelley, Wells, Capek, Piercy.
Instructor(s): R. Kargon
Area: Humanities, Social and Behavioral Sciences.

AS.140.334. Science in the Atomic Age.
Transformation of science after WWII, including rise of interdisciplinary fields, Big Science, atomic science, molecular biology, and environmentalism. Research paper required.
Instructor(s): S. Kingsland
Area: Humanities, Social and Behavioral Sciences.

AS.140.337. Science, Fiction, and the Brain.
Contemporary neuroscience claims to be closer than ever to figuring out what makes a person tick, but there's still a long way to go from the mapping of neuronal connections to an empirical account of consciousness, memory, and emotion. This course leaps into the ring where materialism and idealism, the mechanistic and the vitalistic, have wrangled for the past two hundred years. We will trace the history of attempts to explain and control human consciousness, both in reality and in fiction. Through philosophy, ethics, neuroscience, and literature, students will explore what is at stake in efforts to reduce the mind to a series of electrical impulses in the brain.
Instructor(s): A. Puglionesi
Area: Humanities, Social and Behavioral Sciences.

This course explores the changing scientific, social, and cultural ideas that shaped how anthropologists and other scholars approached the study of human beings from the mid-nineteenth through the twentieth centuries.
Instructor(s): A. Link
Area: Humanities, Social and Behavioral Sciences.

This course surveys the rise and fall of alchemy and astrology in early modern Europe. Topics include chemical and astrological medicine, prognostication, and the quest for the Philosopher's Stone.
Instructor(s): J. Rivest
Area: Humanities, Social and Behavioral Sciences.

AS.140.345. Animal Minds: Beyond the Black Box.
How do migratory birds and fish find their way home? Do honeybees communicate using a “dance language”? Do chimpanzees have mental lives akin to those of human beings? How do scientists attempt to answer such questions, and why was the “animal mind” a taboo for over 50 years in American science? Focusing on ethology and psychology from Darwin to the present, this course examines the history of the study of animal cognition and behavior. A major emphasis throughout the course will be on the question of animal consciousness from the late-19th through the 20th century.
Instructor(s): R. Nash
Area: Humanities, Social and Behavioral Sciences.

Students will study the most recent anthropological, philosophical, and historical scholarship on medicine in traditional and modern Chinese society. They will approach the topic from several angles including medical pluralism, the range of healers, domestic and literate medicine, gender, emergence of new disciplines, public health and the history of disease. The course relies on secondary sources and primary sources in English translation. Cross-listed with East Asian Studies.
Instructor(s): M. Hanson
Area: Humanities, Social and Behavioral Sciences.

AS.140.347. History Of Genetics.
Intellectual and social history of the gene concept, including Mendelism, eugenics, medical genetics, DNA, genomics, and personalized medicine.
Instructor(s): N. Comfort
Area: Humanities, Social and Behavioral Sciences.
Hopkins undergrads haven’t always spent their time on E-Level. In the 1960s many of them took to the streets, and to the Beach, to support civil rights and to protest the Vietnam War. Working with a curator at the Newseum, the class will research and mount an exhibit about student activism at Hopkins.
Area: Humanities.

Is disability a biological fact or determined by culture? This class discusses different ideas of difference in the context of disability rights, professional power, reproductive technology and bioethics. Cross-listed with Studies of Women, Gender, and Sexuality
Instructor(s): M. Schmidt
Area: Humanities, Social and Behavioral Sciences.

AS.140.352. Who Wants to be a Billionaire?: High Tech & the American University.
Long before Facebook, faculty and students were creating startups on campus. This course examines college entrepreneurship from its 19th-century origins to today: the potential perils, profits, and promise for entrepreneurs and universities alike.
Instructor(s): S. Morris
Area: Humanities, Social and Behavioral Sciences.

AS.140.353. Women, Health, and Medicine in Modern America.
This course explores women's interactions with science, medicine, and health in the late-19th and 20th century United States. It is framed by an interest in medicalization, sex/gender, and feminism. Cross-listed with Studies of Women, Gender, and Sexuality
Instructor(s): D. Stillwell
Area: Humanities, Social and Behavioral Sciences.

AS.140.354. Science, Technology and Society in Modern East Asia.
The course aims to survey the history of science and technology in East Asian countries—China, Japan and Korea—since the late 19th century. Since Japan was the only nation in East Asia that succeeded in modernizing itself by adopting western science, technology and politics, it will be studied first. The Chinese and Korean cases then will be reviewed from different angles. The course will emphasize the mutual influence between science & technology and society to answer how they became major industrial powers in the 21st century. Cross-listed with East Asian Studies.
Instructor(s): D. Kim; Y. Li
Area: Humanities, Social and Behavioral Sciences.

Astronomy today, in its tools, techniques, practices and tempers, bears little resemblance to astronomy in 1900. This course will cover how scientists expanded the universe in the past century and how the universe of astronomical practice expanded as well: as a profession, as an avocation, and as a cultural resource.
Instructor(s): D. DeVorkin
Area: Humanities, Social and Behavioral Sciences.

AS.140.357. Science Fiction Movies in the East and West.
What is a science fiction (SF) movie? How did SF movies and developments in science and technology influence each other during the twentieth century? What is the use of SF movies for societies? And why are SF movies much more popular in some countries than in others? By watching and analyzing classic and contemporary SF movies from the US, the Soviet Union, Japan, China, and other countries, we will search for answers to these questions. Special emphasis will be given to analyzing how historical, political, and cultural environments in different countries have influenced the production and acceptance of SF movies.
Instructor(s): D. Kim
Area: Humanities, Social and Behavioral Sciences.

AS.140.359. Museums and Globalization.
Examines how museums are linked to wider national, cultural, communities, and mobilize resources to address political, economic and social concerns and questions of heritage. Jointly with Case Western Reserve University. Cross-listed with Program in Museums & Society.
Instructor(s): R. Kargon
Area: Humanities, Social and Behavioral Sciences.

AS.140.362. The Communications Revolution.
Investigates the nature and impact of phenomenal changes in transportation and communication since the 19th-century, including iconic developments such as the Panama Canal, Brooklyn Bridge, airplanes, automobiles, television, wireless communication and the internet.
Instructor(s): S. Morris
Area: Humanities, Social and Behavioral Sciences.

This course traces the impact of European expansion on health, medicine and disease control from the Age of Exploration to the emergence of international and global health in the early twentieth century. Dean's Teaching Fellowship course.
Instructor(s): K. Arner
Area: Humanities, Social and Behavioral Sciences.

AS.140.368. Technological Transformations.
Course explores the historical development of revolutionary technologies and their transformations of the individual and society. Focus on computing, biotech, consumer goods, warfare, manufacturing, agriculture, imaging, energy, transportation, and sustainability.
Instructor(s): M. Portuondo
Area: Humanities, Social and Behavioral Sciences.

AS.140.370. History of Mental Illness and Psychiatry in Modern West.
This course will be an introduction to the history of "madness" in modern Europe and America. In particular, it will examine the ideas that have shaped perceptions of madness, insanity, and mental illness; the changing experiences of those afflicted; the development of those professions designed to look after those deemed mad, insane, and mentally ill; and the social and cultural assumptions behind treatments, policies, and public opinions.
Instructor(s): Staff
Area: Humanities, Social and Behavioral Sciences.
This course explores the history of forensic medicine from some of its earliest roots to the present day, investigating everything from witchcraft trials to DNA profiling.
Instructor(s): S. Lejaq
Area: Humanities, Social and Behavioral Sciences.

AS.140.372. Science on Display.
History of collecting, exhibiting and interpreting science and technology, from Renaissance cabinets of curiosity to modern world’s fairs, zoos, aquariums, films and science centers. Students will present their own exhibits as dioramas, web sites, documentaries or other formats. Cross-listed with Program in Museums and Society.
Instructor(s): S. Leslie
Area: Humanities, Social and Behavioral Sciences.

This course traces the development of the science of geography from antiquity through the mid-nineteenth century. Readings explore the legal, political, cultural and theological resonances of geography during this period.
Instructor(s): M. Franco
Area: Humanities, Social and Behavioral Sciences.

AS.140.379. Health and the City: Urban Public Health In Historical Perspective.
This course examines the history of cities as spaces of public health concern since the nineteenth century, and seeks to understand how social, political, and economic contexts have shaped urban public health interventions.
Instructor(s): E. Anders
Area: Humanities, Social and Behavioral Sciences.

AS.140.382. Plagues and Societies in World History.
This course examines some of the most notable epidemics in world history from the Black Death to Ebola in 2014. Topics include the origins of epidemic diseases; the relations between epidemics and warfare, empires, and trade; and the sociocultural underpinnings of disease response.
Instructor(s): K. Arner
Area: Humanities, Social and Behavioral Sciences.

AS.140.390. Science and Technology in Latin America.
The course surveys the development of western science and technology in Hispanic America (1492 to the present). We begin studying the hybridization of scientific practices between European and Native American cultures during the early colonial era and end with the transfer of technologies and industrialization of the 20th century. We emphasize the role on science and technology in state formation, the acculturation of foreign ideas in colonial and postcolonial societies, and the role of intellectual elites in modernization programs.
Instructor(s): M. Portuondo
Area: Humanities, Social and Behavioral Sciences.

Juxtaposing Japanese environmental history and its reflection in popular media, the course will explore the intersection between technology, environment, and culture. The course will be accompanied by relevant movie screenings.
Instructor(s): Y. Frumer
Area: Humanities, Social and Behavioral Sciences.
An introductory course at the graduate level to the interpretation of historical evidence; to the social, intellectual, and political analysis of historical data; and to contemporary methods in the history of science, medicine, and technology.
Instructor(s): M. Hanson.

AS.140.618. Seminar in the History of Life Sciences.
For graduate students preparing fields in history of science.
Instructor(s): S. Leslie.

AS.140.626. Advanced Seminar.
Seminar designed for Ph.D. students currently working on their dissertation thesis.
Instructor(s): R. Kargon; Y. Frumer.

AS.140.635. The Postwar Reconstruction of Science.
Examines transformation of science after World War II in comparative perspective. Students will do a research project.
Instructor(s): R. Kargon; S. Kingsland.

AS.140.641. Departmental Colloquium.
Reports by staff members, students, and invited speakers.
Instructor(s): Y. Frumer.

AS.140.642. Colloquium.
Reports by faculty, students, and invited speakers.
Instructor(s): Y. Frumer.

AS.140.647. Science and the State, 1500-1900.
Comparative analysis of rise of modern state and rise of modern science from early modern period through 19th century. Students will write research papers.
Instructor(s): R. Kargon; S. Kingsland.

The course explores how early modern natural philosophers engaged with ancient philosophies to fashion the approaches to the study of nature associated with the Scientific Revolution. Topics discussed include Neoplatonism, Hermetism, Skepticism, Atomism and various other conceptions of nature and knowledge.
Instructor(s): M. Portuondo.

AS.140.652. Seminar in the History of Technology.
Reading seminar and general introduction to key historiographical, topical and methodological issues of the field. Readings include contributions to technological history from the perspectives of economics, cultural studies, sociology and archeology.
Instructor(s): M. Portuondo.

AS.140.655. Early Modern Science in France.
This seminar examines 17th- and 18th-century French science and medicine and their social, political, and institutional contexts. Participants will write a paper or dissertation chapters for discussion. Reading knowledge of French required.
Instructor(s): L. Principe.

AS.140.657. Science on Display.
History of collecting, exhibiting and interpreting science and technology, from Renaissance cabinets of curiosity to modern world's fairs, zoos, aquariums, films and science centers. Students will present their own exhibits as dioramas, web sites, documentaries or other formats. Cross-listed with Program in Museums and Society.
Instructor(s): S. Leslie.

AS.140.658. Main Currents in American Science and Technology.
A graduate seminar focusing on major periods and selected themes from the colonial era to the present.
Instructor(s): R. Kargon; S. Leslie.

AS.140.659. Looking Back at Science of Tomorrow.
The course will look at the history of science through the lens of science fiction, and explore the role of scientific imagination in the development of sciences.
Instructor(s): Y. Frumer.

AS.140.662. Research Seminar in the History of Science: The Laboratory in Theory and Practice since the 17th century.
This seminar traces the evolution and impact of the laboratory in the natural and social science 1600-2000.
Instructor(s): L. Principe; R. Kargon.

AS.140.667. Special Topics in the History of Physics.
This seminar will focus upon the history of electromagnetism, heat and energy, mechanics and the transition to modern physics, 1800-1920.
Readings, discussion, papers.
Instructor(s): R. Kargon.

AS.140.668. Technology in Context.
The course will explore topics in the history of technology focusing on a variety of methodologies pertinent to the subject.
Instructor(s): J. Greene; Y. Frumer.

AS.140.705. History of Science: Antiquity To Renaissance.
The first part of a three-part survey of the history of science. This course deals with the concepts, practice, and the cultural roles of scientific thought from classical antiquity to the time of Copernicus. Topics include the pre-Socratics, the systems of Plato and Aristotle and their continuing influence, Islamic science, Latin medieval scholasticism and the universities, and Renaissance hermeticism/natural magic. Interactions across science, art, technology, and theology are highlighted. Lecture meets with AS.140.301.
Instructor(s): L. Principe.

Seminar on major scientific developments from 18th-20th century. Weekly readings, discussion and class presentations. Students may attend lectures for 140.302.
Instructor(s): J. Mercelis; R. Kargon.

AS.140.710. Scientific Revolution.
Reading intensive seminar that studies the events and ideas that transformed western science from Medieval natural philosophy to the experimental sciences (1500-1720s). Lecture meets with AS.140.321.
Instructor(s): M. Portuondo.

AS.140.722. Wretched Subjects.
While earlier generations of historians often considered the topics of alchemy, astrology, magic, etc. as "pseudosciences," current scholarship shows them to be crucial parts of the history of science. This graduate research seminar explores the content, contributions, context, exile, and revival of these "wretched subjects." Students will write a substantial paper based on their original research.
Instructor(s): L. Principe.

Instructor(s): R. Kargon.

AS.140.802. Directed Readings & Diss.
Instructor(s): R. Kargon.

AS.140.803. Independent Study-Summer.
Instructor(s): S. Kingsland.
Instructor(s): S. Kingsland.

AS.140.812. Directed Readings & Diss.
Instructor(s): S. Kingsland.

Instructor(s): S. Leslie.

AS.140.832. Directed Readings & Diss.
Instructor(s): S. Leslie.

Instructor(s): L. Principe.

AS.140.836. Directed Readings & Diss.
Instructor(s): L. Principe.

Instructor(s): M. Portuondo.

AS.140.842. Directed Readings & Diss.
Instructor(s): M. Portuondo.

AS.140.843. Directed Reading & Dissertation.
Instructor(s): Y. Frumer.

AS.140.844. Directed Reading & Dissertation.
Instructor(s): Y. Frumer.

Instructor(s): J. Mercelis.

Instructor(s): R. Packard.

AS.140.854. Directed Readings & Diss.
Instructor(s): R. Packard.

AS.140.863. Directed Reading and Dissertation.
Instructor(s): G. Pomata.

AS.140.864. Directed Readings and Dissertation.
Instructor(s): G. Pomata.

Instructor(s): N. Comfort.

AS.140.874. Directed Readings & Diss.
Instructor(s): N. Comfort.

Instructor(s): M. Hanson.

AS.140.876. Directed Reading & Dissertation.
Instructor(s): M. Hanson.

AS.140.877. Directed Reading & Dissertation.
Instructor(s): J. Greene.

AS.140.878. Directed Readings and Dissertation.
Instructor(s): J. Greene.

Instructor(s): D. Todes.

AS.140.892. Dir Rdg & Dissertation.
Instructor(s): D. Todes.

Instructor(s): M. Fissell.

AS.140.894. Directed Readings & Diss.
Instructor(s): M. Fissell.

Instructor(s): G. Mooney.

AS.140.896. Directed Readings & Diss.
Instructor(s): G. Mooney.

Cross Listed Courses

History of Art

AS.010.233. Art and Astrology in the Middle Ages.
This course explores the relationship between art and astrology from the early Middle Ages to the early Renaissance. We look at a wide range of media—mosaic, painting, metalwork, manuscripts, and sculpture—that speak to the central place of astrology in medieval systems of knowledge, and the practical uses of astrology for medicine and politics. Readings and discussions cover a variety of themes, including the transmission of astrological knowledge, the emergence of largescale astrological mural programs, the use of precious stones and amulets, and the ways in which artworks probe the tensions between astrology and Christian theology. A recurring topic will be principle of “celestial influence”—the idea that the stars emit rays that affect people and events on earth—and its implications for artistic production and reception, as well as how art objects could even predict, or represent predictions of, future events. Primary sources (in English translation) include Albertus Magnus, Abu Ma’shar, al-Kindi, Roger Bacon, and others. Secondary readings include Aby Warburg, Erwin Panofsky, Fritz Saxl, Michael Camille, Georges Didi-Huberman, and others.
Instructor(s): M. Hauknes
Area: Humanities.

AS.010.302. The World as Image: Art and Knowledge in the Middle Ages.
This class will explore the relationship between art and knowledge in the Middle Ages (600-1400 CE). In particular, we will examine the ways in which medieval painters, sculptors, and architects engaged with the cultural phenomenon of “encyclopedism” by creating artworks that sought to capture all the world’s knowledge in a single visual program. In our exploration of this topic we will consider a wide range of works, from medieval maps and scientific manuscripts to large-scale tapestries and the architectural programs of the great Gothic cathedrals. Central themes include text-image relationships and the role of pictorial techniques, such as allegory, personification, and analogy for visualizing complex ideas. We will also examine the representation of knowledge in medieval poetry and see how medieval authors employed ekphrasis to create visual artworks within their texts to serve as placeholders for encyclopedic learning.
Instructor(s): M. Hauknes
Area: Humanities.

AS.010.707. Therapies of Art and Literature in Early Modern Europe.
This seminar examines the myriad ways art and literature in Early Modern Europe addressed itself to its audiences as a form of therapy. Taking as our point of departure Petrarch’s neo-Stoic therapy of the passions, the revival of consolatio literature, and the development of new Christian “wisdom” genres aimed at ethical self-cultivation, we consider how artists participated in the care of the body, the soul, and the self, innovating therapies that were at once sacramental and philosophical, spiritual and ethical. Intersections with the history of medicine will prompt us to inquire into the transposition of physiological and psychological theories, practices, and metaphors into the arena of ethical-spiritual therapy.
Instructor(s): M. Merback.
Anthropology

**AS.070.352. Evolution, Ecology, Becoming.**
The concept of evolution is central to social theory. Originating in the question of the species, it has moved into questions of human ecology, cultural forms and modes of thought. While it remains a deeply contested, often criticized concept, particularly in its neo-Darwinian manifestation, it orients anthropological thinking in ways that are as yet to be examined. Reaching into the archives of anthropology and other cognate disciplines, this course will examine the writings of Lyell, Darwin, Marx, Morgan, Boas, Steward, Bateson, Ingold among others. Co-listed with AS.070.610
Area: Humanities, Social and Behavioral Sciences.

**AS.070.610. Evolution, Ecology, Becoming.**
The concept of evolution is central to social theory. Originating in the question of the species, it has moved into questions of human ecology, cultural forms and modes of thought. While it remains a deeply contested, often criticized concept, particularly in its neo-Darwinian manifestation, it orients anthropological thinking in ways that are as yet to be examined. Reaching into the archives of anthropology and other cognate disciplines, this course will examine the writings of Lyell, Darwin, Marx, Morgan, Boas, Steward, Bateson, Ingold among others. Co-listed with AS.070.352
Instructor(s): A. Goodfellow; N. Khan
Area: Humanities, Social and Behavioral Sciences.

Near Eastern Studies

**AS.130.259. Ancient Science and Technology.**
A survey of scientific practices and technological innovations in the ancient world, including astronomy, medicine, law, and divination. Special attention will be devoted to the relationship between magic and science during the periods covered.
Instructor(s): P. Delnero
Area: Humanities, Social and Behavioral Sciences.

Political Science

**AS.190.471. The University and Society.**
In the 20th century, American universities became the envy of the world, leading in most categories of scholarly productivity and attracting students from every nation. In recent years, though, American higher education has come to face a number of challenges including rapidly rising costs, administrative bloat, corporatization and moocification. We will examine the problems and promises of American higher education, the political struggles within the university and the place of the university in the larger society. Upper classes and Grad Students only.
Instructor(s): B. Ginsberg; R. Kargon
Area: Social and Behavioral Sciences.

German Romance Languages Literatures

**AS.211.237. Literature and Medicine.**
Taught in English. The course will analyze literary representations of illness as well as explore interfaces between literary and medical knowledge in more general ways. Both literature and medicine can be considered semiotics as they deal with the study of signs; further, both are invested in interpretation. We will analyze the relation between literature and madness, explore “illness as metaphor” (Susan Sontag) and discuss case studies in relation to literary genres (for example, Freud is surprised to notice that his studies on hysteria read like novellas). As prominently depicted in Thomas Bernhard’s “In the Cold” and theoretically analyzed by Michel Foucault, the course will further address the nexus between medical institutions and power. Readings will include: Antonin Artaud, Thomas Bernhard, Georg Büchner, Michel Foucault, Sigmund Freud, Henry James, Franz Kafka, Thomas Mann, Daniel Paul Schreber, Susan Sontag, etc. Films: “Philadelphia” (Jonathan Demme, 1993), “Melancholia” (Lars von Trier, 2011).
Instructor(s): E. Strowick
Area: Humanities.

**AS.213.237. Literature and Medicine.**
Taught in English. The course will analyze literary representations of illness as well as explore interfaces between literary and medical knowledge in more general ways. Both literature and medicine can be considered semiotics as they deal with the study of signs; further, both are invested in interpretation. We will analyze the relation between literature and madness, explore “illness as metaphor” (Susan Sontag) and discuss case studies in relation to literary genres (for example, Freud is surprised to notice that his studies on hysteria read like novellas). As prominently depicted in Thomas Bernhard’s “In the Cold” and theoretically analyzed by Michel Foucault, the course will further address the nexus between medical institutions and power. Readings will include: Antonin Artaud, Thomas Bernhard, Georg Büchner, Michel Foucault, Sigmund Freud, Henry James, Franz Kafka, Thomas Mann, Daniel Paul Schreber, Susan Sontag, etc. Films: “Philadelphia” (Jonathan Demme, 1993), “Melancholia” (Lars von Trier, 2011).
Instructor(s): E. Strowick
Area: Humanities.

Humanities Center

**AS.300.228. Brain and Society.**
On April 2, 2013, President Obama unveiled the Brain Activity Map Project, a 100 million dollar investment to map the single-celled neurons composing the human brain. Scientific in its aim, the project is culturally significant as well. Popular websites luminosity.com and neuronetlearning.com offer brain-exercises to boost intelligence, while the emergent academic fields neurophilosophy, neuroethics, and neurohistory borrow from the brain sciences. The interaction between the brain and society, however, is by no means new. In this course, we will investigate the origins of brain maps and trace their reception in nineteenth-century European and American literature, philosophy, and politics. Topics include phrenology, the nervous system, psychopathology, and brain localization, and these fields’ resonance in German Idealism, Victorian literature, French anthropology, and American fiction. The course is reading intensive.
Instructor(s): L. McGrath
Area: Humanities, Social and Behavioral Sciences.
East Asian Studies

**AS.310.303. A World Upturned: Cultures of Catastrophe in Japan.**
Focusing on earthquake science and earthquake lore, radioactive mutation and nuclear decimation, this course will consider the relationship between technological culture and large-scale cataclysm. In addition to treating a broad array of written, graphic, and filmic representations of Japan’s past and potential catastrophes, we will also be keeping a close and careful eye on present developments in Japan’s 2011 earthquake/tsunami/nuclear disaster.

Instructor(s): R. Sayre
Area: Humanities, Social and Behavioral Sciences.

**Program in Museums and Society**

**AS.389.275. Interpreting Sites & Collections: An Introduction to Museum Education.**
Part public history, part introduction to museum practices, this hands-on course explores how heritage areas and museums serve communities through interpretation. Each year, students partner with a community to develop research-based, visitor-centered interpretive material, in the 2015 Baltimore National Heritage Area. Field trips and community meetings will be a significant part of the course. Cross-listed with History and History of Science. M&S practicum course. Class usually meets 1:30 - 3:50 except for days with field trips.

Instructor(s): E. Maloney
Area: Humanities, Social and Behavioral Sciences.

**AS.389.301. Curating Material Culture for the Digital Age.**
JHU pioneered the concept of the modern research university in the United States, but what does that mean for the everyday experiences of its students, faculty, staff and friends? Excavate the history of this place through the things collected, made and used here since the university’s founding in 1876. Students research the material culture of Hopkins and present their findings on an interactive website: collectionsweb.jhu.edu. Course includes digital media labs. Cross-listed with History and History of Science. M&S practicum.

Instructor(s): J. Kingsley
Area: Humanities, Social and Behavioral Sciences.

**AS.389.450. Readings in Material Culture.**
Objects, things, “stuff”- this seminar will pursue classic texts and emerging methodologies to explore the myriad ways materials and materiality have been theorized across disciplines. For graduate/advanced undergraduate students.

Instructor(s): E. Rodini; R. Brown
Area: Humanities.

**AS.389.650. Readings in Material Culture.**
Objects, things, “stuff”- this seminar will pursue classic texts and emerging methodologies to explore the myriad ways materials and materiality have been theorized across disciplines. For graduate/advanced undergraduate students.

Instructor(s): E. Rodini; R. Brown
Area: Humanities.

Humanities Center

The Humanities Center reflects a characteristic quality of Johns Hopkins University as an intellectual community. The coordinated study of Western civilization through its literature, art, philosophy, and history has been one of the oldest continuing concerns at Hopkins. Because it has remained by design and tradition the smallest of the major American universities and because of the interdisciplinary interests of some of its most distinguished faculty, Hopkins has fostered to a remarkable degree the free exchange between scholars and students across departmental boundaries. In addition to its programmatic concern with comparative literature, intellectual history, and feminist theory, the Humanities Center does much to coordinate such exchange, which it encourages among students and scholars at all levels of their careers.

Supplementing its regular course offerings, the Humanities Center from time to time sponsors conferences, colloquia, and short-term seminars on topics of special interest to its graduate students and to the intellectual community at large. The center is also responsible for publishing annually the Comparative Literature issue of MLN; graduate students may apply to work as editorial assistants in its production and are invited to contribute to its reviews of current publications.

A recent development has been the appointment of several distinguished scholars as associates of the Humanities Center for terms of variable length. Each associate visits the campus once a year to teach an intensive seminar open to graduate students (and in certain cases to advanced undergraduates) in the Humanities Center as well as in other departments. The associates also meet informally with interested students and faculty and in general play an active role in the intellectual life of the university.

The Humanities Center’s activities for undergraduates address two different needs. For students interested in a general liberal arts preparation or one of the university’s preprofessional programs, the Center provides a broad introduction to the documents and thought of Western culture. For freshmen the Center offers the Great Books at Hopkins course, as well as a variable array of courses taught by the Center’s faculty. For students interested in preparing for graduate school, the Center also offers a fundamental preparation geared to the individual’s specific talents that can be the basis for more specialized humanistic study at the graduate level. Qualified juniors and seniors, as well as sophomores planning to study abroad in their junior year, are provided the opportunity to pursue an independent and often interdisciplinary research project through the Honors Program. In either case, the Center stresses skill in critical reading and writing, sophistication in the use of research tools, and supervised independent study. The coherence of each individual’s program depends upon careful consultation with the faculty advisor.

The Humanities Center does not offer a departmental major.

**Honors Program in the Humanities**

The Humanities Center Honors Program was initiated in 1976, the centennial of the founding of Johns Hopkins University. The program offers all qualified undergraduates the possibility of pursuing an independent and often interdisciplinary research project in the junior and senior year. Students can propose a topic in any humanistic discipline, including intellectual or cultural history, English and comparative literature, women and gender studies, minority literature and culture, film studies, anthropology, philosophy, and others. Past topics have also examined points of intersection between the arts and the sciences, so that the Honors Program in the Humanities also give majors outside the humanities a chance to broaden and combine their studies.
Requirements

To be eligible, a student's performance in courses taken in the humanities, and particularly in the chosen field(s) of study, should be distinctly above average, and the proposed topic should show coherence, focus, and seriousness of purpose. Each project must be sponsored by two faculty members, one of whom will be the primary advisor. In appropriate cases, one of these sponsors may be external to the university. Successful completion of the Honors Program is conditional on completion of the student's research thesis and participation in the Honors Seminar for two years, the second of which must be the student's senior year.

Application process

This is a two-year program normally beginning in the junior year, with applications accepted in the spring semester of the sophomore year. Second-semester freshmen who plan to study abroad in their junior year or who already possess the necessary qualifications are also encouraged to apply. Applications can either be submitted by email to yi.ping.ong@gmail.com or submitted in hard copy to Yi-Ping Ong in Gilman Hall 213. All applications should include:

1. A completed application form, including the name of at least one faculty member the student plans to work with
2. Brief statement of purpose outlining the proposed thesis topic, with initial bibliography
3. Unofficial transcript of undergraduate course work

Required Course Work

Sophomore year (optional)

It is recommended that sophomores who plan to study abroad in their junior year, as well as those who are ready to begin their honors research, should consider participating in the Honors Seminar during their sophomore year. In general, such students should follow the course work as described below for the junior year.

Junior year

1. Two courses chosen from relevant offerings in the Humanities Center curriculum. Students' work will be based on undergraduate courses offered by the core faculty of the Humanities Center and the course offerings of faculty with joint appointments in the Humanities Center.
2. A year-long Honors Seminar for all students in the program, in which the general progress of the students' writing and research will be discussed and senior students will present work-in-progress reports. The seminar meets once every two weeks and participation is mandatory for all students enrolled in the Honors Program.
3. Optional independent study course on thesis project with one or both sponsors.

Junior agenda

• September-October: Students should identify and meet with a prospective faculty advisor. Two faculty advisors are required for the final thesis; at least one of these advisors must be a Humanities Center faculty member or affiliate. Once students have received a commitment from two advisors to supervise the thesis, they should begin to compose a comprehensive reading list in consultation with their advisor.

• November-January: Using the reading list as a guide, students will conduct exploratory research in the field of their proposed project.
• February-March: Students will present a 3-5 page prospectus, formulating the central questions of the thesis, in the Honors Seminar.

Senior year

1. Independent study course in the spring semester toward completion of the thesis.
2. Two courses, as above, with Humanities Center faculty and affiliates.
3. Continued participation in the two-semester Honors Seminar (see above under "junior year" for description), with periodic "work-in-progress" reports and oral presentation of the thesis research in the spring semester.

Senior agenda

• Students will complete theses in consultation with their advisor and continue to attend the Honors Seminar. In April and May, students will present their final theses in the Honors Seminar.

Great Books at Hopkins

This course introduces students to the humanities at Johns Hopkins through exploration of some of the Western world's most important literary works of art. Great Books at Hopkins is a course designed for first-year undergraduates that examines some of the greatest works of the literary and philosophical tradition in Europe and the Americas. With lectures, panel discussions, multimedia presentations, and small seminars, professors from a variety of academic disciplines lead students in exploring authors from Homer to the present. Close reading and intensive writing instruction are hallmarks of the course, as is a varied reading list which has included Dante's Inferno, Cervante's Don Quixote, and Woolf's A Room of One's Own.

The Center sponsors programs of study leading to the Ph.D. degree in two general fields: comparative literature and intellectual history. These programs are designed with the cooperation of the faculty in the adjacent literary and historical departments. Only a few highly qualified applicants can be admitted; the center gives priority to candidates whose proposed course of study is congruent with faculty interests and strengths. Click here for degree requirements.

Building on its successful doctoral and undergraduate honors programs, the Humanities Center has recently introduced a one-year Master of Arts program in Humanistic Studies.

Requirements for the Ph.D. Degree

Each student works with an ad hoc committee of three faculty members who help to design a coherent, individual program of studies. During the first two years the candidate works closely with each of his or her advisors. The course of studies, seminars, and tutorials leads to three area examinations administered by the advisory committee. During the second year, qualified students are invited to teach under faculty supervision, and on occasion advanced students have been allowed to offer undergraduate seminars of their own design.

Program in Comparative Literature

Normally, candidates for the Ph.D. in comparative literature should be competent in three national literatures and have a general familiarity...
with critical theory. Students in this program are encouraged to spend at least one year of study abroad, usually as members of groups working in Paris, Florence, Hamburg, Geneva, or Madrid in programs sponsored by the modern language departments and the Center. The University maintains the Villa Spelman in Florence as a study center, and the departments of German and Romance Languages and Literatures have regular programs of faculty exchange.

Students in the comparative literature program can apply for a joint major with the Department of German and Romance Languages and Literatures. They become supervised teaching assistants in that department and receive a master’s degree in German upon completion of the field examinations, before the doctoral degree in comparative literature. On a more ad hoc basis, similar arrangements for well-qualified candidates can generally be made with the departments of Classics and German and Romance Languages and Literatures.

**Program in Intellectual History**

The Center’s doctoral program also allows flexibility in the construction of a course of study in intellectual history involving comparatist and interdisciplinary approaches. Candidates should also note related special programs at Hopkins, such as the program in political theory and the research facilities of the Institute of the History of Medicine.

**Advisor**

Upon their arrival, entering students should select, in consultation with the Director, a member of the Center’s faculty to serve as their academic advisor, pro tem. As time goes on and their interests further define themselves, they may wish to change advisors and may very well wind up working most closely with faculty in another department; should this become the case, they should nevertheless meet regularly—that is, each semester—to discuss their progress with whomever in the Center is serving as Director of Graduate Studies.

**Course Work**

During their first two years, students are expected to take two seminars for credit each semester, in addition to whatever language courses they may enroll in and whatever courses they choose to audit. They should select seminars—which need not be restricted to Humanities Center offerings—in consultation with their advisors. Students arriving after having taken graduate courses elsewhere should discuss with the director of graduate studies the possibility of having that work counted toward satisfying the Center’s course requirements.

**Third-Year Review**

At some point during their third year of residence-after completing all outstanding seminar papers, and preferably by mid-year-students will have their work reviewed by a faculty committee composed of three teachers from among the Humanities Center faculty and from among the faculty from the other departments with whom the student plans to conduct field exams. The purpose of the review is to allow the faculty to assess the student’s progress, to clarify her/his status as regards remaining course work, and to define future fields. In preparation for this review, the student will circulate, in advance of the meeting, materials that the student judges to be work that will best serve the purpose of the review.

**Field Examinations**

Students are expected, in their third and fourth years, to complete three field exams. The purpose of requirement is two-fold: the exams may serve to help a student refine her/his thinking about a dissertation topic, or they may be a means of extending and deepening a student’s knowledge of an area of studies in which s/he proposes to teach and conduct research. The examinations themselves may take a variety of forms: one could work further on a project begun in a seminar and produce a longer paper that would become part of a dissertation; one could read one’s way into and across a particular field, writing a series of short papers on one’s reading, or else sitting for a written or oral examination on the material studied; one could design and teach an undergraduate course in one’s area of interest; one could complete the requirements for a M.A. degree in another department, as a way of strengthening one’s claim to teach in that field. These are choices to be discussed with one’s committee at the third-year review.

**Undergraduate Teaching**

During one’s years at the Center one will have a number of opportunities to develop one’s skills and confidence as a teacher. In the second year and thereafter, students will ordinarily serve as assistants in courses taught by the Center’s faculty or, if appropriate, in courses in other departments: in the past, our students have taught in the French and German language programs, in English composition and literature courses, as well as assisting in history, philosophy and political science courses. More experienced students are encouraged to teach courses of their own invention as a way of completing a field exam, or in competition for one of the Dean’s Teaching Fellowships, or simply to add to the Center’s array of offerings.

**Dissertation Review**

A second formal review of a student’s work will take place after the completion of field exams, either in the fourth or in the fall semester of a student’s fifth year. The aim of this review is to bring the student together with the faculty with whom s/he will write a dissertation. This review will not take place until the student believes that s/he has a substantial piece of work associated with the dissertation, e.g., the draft of a chapter. This work will be circulated before the review, along with a prospectus of 10-40 pages, to the faculty the student wishes to have as dissertation advisors. (If all of these advisors are from outside the Humanities Center, one of the Center’s faculty, selected by the student, will also sit in on the review.) This discussion is not intended to replace the Graduate Board Oral, which will take place after the dissertation has been completed, but will serve to mark the transition from work on the field exams to the preparation and writing of a thesis.

**Departmental Presentations**

Late in a student’s work on a dissertation—preferably in the fifth year or the beginning of the sixth—s/he will be asked to give a talk on material from her/his dissertation to the assembled students and faculty of the Center and invited guests. The aim of this requirement is to give students experience in the more formal presentation of their work, to make possible a wider range of response to that work than a dissertation committee can provide, and to allow all students of the Center—whose research interests vary widely—to become better acquainted with each other’s projects.
Requirements for the MA in Humanistic Studies

The MA in Humanistic Studies is aimed both at seniors from across the University who seek to deepen their education by way of interdisciplinary study in literature, philosophy, and religion during an added fifth year of study as well as at students who graduated elsewhere and who consider pursuing graduate studies in intellectual history or comparative literature here or at other universities.

This terminal MA consists of eight courses over two semesters and a MA thesis with directed study during the summer months. The program places an emphasis on elaborating an individualized curriculum and on close collaboration with Humanities Center faculty in the writing of the thesis. Students accepted into the program from within Johns Hopkins benefit from a tuition reduction.

The coursework will follow the following template:

**Fall Semester**
- Graduate Seminar

**Spring Semester**
- Graduate Seminar

**Graduate Seminar**
- Graduate Seminar
- Graduate Seminar
- Graduate Seminar

**Master's Colloquium**
- Humanities Thesis Seminar

**Summer Semester**
- Directed Thesis Study
- Thesis Writing

To apply, please submit the following to [http://grad.jhu.edu/apply/apply-now/](http://grad.jhu.edu/apply/apply-now/):

- Official Application
- Statement of purpose
- Three letters of recommendation
- Transcripts
- Sample of work
- Supplementary Application Form (Language Form)
- GRE scores and subject (optional)
- TOEFL/IELTS scores (if applicable)

**Financial Aid**

Tuition grants, stipends, and teaching fellowships are available to doctoral candidates.

For current faculty and contact information go to [http://humctr.jhu.edu/people/](http://humctr.jhu.edu/people/)

**Faculty**

**Professors Emeriti**
- Neil Hertz
- Ruth Leys
- Richard A. Macksey
- Stephen G. Nichols

**Professors**
- Michael Fried
  J. R. Herbert Boone Chair in the Humanities (secondary appointment: Department of the History of Art); Job Placement Officer. Modern art and literature, critical theory, modern poetry
- Paola Marrati
  Director of Graduate Studies Modern and contemporary French Philosophy, American Pragmatism and Skepticism, Phenomenology, Philosophy and Cinema, Feminist and Queer Theory; (secondary appointment: Department of Philosophy)

**Associate Professor**
- Leonardo Lisi
  Director of Undergraduate Studies European literature of the long nineteenth century; European modernism; Kierkegaard and German idealism; tragedy and the tragic; philosophical aesthetics and literary forms

**Assistant Professors**
- Anne Eakin Moss
  Russian literature and cinema
- Yi-Ping Ong
  19th- and 20th-century literature and philosophy, the novel, modernism, existentialism, ethics, and justice in contemporary Anglophone literature

**Adjunct Associate Professor**
- Orna Ophir
  History and theory of psychoanalysis, psychology, and psychiatry; medical humanities and the sociology of knowledge; psychoanalytic aesthetics, Melanie Klein

**Senior Lecturer**
- Elizabeth Patton
  Director, Great Books at Hopkins Women Writers of the Renaissance and Reformation, with a research emphasis on post-Reformation English Catholicism

**Joint Appointments**
- Sharon Achinstein
  Sir William Osler Professor of English (English): Early modern literature, poetry and poetics, gender
- Christopher Celenza
  Charles Homer Haskins Professor, Classics and German and Romance Languages and Literatures
- Veena Das

**Director**
- Hent de Vries
  Russ Family Chair in the Humanities; Director, Humanities Center (secondary appointment: Department of Philosophy) Modern European thought, history and critique of metaphysics, philosophies of religion, political theologies, concepts of violence, literature and temporality
Throughout, we will visit museums of Baltimore history and consider how Baltimore history is enshrined in what became America's national anthem, highlighting Baltimore's role in the War of 1812 and the way Baltimore and Norfolk supported the British. This course will explore the founding and early history of Baltimore, including the history of African Americans. 

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

**AS.100.287. B'More: Baltimore's Beginnings.**
This course will explore the founding and early history of Baltimore, highlighting Baltimore's role in the War of 1812 and the way Baltimore history was enshrined in what became America's national anthem. Throughout, we will visit museums of Baltimore history and consider how Baltimore history is conveyed to the public.
Instructor(s): S. Gamble
Area: Humanities.

**AS.300.100. B'More: Homelessness.**
Please note, class will meet Saturday, Jan. 23 in the event of inclement weather. This course is for freshmen ONLY. In Baltimore, as in any major city, many urban poor find themselves without a home and without shelter. For these individuals, life on the streets is desperate and dangerous. Students will read, discuss, and debate about the causes and implications of homelessness in Baltimore, and explore present policies and potential solutions. Guest speakers include homeless rights advocates from both local government and community groups. Students will also participate in service directly affecting homeless persons.
Prerequisites: Students may enroll in one B'More course only.
AS.371.188 OR AS.371.189 OR AS.271.119 OR AS.100.285 OR AS.140.318 OR AS.360.108 OR AS.360.122 OR AS.360.171
Instructor(s): T. Gottbreh
Area: Humanities, Social and Behavioral Sciences.

**AS.300.102. Great Minds.**
Introductory survey of foundational texts of modern Western literature, thought and cinema. This semester will include works by Descartes, Marx, Dostoevsky, Tolstoy, Woolf, Wittgenstein, Heidegger, Arendt, and Pierre Hadot, and films by Deiga Vertov and Carl Theodor Dreyer. The course is taught in lectures and seminar discussions led by the course faculty.
Instructor(s): A. Eakin Moss; H. de Vries; P. Marrati
Area: Humanities.

**AS.300.108. The Uncanny.**
Freud describes the uncanny as a strange familiarity. Disturbing for the subject which discovers its own ignorance, it is a way to reconsider what one takes for granted as "home". We'll analyze this experience through philosophy and psychology, literature and film.
Area: Humanities.

**AS.300.111. Shakespeare and his 'Goddess'.**
Shakespeare’s description of his lover’s eyes as ‘nothing like the sun’ is both an homage and a sendup of a 300-year-old poetic convention reaching back to the days of Petrarch and the early humanist poets. In this course we will trace that tradition from the perspective of Shakespeare and his contemporaries, finishing the semester with several plays, including 'The Taming of the Shrew,' that further illustrate and problematize Shakespeare’s ‘goddess’ reference. Readings will include poetic dialogues between male and female poets, such as those by the early Italian Petrarchans Vittoria Colonna, Michelangelo, Veronica Gambara, and Gaspara Stampa; their French counterparts, Maurice Scève and Les Dames des Roches; and the later English reflections on the sonnet tradition by Sir Philip Sidney, Shakespeare, and Sidney’s niece, Lady Mary Wroth. All works will be read in translation. Freshmen only.
Instructor(s): E. Patton
Area: Humanities.

**AS.300.113. Freshmen Seminar: Drama and Gender in Shakespeare's England.**
In this seminar we will read male and female authored plays and discuss how they reflect contemporary social expectations in Tudor and Stuart England. Authors include William Shakespeare; Mary Sidney, Countess of Pembroke; Christopher Marlowe; Elizabeth Cary; Ben Jonson; and Mary Sidney, Lady Wroth.
Instructor(s): E. Patton
Area: Humanities.
**AS.300.115. Introduction to Romantic Poetry.**

This course offers an introduction to romantic poetry through a comparative approach to three of the movement’s key authors: Friedrich Hölderlin, John Keats, and Giacomo Leopardi. We will work through their main writings in detail along with considerations of their cultural contexts and theoretical and critical approaches to romanticism more broadly.

Instructor(s): L. Lisi

Area: Humanities.

**AS.300.119. Grammar of Loss: Iranian Cinema since 1979 Revolution.**

This course is an interpretive and critical engagement with a number of social, political, and ethical issues that are raised in five Iranian movies made during decades since the 1979 Iranian Revolution until present. We will deal with immanent problems in the form and structure of the movies in their relation to the actual and open problems in social and political structures in Iran. We will watch works by Abbas Kiarostami, Asghar Farhadi and others.

Instructor(s): O. Mehrgan

Area: Humanities, Social and Behavioral Sciences.

**AS.300.133. Freshmen Seminar: Women of Epic Fame in Literature and Drama, 800 BCE-1650 CE.**

From Homer’s Odyssey to Shakespeare’s Antony and Cleopatra, powerful women who achieve their ends by working from within the system are often overlooked or not fully explored. Our readings and discussions will foreground these women of fiction, while we also consider the social conditions of their living contemporaries. Readings will include: Homer’s Odyssey (Penelope); Virgil’s Aenead (Dido); Dante’s Inferno (Beatrice); Milton’s Paradise Lost (Eve), and several accounts of Cleopatra in plays by Shakespeare and his contemporary women writers. Cross listed with Theater Arts, Writing Seminars, and WGS.

Instructor(s): E. Patton

Area: Humanities.

**AS.300.139. Introduction to Intellectual History.**

This course offers a conceptual and historical introduction to Intellectual History. What makes the “history of ideas” different from the history of other objects? What, if anything, distinguishes the history of ideas from the history of philosophy? What is it exactly that we call “ideas”? In what sense do they have a history? These are examples of the kind of questions addressed in the course.

Instructor(s): P. Marratí; S. Carmel

Area: Humanities.

**AS.300.143. Introduction to Comparative Literature.**

This course offers an introduction to the history, theory, and praxis of comparative literature. We will read texts from some of the founding figures of the discipline and look at the most recent debates in the field, including translation studies, literary theory, and world literature, among others. Particular attention will be given to the methodologies and problems of studying literatures in different linguistic traditions and the relation between literature and other areas of thought and culture, such as philosophy, art history, and psychoanalysis. Case studies in comparative approaches to literature will provide concrete examples to our discussions.

Instructor(s): L. Lisi

Area: Humanities.

**AS.300.200. Idealist Aesthetics: Kant to Adorno.**

This course deals with major aesthetic categories in (German) idealist aesthetics. Starting with Kant’s analytic of the beautiful, we examine the idealist concepts of the artwork (Goethe, Schiller, Hegel), and its relation to history, society, and truth (Adorno). To do so, we engage with artworks, also trying to show why and where these categories are set aside in the avant-garde and contemporary aesthetic culture.

Area: Humanities.

**AS.300.201. Film and Philosophy.**

Philosophers have thought about the nature of freedom, beauty, and time for millennia. But what can film teach us about these ideas? This course will stage a dialogue between philosophers like Friedrich Nietzsche and William James and films by directors such as Woody Allen, Wes Anderson, and Stanley Kubrick. Our goal is not only to use philosophy in order to better appreciate films, but also to use films in order to resolve some of the most persistent questions posed in the history of philosophy.

Area: Humanities.

**AS.300.202. Life and Form in Modern Thought.**

The idea of form-giving and law-giving is essential to modern thought, so is the conflict between forms and individual and collective lives. The course is a philosophical treatment of the concept of form in four spheres: aesthetics, morality, politics, history. We will read and discuss texts by, among others, Kant, Nietzsche, Lukacs, Benjamin, Schmitt, Adorno and interpret certain art- and literary works by Balzac, Malevich, Stevens, Kafka.

Instructor(s): O. Mehrgan

Area: Humanities.

**AS.300.207. A Mix of Voices: Chinese Literatures from Late Imperial through Modern.**

This course examines the arts and culture of China from 1368-2000, with major focus on writers. We will begin with artists of the Ming (1368-1644) and Qing (1644-1911), focusing first on canonical voices: court poets, authors of classical fiction, literati essayists, calligraphers and painters. Outside of the court urban artists observed a dramatically changing world around them. Fiction, drama, memoir and mass-produced arts explored new social alignments and freedoms. The twentieth century brought revolution and party governance, along with arts born of mass media: periodicals, film and wood block print. Finally, post-Mao avant-garde artists both retrieved traditional aesthetics and explored new venues and visions. This look at the literature of China will require both close reading of texts as well as an interdisciplinary examination of the cultural factors that shape literatures

Instructor(s): V. Cass

Area: Humanities.
AS.300.211. Great Poems of the Americas.
This course investigates the long poem or post-epic in 20th- and 21st-century North and Latin America. The epic has been rearticulated in sequences and series, verse novels, lyric cycles, and collage poems: from T.S. Eliot’s The Waste Land, the encyclopedic Cantos of Ezra Pound, and the sweeping Canto General of Pablo Neruda to works by Derek Walcott and Gwendolyn Brooks and fragmented series by Gertrude Stein, Hart Crane, and César Vallejo. We will examine Aimé Césaire’s Notebook of a Return to the Native Land, Vicente Huidobro’s playful Altazor, and very recent epic poems from Canadian women poets such as Anne Carson, Lisa Robertson, and M. NourbeSe Philip. As we test the term post-epic against these texts, we will consider whether it may be applied equally to the heroic tale and the open field poem. How do poets interpret the idea of “the Americas” as lands and nations in these works, and in what tangled ways do their poetics develop through dialogue across linguistic and geographical distances? To situate the long poem in history, we’ll examine developments in poetic form alongside modernization and globalization, and technological and socio-political changes. We will draw on theories of poetry and poetics as well as critical theory, taking a comparative, Hemispheric Studies approach to literature.
Instructor(s): R. Galvin
Area: Humanities.

AS.300.213. Homelessness in America.
This course examines homelessness in the United States from multiple perspectives. Students will hear first-hand from individuals who have experienced homelessness as well as experts in the field.
Instructor(s): T. Gottbreht
Area: Humanities.

AS.300.215. Monsters, Miracles, and Men from Mars.
From medieval mystical visions of the Godhead to modern accounts of alien abductions, encounters with the supernatural and paranormal have long been sources of terror and amazement. This course explores visual and narrative representations of these encounters. It is a media-intensive course that juxtaposes a variety of sources from the medieval period, the space age, and contemporary film and television.
Instructor(s): K. Boyce-Jacino; T. Golan
Area: Humanities.

AS.300.220. Astrofuturism at the Final Frontier.
From Sputnik to Sun Ra to Star Wars, the middle of the twentieth century was consumed by an enthusiasm for all things outer space. This course will examine Space Age popular culture - primarily from the astroturfuturism movement, which believed in the endless utopian possibilities of space. We will work with a diverse constellation of materials, from 2001: A Space Odyssey to Star Trek, and beyond.
Instructor(s): K. Boyce-Jacino
Area: Humanities.

This seminar celebrates the university’s recent acquisition of State Papers Online (1509-1714), which contains searchable digital images of thousands of contemporary manuscripts. While we read plays, poetry, and essays by such figures as Queen Elizabeth, William Shakespeare, members of the Sydney family, Elizabeth Cary, John Donne, Aemelia Lanyer, Robert Southwell, Andrew Marvell, William Marlowe, Jane Cavendish, Elizabeth Brackley, and Katherine Philips, we will also be carrying out on-line searches of correspondences, wills, court documents, spy reports (including play-by-play accounts of houses dismantled in searches for hidden priests), and letters of condolence from Queen Elizabeth alongside decoded messages revealing plots to unseat her. In addition to searching virtual archives students will be introduced to early modern paleography, in part through visits to Johns Hopkins University’s brick-and-mortar libraries to consult actual manuscripts, incunabula, and illegal imprints from the 16th and 17th centuries.
Instructor(s): E. Patton

AS.300.228. Brain and Society.
On April 2, 2013, President Obama unveiled the Brain Activity Map Project, a 100 million dollar investment to map the single-celled neurons composing the human brain. Scientific in its aim, the project is culturally significant as well. Popular websites lumosity.com and neuronetlearning.com offer brain-exercises to boost intelligence, while the emergent academic fields neurophilosophy, neuroeconomics, and neurohistory borrow from the brain sciences. The interaction between the brain and society, however, is by no means new. In this course, we will investigate the origins of brain maps and trace their reception in nineteenth-century European and American literature, philosophy, and politics. Topics include phrenology, the nervous system, psychopathology, and brain localization, and these fields’ resonance in German Idealism, Victorian literature, French anthropology, and American fiction. The course is reading intensive.
Instructor(s): L. McGrath
Area: Humanities, Social and Behavioral Sciences.

AS.300.229. Film and Philosophy.
This course offers an introduction to basic concepts in the theory of film and classic problems in the history of philosophy. Our goal is to stage a dialogue between philosophy and the history of modern film in order to see the unique ways that cinema expresses ideas like the nature of beauty and human freedom. The course is organized chronologically as we watch films, both foreign and American, ranging from the 1940s to 2010s.
Instructor(s): L. McGrath
Area: Humanities.

AS.300.230. The Mystical Tradition.
Is the mystic a thinker, a poet, a heretic, or a saint? Is mysticism a branch of speculative philosophy? A secret teaching for reaching oneness with God? A mode of saying the utterly unsayable? These questions we will address by traversing the realms of Sufism, Kabbalah and negative theology, reading dialogues, poems, commentaries and sermons, written by men and women, Greeks and Jews, Muslims and Christians, from Antiquity to Early Modern times.
Instructor(s): M. Buijs
Area: Humanities.
AS.300.231. Introduction to Comparative Literature.
This course offers an introduction to the history, theory, and praxis of comparative literature. We will read texts from some of the founding figures of the discipline and look at the most recent debates in the field, including translation studies, literary theory, and world literature, among others. Particular attention will be given to the methodologies and problems of studying literatures in different linguistic traditions and the relation between literature and other areas of thought and culture, such as philosophy, art history, and psychoanalysis. Case studies in comparative approaches to literature will provide concrete examples to our discussions.
Instructor(s): L. Lisi
Area: Humanities.

AS.300.233. Politics of Intellectual Life in Iran.
This course has set itself a double goal: reviewing the major intellectual traditions in the volatile political context of modern Iran, and reflecting on the concrete experience of intellectual life in contemporary Iran. We will examine the form and the specific contents of this experience, how it is historically informed by politics and how it relates to history. Wrestling with the West is at the heart of this experience.
Instructor(s): O. Mehrghan
Area: Humanities.

AS.300.235. Freud’s Concept of Anxiety.
We will examine the evolution of Freud’s concept of anxiety, explore its origins, and consider its impact on post-Freudian psychology.
Instructor(s): A. Rot
Area: Humanities.

AS.300.239. Philosophy and the Emotions.
We will read some of the most important texts in the history of the philosophy of the emotions, including works by Plato, Descartes, Spinoza, Schopenhauer, Heidegger, and Freud. We will discuss themes such as love, shame, apathy, anxiety, the mind-body problem, the notion of spirit, the notion of mood, and the overall problem of the distinction between emotion and reason.
Instructor(s): A. Rot
Area: Humanities.

AS.300.241. The Literature of the Everyday.
The ordinary, the common, the everyday: why does literary realism consider the experiences of the average individual to be worthy of serious contemplation? In this course, we will read closely a set of novels by Flaubert, Mann, Dickens, Zola, Tolstoy, and Woolf from the period between 1850 and 1950 in which the development of realism reaches its climax. These novels explore the nature of work, family, the body, consciousness, and the changing relation between individual and tradition in modernity. We will situate these novels in their social, historical, and literary contexts, and establish a set of terms for the formal study of the novel as a genre (plot, character, setting, narrative, etc.). (Students of all levels who are interested in literature are encouraged to take this course.)
Instructor(s): Y. Ong
Area: Humanities.

This course explores the history of the bicycle from its invention in the early nineteenth century to the early twentieth century, when it was easily accessible and widely used by people living in cities and towns. During this period, the bicycle became a focal point of cultural anxieties about gender, class, and the city itself. Using mostly 19th-century sources, we will study the history of the bicycles construction and production as well as its reception in Victorian cities.
Instructor(s): K. Boyce-Jacino
Area: Humanities.

AS.300.281. Sovereignty and Modern Drama.
This course is interested in the relationship between sovereignty and drama. By placing the common individual center stage, twentieth-century modern drama achieved a theatrical revolution. And yet the modern theater has not completely shed itself of its former preoccupation with kings and their undoing, as evidenced by the royal figures who show up in plays by influential playwrights as various in their political and artistic commitments as Strindberg, Ibsen, Jarry, Yeats, Shaw, Pirandello, O’Neill, Anouilh, Brecht, Sartre, Ionesco, and others. This course seeks to examine how, when, and why royal personages are employed in modern drama. What does the theater have to say about sovereignty and authority? About humanism and anti-humanism? Is theater linked to sovereignty? If so, how? This course will consider the political, philosophical, and theological critiques implicit in the plays where sovereigns are found, paying close attention as well to the problem of theatricality.
Dean’s Teaching Prize Fellowship Course.
Instructor(s): N. Jerr
Area: Humanities.

“In America the natural man has triumphed over the imported book,” announced José Martí. The call to cast off the literary forms of Old Europe echoed throughout the hemisphere during the 20th century, as poets sought to write a new kind of “American” poetry. The epic has been rearticulated in sequences and series, verse novels, lyric cycles, and collage poems, such that it has become the “post-epic.” We will investigate the long poem in 20th-century North and Latin America, from the encyclopedic Cantos of Ezra Pound and the sweeping Canto General of Pablo Neruda to briefer works by Derek Walcott and Gwendolyn Brooks, and fragmented series by Gertrude Stein and César Vallejo. We will read texts including Charles Olson’s sprawling history of America, The Maximus Poems, and William Carlos William’s Paterson; Aimé Césaire’s Notebook of a Return to My Native Land and Kamau Brathwaite’s The Arrivants; Elizabeth Bishop’s cartographic North & South; Octavio Paz’s single, 584-line, cyclical sentence, Sunstone; and Vicente Huidobro’s careening, linguistically playful Altazor. As we test our definition of “post-epic” against these texts, we will consider whether the term may be applied equally to the heroic tale and the “open field” poem. To situate the long poem in history, we will examine changes in poetic form alongside questions of modernization and globalization, technology and development, and socio-political transformation.
Area: Humanities.
This course will introduce students to some of the key texts of science fiction as the genre emerged during the nineteenth century. We will consider the intellectual contexts for the form's development in Britain, France, and the United States, as well as its emerging narrative conventions. In particular, we will consider how early sci-fi writers used non-realistic modes to dramatize problems and discoveries were at once real and yet hard to fathom within the parameters of everyday cognition: deep geological time, alternative social arrangements, post-human landscapes. Texts may include H.G. Wells' The Time Machine, Charlotte Perkins Gilman's Herland, Samuel Butler's Erewhon, Edward Bulwer Lytton's The Coming Race, William Morris' News from Nowhere, and Jules Verne's 20,000 Leagues Under the Sea.
Instructor(s): S. Lecoutre
Area: Humanities.

AS.300.290. Freshman Seminar: Shakespeare and his "Goddess": real and imaginary lovers in the poetry and drama of early modern Europe.
Shakespeare's description of his lover's eyes as 'nothing like the sun' is both an homage and a sendup of a 300-year-old poetic convention reaching back to the days of Petrarch and the early humanist poets. Incorporating music and drama, we will examine that sonnet tradition from the perspective of Shakespeare and his contemporaries, tracing both the historical roots of the Shakespearian sonnet form its influence on the music of the present day, and finishing the semester with Shakespeare's The Taming of the Shrew, a play that further illustrates and problematizes Shakespeare's 'goddess' reference. Readings will include poetic dialogues between male and female poets, such as those by the early Italian Petrarchans Vittoria Colonna, Michelangelo, Veronica Gambara, and Gaspara Stampa; their French counterparts, Maurice Scève, Louis Labé, Joachim du Bellay and Perenette du Guillet; and later reflections on the sonnet by Shakespeare and his English contemporaries: Sir Philip Sidney; Sidney's niece, Mary Herbert, Lady Wroth; John Donne; Robert Southwell; and Katherine Phillips. All continental works will be read in translation.
Instructor(s): E. Patton
Area: Humanities.

This interdisciplinary seminar examines the concept of home and the condition of exile in 20th century Russian and Soviet culture from a variety of theoretical and methodological perspectives. Students will be introduced to classics of Soviet dissident, exilic, and official literature (Akhmatova, Brodsky, Nabokov, Bulgakov, Zamyatin), Soviet films (including Tarkovsky's Solaris), as well as key theoretical texts about what it means to be "at home." Open to freshmen and sophomores with approval of professor.
Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.301. Life, Vitality, Thought. Philosophy and the Natural Sciences in Nineteenth Century Europe.
Last year neuroscientists at MIT shined an optogenetic light on brain cells in order to artificially stimulate memories. If every detail of our past has a particular location in the brain, then we could alter, and even destroy, memories. Does this mean that humans are like machines whose history can be erased as easily as we delete files on a computer? Or are memories, like consciousness, not so easily reducible to brain structures? This class will examine how these and other questions shaped the history of modern biology and experimental psychology beginning in the nineteenth century. We will read the works of prominent biologists, psychologists, and philosophers who were all involved in a rich debate over the nature of life and thought.
Instructor(s): L. McGrath
Area: Humanities.

AS.300.304. Philosophy of Religion.
This course explores the rationality of religious beliefs and the rules that govern their context in religious life. Topics explored include faith and reason, religious experience, religious language and proofs for God's existence.
Instructor(s): D. Dubois
Area: Humanities.

AS.300.305. Islamic Philosophy.
This course is an introduction to key concepts and seminal texts of Islamic Philosophy in the classical period, running from the 7th to the 13th century. Although instrumental to the transmission of Greek philosophy and to the rise of modern philosophy in the western world, Islamic philosophy is not merely a conduit of transmission. Philosophers on Islamic lands, offered original philosophical solution to both old problems, and new problems that arose with monotheism. We will begin our examination of the specificity of Islamic Philosophy by situating it in its historical and political context. We will have to tackle fundamental questions: How did philosophers who wrote in Arabic translate and transmit Greek philosophical texts? What does it mean to do philosophy within an Islamic context? Is it not an oxymoron to talk about philosophy within a religious context? The course is divided into three sections that treat of three general fields: politics, metaphysics and psychology and discusses the major Philosophers of the classical period, with particular attention paid to the work of Alfarabi, Avicenna and Averroes.
Instructor(s): L. Ferhat
Area: Humanities.

AS.300.310. Introduction to Psychoanalysis.
One of the most controversial intellectual endeavors of the 20th century, psychoanalysis is a theory about human nature, motivation, behavior, development and experience, as well as a clinical method of treatment for psychological disorders. We will read texts by Freud, Jung, Ferenczi, Rank, Horney, Klein, Anna Freud, Lacan, and others.
Instructor(s): O. Ophir
Area: Humanities.
AS.300.311. Sovereignty and Modern Drama.
What does the modern theater have to say about sovereignty and authority? Does this align with or challenge the political discourse? How is theater linked to sovereignty? Considering a wide range of plays, this course explores the ways the notion of sovereignty persists as a theme in modern drama despite its commitments to the common, everyday hero. We will focus on the political, philosophical, and theological critiques implicit in the plays where sovereigns are found. From the short chamber plays of Yeats based on Noh drama, to the epic theatre of Brecht, from the Abstract drama of Jarry and the Absurd theatre of Ionesco, to the Naturalism of Strindberg and the Realism of O’Neill, from the meta-theatricity of Pirandello to the Minimalism of Beckett, students will encounter a variety of artistic styles and commitments, giving them an overview of many of the major movements that mark modern drama. Dean’s Teaching Fellowship
Instructor(s): N. Jerr
Area: Humanities.

AS.300.312. Imagining Revolution and Utopia.
Examines theories of revolution and utopia and responses in literature, art and film. Primary case study is Russia and the Soviet Union, with comparative look at influential European works and contemporary politics. Topics include gender and the family, terror, communism and communalism, and the avant-garde in art and film. Cross listed with Studies of Women and Gender, and Sexuality, and Film & Media Studies
Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.317. Russian Novel.
Russian authors began writing novels in the shadow of counterparts in Western Europe, and thus had the chance to experiment with the form and scope of genres and themes they found in European literature: Alexander Pushkin's novel in verse Eugene Onegin pays homage to Byron’s Don Juan and satirizes Richardson’s Pamela; Mikhail Lermontov's nested stories A Hero of Our Time owes a debt to Romantic and gothic fiction, and Nikolai Gogol’s Dead Souls brings Dante’s Inferno to the Russian provinces. From these literary forefathers emerged the likes of Feodor Dostoevsky and Leo Tolstoy, who made a lasting impact on world literature with their psychological and philosophical novels. This course examines the Russian novel in its historical and cultural context alongside contributions of Russian literary criticism in defining novel form and genre.
Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.318. The Modernist Novel: Mann, Woolf, and Joyce.
The purpose of this course is to survey works by three of the greatest, most relentless innovators of the twentieth century - Thomas Mann, Virginia Woolf, and James Joyce – who explored and exploded narrative techniques for depicting what Woolf called the “luminous halo” of life. Selected novels include: Death in Venice, Buddenbrooks, Jacob’s Room, Mrs. Dalloway, To the Lighthouse, A Portrait of the Artist as a Young Man, and Ulysses.
Instructor(s): Y. Ong
Area: Humanities.

AS.300.319. Skepticism and Theology.
This course examines the relation between the history of philosophical theology and the foundations of modern skepticism by focusing on their mutual point of departure: the concept of the human being as an essentially "finite" being "limited" in its capacity to know others, the world, and God.
Instructor(s): T. Dika
Area: Humanities.

AS.300.322. Reason, Religion, and Modernism in Europe.
Amidst the rise in psychological research in France and the secular reforms of the Third Republic, French philosophical and religious thinkers upended their Catholic tradition in the late nineteenth century. This seminar explores the Modernist turn in Catholicism, which drew on scientific advancements in order to challenge Church hierarchies and fundamentally transform Catholics’ personal relationship to God. Our objective is to examine the intersection of science, faith, and society in historical and philosophical perspective.
Instructor(s): L. McGrath
Area: Humanities.

AS.300.324. Cinema of the 1930s: Communist and Capitalist Fantasies.
Comedy and musical comedy film flourished in the USA during the Great Depression as well as in the USSR during the Stalinist Great Terror. This course will compare films of the era in a variety of genres (musical, epic, Western, drama), examining the intersections between politics and aesthetics as well as the lasting implications of the films themselves in light of theoretical works on film as a medium, ethics and gender.
Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.326. Comparative Modernisms.
Dynamic, unprecedented literary innovation marks the first part of the 20th century. This course moves from Dadaism, Surrealism, and the Harlem Renaissance, through Anglo-American, Caribbean, and Brazilian modernisms, and the Latin American vanguard. We’ll investigate literary experimentation in connection with the visual arts, modernization, colonialism, race, gender, and war. We will read novels, poetry, and essays from major writers who may include Apollinaire, André Breton, Marcel Proust; Gertrude Stein, HD, Djuna Barnes, Elsa von Freytag-Loringhoven, Mina Loy, T.S. Eliot; James Joyce, W.B. Yeats; Langston Hughes, Zora Neale Hurston, Jean Toomer; Claude McKay, Aimé Césaire, Louise Bennett, Jean Rhys, Nicolás Guillén; Oswald de Andrade, Julio Cortázar, Oliverio Girondo, Jorge Luis Borges.
Instructor(s): R. Galvin
Area: Humanities.

AS.300.327. Antigone: All the World’s a Stage.
Best known from Sophocles’ plays, Antigone - with her fierce familial loyalty and religious piety, her opposition to the law, and her willingness to sacrifice herself and her future marriage - has held a special fascination for modern and contemporary thinkers, showing up not only in theatrical (re)productions, but also as an exemplary figure for philosophers, political and psychoanalytic theorists, feminist thinkers, and novelists. What is more, her influence has not been limited to the Western tradition, for she has been reconceived on stages all over the world: Europe, the Americas, Asia, and Africa. Tracing key moments of the reception of Antigone from the nineteenth-century to the present, this course will explore what it is about Antigone that has proven so irresistible to playwrights and thinkers with a wide variety of political and aesthetic commitments. Giving particular attention to performances of Antigone around the globe, we will address how these versions negotiate the stakes of adaptation.
Instructor(s): N. Jerr
Area: Humanities.
AS.300.330. Trauma in Theory, Film, and Fiction.
An examination of the representation of trauma in literary theory, psychiatry, survivor literature, films, novels, and comics. Works by Sebald ("The Emigrants"), Lanzmann ("Shoah"), Spiegelman ("In the Shadow of No Towers"), McCarthy ("Remainder"), and others.
Instructor(s): R. Leys
Area: Humanities, Social and Behavioral Sciences.

AS.300.333. Melancholy in Science, Literature, and Film.
This course explores the manifold nature of melancholy from an interdisciplinary perspective that combines sciences, history of medicine, and the arts. Defined by Greek medicine as the excess of black bile, melancholy, in its long history, has been seen as disease of the soul, state of intellectual grace, or psychological condition. The course will examine chronologically the development and variety of the meanings of melancholy between medical texts, visual representations, poetry, psychoanalytic theory, and films. The works analyzed will include, among others, those by Galen, Robert Burton, Albrecht Dürer, Shakespeare, Cervantes, Baudelaire, Freud, Lars von Trier.
Instructor(s): E. Fabietti
Area: Humanities.

AS.300.334. Comic Evolution: Stages in Comedy.
An eclectic tour of comic forms and theories from classical antiquity to contemporary practice. Although the textual focus will be on stage comedy, we'll also consider the comic in other forms & media—film [Keaton], comic strip [Herriman], and parodic satire. Some of the familiar questions on the agenda: topical vs. ‘perennial’ material, the social functions of comedy, the ‘shelf life’ of humor, butts & scapegoats, symmetries & asymmetries between comedy and tragedy, verbal & non-verbal comic devices, the general rhetoric of comedy, & the possibility of a GUT.
Instructor(s): R. Macksey
Area: Humanities.

AS.300.335. Victorian Literature as World Literature.
What does it mean to read literature in a global context? How are literary texts that we think of as products of distinct national cultures plugged into larger global systems – even if they seem unaware of it? In this course we’ll consider these questions through sustained readings of major Victorian literary texts such as Bram Stoker’s Dracula (1897) and Charles Dickens’s Great Expectations (1861). We will retrace how these books exercised cultural influence beyond the borders of Great Britain; how networks of trade, tourism, and imperial power brought authors from different cultures into contact with one another; and how Victorian texts have become a part of our culture in unexpected ways. Other primary texts may include Arthur Conan Doyle’s The Sign of Four (1890), the poetry of Romesh Chunder Dutt, and first-hand accounts of Oscar Wilde’s 1882 American lecture tour; critical readings will cover postcolonial theory, media theory, and histories of colonialism and urbanization.
Instructor(s): S. Lecourt
Area: Humanities.

AS.300.337. The Rise of the Modern Short Story.
Instructor(s): R. Macksey
Area: Humanities.

AS.300.338. Comic Evolution: Stages in Development of Comedy.
An eclectic tour of comic forms and theories from classical antiquity to contemporary practice. Although the textual focus will be on stage comedy, we'll also consider the comic in other forms and media—film [Keaton], comic strip [Herriman], and contemporary satire. Some of the familiar questions on the agenda: topical vs. ‘perennial’ material, the social functions of comedy, the ‘shelf life’ of humor, butts & scapegoats, symmetries & asymmetries between comedy and tragedy, verbal and non-verbal comic devices, the general rhetoric of comedy, and the possibility of a Grand Unified Theory. (Final paper.)
Instructor(s): R. Macksey
Area: Humanities.

AS.300.340. Thinking the Body/The Body Thinking: Introduction to Aesthetics from the Perspective of Dance.
In the nineteenth and twentieth centuries, dance has developed into a serious art form. However, philosophers of art have paid little attention to dance. Why is this the case? Is dance perhaps too corporeal or too unreflective or in some other way too marginal to be a fruitful topic for philosophical reflection? Or does the failure of mainstream philosophical aesthetics to take dance seriously perhaps signal unacknowledged biases in such approaches? Might dance, the art form whose medium is the human body, have something to contribute to current philosophical interest in rethinking the human body and, particularly, the relation between mind and body? Seeking responses to questions such as these, this course provides an introduction to the place of dance in the philosophy of art. The first half of the course examines portions of seven foundational texts in the philosophy of art and culture as well as philosophical accounts of dance that draw on these foundational texts in a range of ways. The aim is not only to explore dance from the perspective of traditional aesthetic theories, but also to explore such traditional theories from the perspective of arguably the art form which they have been most resistant to treating seriously. This oblique angle of entry into mainstream approaches to general aesthetic topics will bring into focus important questions that might be easily overlooked if one examines such theories only in light of their preferred examples of art. The second part of the course explores dance as its own mode of philosophical reflection, examining how the work of choreographers such as George Balanchine, Jerome Bel, William Forsythe, Crystal Pite and Yvonne Rainer explore the possibilities and limits of their medium: the human body. One proposal will be of particular concern: Might such instances of the body thinking bring into focus more adequate ways of thinking about the body?
Instructor(s): K. Boyce
Area: Humanities.
AS.300.343. Philosophy and Literary Form.
This course examines the difference literary form can make to the shaping of philosophical content. Philosophers have tended to treat literary form as merely ornamental. For this reason, they have often underestimated the philosophical significance not only of certain works of literature but also the literary form of even those works uncontroversially considered to be philosophical. This course explores the philosophical significance of literary forms in both kinds of works. The first half examines how and why Anglo-American philosophers have incorporated the interpretation of individual literary works into their philosophical writing. We will concentrate on three works of literature—Ibsen's A Doll's House, James's The Golden Bowl and Wordsworth's Prelude—each of which has attracted significant philosophical attention. The second half of the course examines how philosophers have brought literary analysis to bear in order to illuminate the philosophical achievement of certain canonical philosophical texts. We will concentrate on three literary forms—dialogue, meditation and confession—as these forms are instantiated by three works of philosophy: Plato's Republic, Descartes's Meditations and Wittgenstein's Philosophical Investigations.
Instructor(s): K. Boyce
Area: Humanities.

AS.300.345. Madness Interpreted - The Schreber Case and its Many Readings.
Daniel Paul Schreber, the fin-de-siècle Senatspräsident of the Saxon Supreme Court, became the most famous psychiatric patient in the world. His 1903 Memoir of My Nervous Illness is known for being the most widely read account of madness in Western history. His rich psychotic, delusional world, as expressed in the bizarre, at times comic, at times painful, Memoir, with its unique cosmology, private theology, extraordinary creatures, transgressed sexuality, and cataclysmic vision of the universe, was first analyzed by Freud in 1911, but later inspired voluminous commentary by psychoanalysts, historians, philosophers, theologians, literary critics, essayists, scholars in political science and in queer studies. Whether he was paranoid schizophrenic, a victim of traumatic abuse, a solipsistic philosopher, a proto-fascist, or a cultural hero, his memoir lends itself to all these interpretations. Readings will include: Schreber, Freud, Klein, Lacan, Deleuze and Guattari, Canetti, de Certeau, Lingis, Lyotard, Santner, among others. Cross listed with GRLL, History.
Instructor(s): O. Ophir
Area: Humanities.

Literary and philosophical imaginations of moral community in the post-WWII period (1950-2001). Texts include: Coetzee, Disgrace; McEwan, Atonement; Achebe, Things Fall Apart; Ishiguro, An Artist of the Floating World; Roy, The God of Small Things; Lessing, The Grass is Singing; Mistry, A Fine Balance; Morrison, Beloved; and essays by Levi, Strawson, Adorno, Murdoch, Beauvoir and Barthes on the deep uncertainty over moral community after the crisis of World War II. Close attention to novelistic style and narrative will inform our study of the philosophical questions that animate these works. What does it mean to acknowledge another person's humanity? Who are the members of a moral community? Why do we hold one another responsible for our actions? How do fundamental moral emotions such as contempt, humiliation, compassion, gratitude, forgiveness, and regret reveal the limits of a moral community? Cross listed with English.
Instructor(s): Y. Ong
Area: Humanities.

AS.300.349. Capitalism and Tragedy: from the 18th Century to Climate Change.
In contemporary discussions of climate change it is an increasingly prevalent view that capitalism will lead to the destruction of civilization as we know it. The notion that capitalism is hostile to what makes human life worth living, however, is one that stretches back at least to the early eighteenth century. In this class we will examine key moments in the history of this idea in works of literature, philosophy, and politics, from the birth of bourgeois tragedy in the 1720s, through topics such as imperialism and economic exploitation, to the current prospects of our ecological future. Authors to be studied will include: Lillo, Büchner, Balzac, Dickens, Marx and Engels, Ibsen, Weber, Conrad, Brecht, Miller, Steinbeck, as well as contemporary fiction, politics, and philosophy on climate change. Cross listed with English.
Instructor(s): L. Lisi
Area: Humanities.

AS.300.350. Skepticism on Stage and Page.
This course explores influential interpretations of and responses to skepticism in literature, philosophy and theater. Case Studies will include: Descartes, Ibsen, James, Kafka, Kierkegaard, Poe, Shakespeare, and Wittgenstein.
Instructor(s): K. Boyce
Area: Humanities.

AS.300.351. The Phenomenon of Boredom from an Interdisciplinary Perspective.
We will examine the history, philosophy, sociology, and psychology of boredom and consider the characteristics, concerns, and methods of the different fields and disciplinary frameworks in which this phenomenon has been studied.
Instructor(s): A. Rot
Area: Humanities.

AS.300.352. Fictions of Autobiography.
A comparative survey of autobiographical writing as a creative process. Beginning with a few classic examples (Augustine, Petrarch, Montaigne, Rousseau), the seminar will proceed to more recent adventures in the first-person singular. Modern instances will include self-creation in several genres and media, including narrative, dramatic, and cinematic forms. Seminar meets at 107 St. Martin's Road.
Instructor(s): R. Macksey
Area: Humanities.

AS.300.353. Present Mirth: Stages of Comedy.
A comparative survey of presentational comedies from Aristophanes to Beckett on stage and screen, with some attention to to the vexed question of theories of comedy [no laughing matter].
Instructor(s): O. Mehrghan; R. Macksey
Area: Humanities.
AS.300.356. From Literature to Film - the case of Israeli Cinema.
This course explores the differences and similarities between two artistic mediums: literature and cinema. Our case study will be the interesting transformation of Hebrew fiction into Israeli films—a dominant phenomenon in Israeli cinema since its very beginning. Our main framework will be narrative theories, but we will also consider the specific historical, ideological and geo-political aspects involved in this transformation. By comparing the two artistic modes and studying the transformation of 5 literary works into films, students will become familiar with the history of modern Hebrew literature, contemporary Israeli cinema, and the relationship between these two artistic mediums. Cross-listed with Jewish Studies, Film and Media Studies, and Writing Seminars
Instructor(s): N. Stahl
Area: Humanities.

AS.300.357. Forms of Modern Fiction.
A comparative tour of modern narrative forms from 3 continents. The emphasis is on the development of shorter fictional models, though some of the founders and innovators are better known for their novels. The emphasis will be on the emergence new structural, rhetorical, and thematic concerns, including adaptation to other media. There will be an optional hour for queries and discussion TBA.
Instructor(s): O. Mehran; R. Macksey
Area: Humanities.

This course examines innovative research, writings, and other media concerning homelessness in the United States, with special emphasis on critical/philosophical and interdisciplinary approaches that shed new light on the issue.
Instructor(s): T. Gottbreht
Area: Humanities.

AS.300.360. Critical Thinking and its History.
This course aims at discussing different conceptions of “critique” and “critical thinking” in modern and contemporary philosophy. Readings include: Descartes, Kant, Adorno, Foucault, Arendt, Said, Butler.
Instructor(s): P. Marrati
Area: Humanities.

AS.300.361. Fiction & Case History: Constructive Reading.
A comparative seminar in the attentive reading of short fictions and other narratives. Attention to the reader’s share as well as that of the author in the construction of stories; consideration of the diagnostic and therapeutic uses of the imagination.
Instructor(s): R. Macksey
Area: Humanities.

AS.300.362. Beauty and the Predicate Calculus.
Fregg’s development of a predicate calculus made possible the evolution of a distinctively “analytic” tradition in philosophy. But arguably that tradition has failed to fully appreciate the implications of this important development. The course will begin by examining how Fregg himself understood the importance of his advance. It will then consider arguments to the effect that some of the most influential accounts of mind and action—namely those shaped by Donald Davidson—fail by failing to take this advance adequately into account. In light of these arguments in philosophy of mind and action, we will consider the implications of Fregg’s advance for aesthetics. The principle aim of the course will be to construct an account of art and criticism that takes those implications fully into account. Efforts to construct alternatives that overcome this purported failing will be examined.
Instructor(s): K. Boyce
Area: Humanities.

AS.300.363. Reading Judith Shakespeare: poetry and drama by women writers in Elizabethan England (ca 1558-1650).
Virginia Woolf’s account of the thwarted career of Shakespeare’s hypothetical sister, Judith (in A Room of One’s Own) frames our reading of plays and poetry by Shakespeare and contemporary women writers, including Isabella Whitney, Elizabeth Cary, Mary Sidney, Aemelia Lanyer, Mary Wroth, and others. Students will create fictional biographies of “Judith Shakespeare” and her literary accomplishments. Cross listed with English, Theater Arts, Writing Seminars, and WGS.
Instructor(s): E. Patton
Area: Humanities.

AS.300.365. Desire in the Fin de siècle.
This course examines the obsession with desire at the turn of the 20th century in literature, drama, philosophy and social thought and its implications for notions of self and community in modernity. We will read comparatively across European, Russian and American cultures, including Stoker’s Dracula, Hamsun’s Hunger, plays by Chekhov, Strindberg, Ibsen, Wilde, and stories by Tolstoy, Gorky, Chopin and Larsen.
Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.366. Russian Avant-Garde Cinema.
Russian cinema was born out of the intense artistic experimentation of the fin-de-siècle avant-garde and developed in a climate of dramatic political and cultural change in the twenties and thirties. While subject to draconian censorship in the Soviet period, it nonetheless engaged in active dialogue with the film industries of Western Europe and America and had a lasting impact on world cinema. This course examines the extraordinary flourishing of avant-garde cinema in the Soviet Union in the 1920s and 30s including films by Eisenstein, Vertov, Pudovkin, and Dovzhenko, their theoretical writings, and their far-reaching influence on film and film theory. All readings in English, films subtitled in English.
Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.367. Seeing Like a Woman.
This seminar examines the problems of female desire, subjectivity, spectatorship and performance in fiction, poetry, memoir and film from a variety of cultures and theoretical perspectives. Readings include: de Beauvoir, Riley, Butler, Cixous, Tolstoy’s “Family Happiness,” Woolf’s Orlando, Larsen’s Passing; Poetry by Moore, Bishop, Plath, Akhamtova, Tsveetaeva and Szymborska. Films by Deren, Ophuls, Hitchcock, Potter, Campion, Akerman, Varda, Denis.
Instructor(s): A. Eakin Moss
Area: Humanities.
AS.300.369. The Bible and Philosophy (Introduction to Intellectual History).
This course will examine several attempts by ancient, modern, and contemporary thinkers to come to terms with the Biblical concept of creation and providence, revelation and prophecy, law and election, apocalypse and eschatology, with a special emphasis on the first articulation of the idea of Christian universalism, faith and justification, time and eternity, sacrifice and the body. Readings will include the entire corpus of St. Paul’s authentic letters, the major Scriptural passages on which he draws, but also selections from Philo of Alexandria, St. Augustine, Spinoza, Nietzsche, Karl Barth, Jakob Taubes, Alain Badiou, Giorgio Agamben, and others.
Instructor(s): H. de Vries
Area: Humanities.

AS.300.370. What Computers Can’t Do and other Controversies.
A critical examination of recent debates over the interface between the humanities and the natural sciences. Topics include: computer models of the mind; consciousness and the brain; affect theory and the neurosciences; mirror neuron theory; literature and the natural sciences; the new trauma theory.
Instructor(s): R. Leys
Area: Humanities.

AS.300.371. The Modernist Novel: James, Woolf, and Joyce.
The purpose of this course is to survey works by three of the greatest, most relentless innovators of the twentieth century - Henry James, Virginia Woolf, and James Joyce -- who explored and exploded narrative techniques for depicting what Woolf called the “luminous halo” of life. Selected works include: “The Beast in the Jungle,” The Portrait of a Lady, Jacob’s Room, Mrs. Dalloway, To the Lighthouse, A Portrait of the Artist as a Young Man, and Ulysses.
Instructor(s): Y. Ong
Area: Humanities.

AS.300.377. Cinema and Philosophy.
Why is contemporary philosophy so interested in cinema? Do movies have anything to say about philosophical problems? What are the most productive ways of bringing films and philosophy into conversation?
Instructor(s): M. Shuster
Area: Humanities.

AS.300.379. Israeli Film and Literature.
This course examines representations of various aspects of Israeli society and culture in contemporary Israeli cinema and literature. The course will follow both a thematic and chronological path in order to study the ways in which Israeli cinema and literature reflect political, ideological, social, and cultural aspects of contemporary Israel. In this context, we will read well-known works by several major authors and will watch major Israeli films from the 1940s to these days. We will also use a comparative approach to study the different artistic means of both mediums and to evaluate their successes in representing the various tensions of Israeli society and culture.
Instructor(s): N. Stahl; Z. Cohen
Area: Humanities.

AS.300.383. History of Madness from the Bible to DSM-V.
Madmen, lunatics or the insane, have seen an extraordinary variety of responses and attitudes across the centuries. Whether seen as a “true” phenomenon or as socially constructed “madness” was defined and treated, examined and controlled, diagnosed and “cured” according to the spirit of the time. This course will follow the varied social imageries of “madness” throughout Western history, from the Bible to the contemporary and controversial Diagnostic Statistical Manual (DSM) in its most recent 5th edition. Alongside primary texts by Hippocrates, Avicenna, Pinel, and Freud and secondary texts by Michel Foucault, Ian Hacking, Edward Shorter, and Elaine Showalter, among others, we will acquaint ourselves with first-person accounts of “madness” and its different forms of treatment, ranging from lunatic asylum, through electric-shock treatments and lobotomies to psychoanalysis. The course will explore the interaction between the historical and social, scientific and political as well as economical factors that have shaped the views of “madness” and its treatment.
Instructor(s): O. Ophir
Area: Humanities.

AS.300.384. Modern Korean Literature and Film.
We will examine twentieth century Korean culture through short stories that are canonical in modern Korean literature and through a series of films associated with New Korean Cinema. One aim of the course is to gain a sense of the history against which the literary and cinematic artifacts obtain their representative artistic status. A second aim is to inquire into the relationship between written and filmic texts in order to see the limits and advantages of one medium over another for representing national culture. No prior familiarity with Korean language is required.
Instructor(s): S. Rhee
Area: Humanities.

AS.300.388. Introduction to the Philosophy of Time.
This course explores answers to the question “What is time?” that take account of time as something both inside and outside of us. Readings include, among others, Aristotle, Augustine, Kant, Bergson, Heidegger, and Einstein. Cross-listed with Philosophy
Instructor(s): N. Schott
Area: Humanities.

AS.300.390. Obama and Philosophy.
The course will investigate the theological and philosophical as well as rhetorical and literary backgrounds and guiding principles that have informed Barack Obama’s writings, speeches, and political strategies so far. While paying minute attention to a few pivotal controversial recent debates, both in domestic policy and international relations, our central focus will be on understanding the curious blend of Obama’s version of so-called Christian realism, influenced by Reinhold Niebuhr, among others, and of what we will call his deep pragmatism. Special attention will be paid to his early appeal to “simple ideas” and “small miracles,” each of them yielding the Biblical and sobered injunction of a “hope against hope. Cross-listed with Philosophy
Instructor(s): H. de Vries
Area: Humanities.
**AS.300.392. Forms of Moral Community: The Contemporary World Novel.**

Literary and philosophical imaginations of moral community in the post-WWII period (1950-2001). Texts include: Coetzee, Disgrace; McEwan, Atonement; Achebe, Things Fall Apart; Ishiguro, An Artist of the Floating World; Roy, The God of Small Things; Lessing, The Grass is Singing; Mistry, A Fine Balance; Morrison, Beloved; and essays by Levi, Strawson, Adorno, Murdoch, and Beauvoir on the deep uncertainty over moral community after the crisis of World War II. Close attention to novelistic style and narrative will inform our study of the philosophical questions that animate these works. What does it mean to acknowledge another person's humanity? Who are the members of a moral community? Why do we hold one another responsible for our actions? How do fundamental moral emotions such as contempt, humiliation, compassion, gratitude, forgiveness, and regret reveal the limits of a moral community?

Instructor(s): Y. Ong
Area: Humanities.

**AS.300.393. The Literature of the Everyday: Realism in the 19th- and 20th-Century Novel.**

The ordinary, the common, the everyday: why does literary realism consider the experiences of the average individual to be worthy of serious contemplation? In this course, we will read works by Flaubert, Dickens, Zola, Eliot, Mann, Tolstoy, and Woolf in the context of critical theories of realism.

Instructor(s): Y. Ong
Area: Humanities.

**AS.300.395. Stages of Comedy: Theory & Practice.**

A comparative survey of dramatic and cinematic events, with some attention to the various attempts to present a theory of comedy. Seminar will include some food and drinks to support the discussions.

Instructor(s): R. Macksey
Area: Humanities.

**AS.300.397. How Freud Changed the Way We Think.**

An examination of aspects of the history and theory of psychoanalysis, focusing on the question of origins in Freud's work. Texts by Freud, Laplanche, Lacan, Derrida, and others.

Instructor(s): R. Leys
Area: Humanities.

**AS.300.398. Zionism, Post-Zionism and Modern Hebrew Literature.**

This course studies the development of modern Hebrew literature through its relation to Zionism and Post-Zionism. Based on a close reading of both literary and non-literary Zionist and Post-Zionist texts, we will explore the thematic, social, political, aesthetic and stylistic influences that these two movements have had on modern Hebrew literature. Writers to be discussed include: Hertzel, Nordau, Achad ha'am, Jabotinsky, Kluasner, Brenner, Berdycewski, Agnon, Greenberg, Kahana-Carmon, Oz, Yehoshua, Grossman, Castel-Bloom, and Laor. Students may receive credit for AS.216.398 or AS.300.398, but not both.

Prerequisites: Students may receive credit for AS.216.398 or AS.300.398, but not both.

Instructor(s): N. Stahl
Area: Humanities.

**AS.300.399. Cinema and Philosophy.**

Do movies have anything to say about philosophical problems? Why is contemporary philosophy so interested in cinema? What are the most productive ways of bringing films and philosophy into conversation? Why is contemporary philosophy so interested in cinema?

Instructor(s): P. Marrati
Area: Humanities.

**AS.300.403. Honors Seminar.**

The Honors Program in the Humanities offers qualified undergraduates the possibility of pursuing an independent research project in their Junior and Senior years in any humanistic discipline or combination of disciplines: intellectual history, comparative literature, philosophy, critical theory, psychoanalysis, religion, film, etc., as well as points of intersection between the arts and the sciences. After one year qualified students may apply for admission to the concurrent BA/MA degree program. Sophomores who plan to study abroad in their Junior year should also consider attending this seminar. Please keep the Special Note: Limited to Juniors and Seniors and Sophomores admitted to the Honors Program in the Humanities. Permission of instructor required.

Instructor(s): L. Lisi
Area: Humanities.

**AS.300.406. Marcel Proust, Literature and Art.**

Proust's great sequence of novels À la recherche du temps perdu is also a theory of the Novel and indeed of Art. A close reading of Du côté de chez Swann and Le Temps retrouvé, will put this to the test. Required editions: Proust's Du côté de chez Swann, Gallimard, Folio, Le Temps retrouvé, Gallimard, Folio, Contre Sainte-Beuve, Gallimard, Folio. The seminar is open to advanced undergrads, with authorization of the instructor. Cross-listed GRLL-French

Instructor(s): J. Neefs; M. Fried
Area: Humanities.

**AS.300.408. Lyric Modernity.**

A comparative literature course on modern lyric and poetics. The main issue of the course is how the lyric voice is constructed and sustained under the pressures of modernization in the United States, Europe, and Korea. We will also emphasize issues of translation and the relationship of music and poetry. Readings will include texts by Adorno, Benjamin, Grossman, von Hallberg and Waters, and poems by Dickinson, Rilke, and Kim among others. All readings available in English. Cross-listing requested with East Asian Studies, GRLL, and English

Instructor(s): S. Rhee
Area: Humanities.

**AS.300.411. Animal Minds.**

An examination of some of the scientific and philosophical literature on the nature of animal minds and the way(s) in which they differ from the human mind. The most important of these apparent differences are the use of language, the exercise of concepts, and instrumental reasoning, including the use of instruments. Co-list with AS.150.490

Instructor(s): M. Williams; R. Leys
Area: Humanities.
AS.300.412. Flaubert.
Through a close reading of Flaubert’s novel, selective consideration of the drafts and of the historical, political and artistic context, we shall examine the making of that masterpiece of narrative prose, which Flaubert himself conceived under the sign of modernity. Our central concern, in other words, is with L’Education sentimentale as a second crucial event in aesthetic modernity, twenty two years after Madame Bovary. Seminar will be taught in French and English. L’Education sentimentale edition required: GF Flammarion, 2003. Co-listed with 300.604
Instructor(s): J. Neefs; M. Fried
Area: Humanities.

AS.300.413. Israeli poetry.
This course examines the works of major Israeli poets such as Yehuda Amichai, Nathan Zach, David Avidan, Dalia Rabikovitch, Yona Wollach, Maya Bejerano, and Yitzhak Laor. These works will be read against the background of the poetry of previous literary generations of writers such as H.N Bialik, Avraham Shlonsky, Natan Alterman and Lea Goldberg in an attempt to uncover changes in style, themes and aesthetic. Through close reading of the poems, the course traces the unique style and aesthetic of each poet, and aims at presenting a wide picture of contemporary Hebrew poetry. Class will be conducted in English and texts will be read in both English translation and the Hebrew original. Open for both Hebrew and non-Hebrew speakers. Students may receive credit for AS.216.300 or AS.300.413, but not both.
Prerequisites: Students may receive credit for AS.216.300 or AS.300.413, but not both.
Instructor(s): N. Stahl.

In this seminar on 20th-c. poetry of the Americas, we will explore the relations between land, language, and identity. Our point of departure, informed by de Andrade’s “Cannibal Manifesto,” will be the idea that all literary texts form a body upon which writers may feast when they compose new works. Devouring, plundering, and appropriating will be central concepts for our seminar. We’ll debate the politics of literary transculturation (hybridity/mestizaje/métissage), and discuss diasporic and multilingual U.S. American poetry (Louisiana Creole poetry, Nuyorican Poets Café, etc.). We will also investigate issues of authorship and originality; constraint, sampling, and parody; and poetic hoaxes and frauds. Readings may include theoretical texts from Édouard Glissant, Angel Rama, Néstor García Canclini, and Roberto Schwarz, as well as Deleuze, Foucault, Kristeva, and Barthes. Poetry may be drawn from Caribbean writers Césaire, Senghor, Walcott, Brathwaite, Marti, Palés Matos; Brazilians Haroldo and Augusto de Campos; and North Americans Langston Hughes, Claude McKay, Myung-Mi Kim, Kenneth Goldsmith, Susan Howe, and Christian Bök.
Instructor(s): R. Galvin
Area: Humanities.

AS.300.416. Wittgenstein, Religion, and Ethics.
Starting out from the Lecture on Ethics, this course will investigate Wittgenstein’s approaches to religion and ethics, mysticism and the spiritual, and contrast these with those of his contemporaries and later interpreters. Readings will include Ludwig Wittgenstein, Martin Heidegger, Elizabeth Anscombe, C.S. Lewis, Hilary Putnam, Richard Rorty, Stanley Cavell, Martin Stokhof, and others.
Instructor(s): H. de Vries
Area: Humanities.

With its forced dissemination after the Anschluss in 1938, psychoanalysis shifted its center of gravity from Vienna to London creating “a new kind of diaspora.” After Freud’s death, the efforts to protect his legacy while incorporating new findings and novel theories to the main body of his work prompted a series of “scientific meetings” known also as the “unusual business meetings” or as the “controversial discussions” within the British Psychoanalytic Society. Reading the minutes, reports, and papers presented during the four years of these discussions (1941-1945), students will be exposed to the important intellectual contributions that led not only to a thorough exploration of major psychoanalytic theories and concepts such as unconscious phantasy, regression, the death instinct, and the infant’s emotional life, but also to the ways these controversial innovations shaped methods and preoccupations of post-war psychoanalysis. Readings will include: Anna Freud, Klein, Winnicott, Isaccs, Strachey, Glover among others.
Cross listed with History.
Instructor(s): O. Ophir
Area: Humanities.

AS.300.419. 1966 before and after: French theory.
The “Languages of Criticism” conference held at Hopkins marked a watershed moment in the history of literary studies and redefined, for many scholars and intellectuals, the nature of humanistic inquiries. This course involves the close study of key texts that, from the postwar years into 1970s (from Bachelard, Poulet, and Starobinski to Lacan, Barthes, and Derrida), are landmarks in this changing critical and philosophical landscape. Knowledge of French is desirable but not required.
Instructor(s): E. Ender
Area: Humanities.

AS.300.420. The Violence from Within and the Migration of Knowledge - The Marginalization of Melanie Klein in American Psychoanalysis.
Freud’s idea of an inborn death instinct and its link to war and violence was greatly developed by the Austrian-born British psychoanalyst Melanie Klein. Yet these ideas were largely rejected by mainstream American psychoanalysis as they were judged to be “un-American.” In this seminar, we will read primary psychoanalytic texts on violence, aggression, sadism and war by Sigmund Freud, Melanie Klein, Wilfred Bion, among others and will follow their reception, reshaping and reconstruction among American analysts such as Otto Kernberg, Heinz Kohut, Roy Schafer, and others. Secondary resources will include historical studies on the migration of psychoanalysis by George Makari, Nathan Hale, and Edith Kurzweil among others. Co-listed with 300.610
Instructor(s): O. Ophir
Area: Humanities.

This course will introduce the concepts, practices, and history of spiritual exercises and its modern transformations. Readings include Marcus Aurelius, Philo of Alexandria, St. Augustine, St. Ignatius of Loyola, Henri Bergson, Ludwig Wittgenstein, Stanley Cavell, and Pierre Hadot.
Instructor(s): H. de Vries
Area: Humanities.
AS.300.423. Contemporary Theory: New Materialisms, New Vitalisms, and the Post- Traumatic Subject.
A discussion of: recent versions of materialism and realism, including materialisms informed by neuroscience; vital materialism; the latest developments in trauma and affect theory; and related trends. Texts by Zizek, Malabou, Damasio, Pippin, McDowell, Johnston, Brassier, Churchland, LeDoux, and others.
Instructor(s): R. Leys
Area: Humanities.

AS.300.427. Reading Freud.
Sigmund Freud was one of the most influential thinkers of the 20th century. Psychoanalysis, which was his theory of mind, a research method, and a therapeutic technique, offered concepts that pervade Western culture and the humanities. In this seminar which is designed for students from all fields of knowledge, we will closely and chronologically read Freud’s major works, follow his developing theories, and become familiar with psychoanalytic concepts such as the unconscious, the uncanny, instincts, sexuality and aggression, which illuminated mysteries in other fields, from literature to anthropology, from political science to religious studies, and from philosophy to the arts.
Instructor(s): O. Ophir
Area: Humanities.

AS.300.431. Russian Literary Modernisms.
Play with form and genre, self-reflexivity, fragmentation, linguistic creativity, and destabilizing humor all characterize classic works in Russian literature written before and after what would in literary historical terms be considered the Modernist period. This seminar will test a number of recent formal and philosophical definitions of Modernism against a wide range of Russian literary classics that can be seen to fall loosely into the genre including works by Gogol, Tolstoy, Chekhov, Bely, Olesha, Shklovsky, Bulgakov, and Tertz. We will also look at Russian literary critical texts that define and constitute Modernism in the Russian context. Texts in translation. Co-listed with AS.300.641
Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.433. Cavell: Skepticism and the Ordinary.
This seminar studies the main works and concepts of Stanley Cavell, one of the most original and influential philosophers of the 20th century. It will address in particular his analyses of skepticism, the ordinary, and moral perfectionism as they are expressed in philosophy, but also in literature and films.
Instructor(s): P. Marrati
Area: Humanities.

This seminar will address the major writings and guiding concepts of Emmanuel Levinas and investigate his increasing critical role as a touchstone and dividing line in the formation of twentieth century and contemporary schools of thought (phenomenology, pragmatism, post-analytic philosophy, literary, feminist, and political theory, anthropology). Additional readings will include Stanley Cavell, Jacques Derrida, Vasily Grossman, Jean-François Lyotard, and Hilary Putnam.
Instructor(s): H. de Vries
Area: Humanities.

AS.300.507. Honors Seminar.
The Honors Seminar is a mandatory component of the Honors Program in Humanities, which offers qualified undergraduates the possibility of pursuing an independent research project in their Junior and Senior years in any humanistic discipline or combination of disciplines: intellectual history, comparative literature, philosophy, critical theory, psychoanalysis, religion, film, etc., as well as points of intersection between the arts and the sciences. After one year qualified students may apply for admission to the concurrent BA/MA degree program. Sophomores who plan to study abroad in their Junior year should also consider applying to the Program. In the 2014-2015 academic year, the Seminar will focus on a close reading of Coetzee’s Elizabeth Costello and associated texts, which will serve as a point of departure for discussion on the relation between different intellectual disciplines and pursuits.
Instructor(s): A. Eakin Moss; M. Shuster
Area: Humanities.

AS.300.508. Honors Seminar.
The Honors Seminar is a mandatory component of the Honors Program in Humanities, which offers qualified undergraduates the possibility of pursuing an independent research project in their Junior and Senior years in any humanistic discipline or combination of disciplines: intellectual history, comparative literature, philosophy, critical theory, psychoanalysis, religion, film, etc., as well as points of intersection between the arts and the sciences. After one year qualified students may apply for admission to the concurrent BA/MA degree program. Sophomores who plan to study abroad in their Junior year should also consider applying to the Program. In the 2015-2016 academic year, the Seminar will focus on a close reading of Coetzee’s Elizabeth Costello and associated texts, which will serve as a point of departure for discussion on the relation between different intellectual disciplines and the idea of the humanities.
Instructor(s): Y. Ong
Area: Humanities.

AS.300.509. Independent Research.
Instructor(s): E. Patton.

AS.300.599. Independent Study.
Instructor(s): L. Lisi; R. Macksey.

AS.300.602. Theory, Painting, Vision.
Reading in philosophy, theory, criticism. Texts by Merleau-Ponty, Heidegger, Foucault, Derrida, Cavell, and Pippin, among others.
Instructor(s): M. Fried.

AS.300.603. Readings in Russian Poetry, Prose and Theory.
Readings to be selected by mutual agreement among the students and instructor. Reading knowledge of Russian required.
Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.604. Flaubert.
Through a close reading of Flaubert’s novel, selective consideration of the drafts and of the historical, political and artistic context, we shall examine the making of that masterpiece of narrative prose, which Flaubert himself conceived under the sign of modernity. Our central concern, in other words, is with L’Education sentimentale as a second crucial event in aesthetic modernity, twenty years after Madame Bovary. Seminar will be taught in French and English. L’Education sentimentale edition required: GF Flammarión, 2003. Co-listed with 300.412
Instructor(s): J. Neefs; M. Fried.
AS.300.607. Topics in the History and Theory of Psychoanalysis: The Problem of Origns.
An examination of aspects of the history and theory of psychoanalysis, focusing on the question of origins in Freud's work. Texts by Freud, Laplanche, Lacan, Derrida, and others.
Instructor(s): R. Leys.

AS.300.610. The Violence from Within and the Migration of Knowledge - The Marginalization of Melanie Klein in American Psychoanalysis.
Freud's idea of an inborn death instinct and its link to war and violence was greatly developed by the Austrian-born British psychoanalyst Melanie Klein. Yet these ideas were largely rejected by mainstream American psychoanalysis as they were judged to be "un-American." In this seminar, we will read primary psychoanalytic texts on violence, aggression, sadism and war by Sigmund Freud, Melanie Klein, Wilfred Bion, among others and will follow their reception, reshaping and reconstruction among American analysts such as Otto Kernberg, Heinz Kohut, Roy Schafer, and others. Secondary resources will include historical studies on the migration of psychoanalysis by George Makari, Nathan Hale, and Edith Kurzweil among others. Co-listed with 300.420
Instructor(s): O. Ophir
Area: Humanities.

AS.300.611. The Good Life.
What is a good life? Philosophical and literary texts on the nature of virtue, autonomy, beauty, friendship, and integrity as necessary achievements for a good life. Plato, Aristotle, Montaigne, Shakespeare, Rousseau, Kant, Emerson, Pater, Murdoch, Tolstoy, Chekhov, James, Woolf, Naipaul, Coetzee, Ishiguro, Kundera. Please note: this is an graduate seminar, open to interested and qualified undergraduates.
Instructor(s): K. Boyce
Area: Humanities.

AS.300.612. Topics in Kierkegaard's Philosophy: Repetition, Revelation, Anxiety, and Fear.
Close study of the rhetoric and arguments of four of Kierkegaard’s most important works from 1843-44: Repetition, Philosophical Fragments, The Concept of Anxiety, and Fear and Trembling. Contextualizing readings by Kant, Schelling, Hegel, and J.L. Heiberg.
Instructor(s): L. Lisi.

AS.300.613. The Ancient Quarrel: Literature and Philosophy.
Key turning points in the debate over which kind of knowledge, philosophical or literary, most benefits the soul and society. We will investigate the various ways in which literature has been construed as moral or immoral, and the use of literary modes of persuasion and argument in philosophical texts. Possible authors include: Homer, Plato, Aristotle, Sidney, Shakespeare, Rousseau, Kierkegaard, Tolstoy, Heidegger, Sartre, Beauvoir, Nussbaum, Cavell, Diamond, James, Coetzee, and Mulhall.
Instructor(s): Y. Ong.

AS.300.615. Classics of Literary Criticism.
Readings will include key texts by Eric Auerbach, several Russian Formalists, Northrop Frye, Roland Barthes, Stanley Cavell, Eve Sedgwick Kosofsky, Friedrich Kittler, and Stephen Greenblatt.
Instructor(s): L. Lisi; M. Fried
Area: Humanities.

AS.300.616. Thinking the Body/The Body Thinking: Introduction to Aesthetics from the Perspective of Dance.
In the nineteenth and twentieth centuries, dance has developed into a serious art form. However, philosophers of art have paid little attention to dance. Why is this the case? Is dance perhaps too corporeal or too unrefractive or in some other way too marginal to be a fruitful topic for philosophical reflection? Or does the failure of mainstream philosophical aesthetics to take dance seriously perhaps signal unacknowledged biases in such approaches? Might dance, the art form whose medium is the human body, have something to contribute to current philosophical interest in rethinking the human body and, particularly, the relation between mind and body? Seeking responses to questions such as these, this course provides an introduction to the place of dance in the philosophy of art. The first half of the course examines portions of seven foundational texts in the philosophy of art and culture as well as philosophical accounts of dance that draw on these foundational texts in a range of ways. The aim is not only to explore dance from the perspective of traditional aesthetic theories, but also to explore such traditional theories from the perspective of arguably the art form which they have been most resistant to treating seriously. This oblique angle of entry into mainstream approaches to general aesthetic topics will bring into focus important questions that might be easily overlooked if one examines such theories only in light of their preferred examples of art. The second part of the course explores dance as itself a mode of philosophical reflection, examining how the work of choreographers such as George Balanchine, Jerome Bel, William Forsythe, Crystal Pite and Yvonne Rainer explore the possibilities and limits of their medium: the human body. One proposal will be of particular concern: Might such instances of the body thinking bring into focus more adequate ways of thinking about the body?
Instructor(s): K. Boyce
Area: Humanities.

AS.300.617. Philosophy and Literature in Either/Or.
Celebrated and reviled alike, Kierkegaard’s 1843 Either/Or has been viewed as both the culmination of the Enlightenment project and the birth of existentialism, a playful work of romantic literature and a piece of late-Hegelian philosophy, a vindication of the secular everyday and the articulation of a modern faith in a transcendent God. In this course we read the work closely and in its entirety and pay particular attention to the relation between its philosophical arguments and literary forms of presentation.
Instructor(s): L. Lisi.

AS.300.621. Heidegger’s Being and Time I.
This seminar consists of an integral reading of Martin Heidegger’s 1927 magnum opus Being and Time (Sein und Zeit) in light of its historical and philosophical context as well as its contemporary reception in both the phenomenological, existentialist, hermeneutic, and analytic traditions. We will start out, this semester, from the First Division. Readings will include the commentaries by Ryle, Gadamer, Levinas, Derrida, Marion, Dreyfus, Brandom, and others.
Instructor(s): H. de Vries; P. Marrati.

AS.300.625. Russian Literary and Critical Theory.
Close reading of major authors from the Russian literary theoretical and critical tradition including Bakhtin, Elkinbaum, Jakobson, Lotman, Shklovsky and Tynianov. Student will present primary sources or case studies from their own fields and research.
Instructor(s): A. Eakin Moss.
AS.300.626. Philosophy of and the Novel.
The novel is unique among literary genres in its capacity to represent the inner life of characters portrayed in the third person. Neither poetry nor drama is equipped to convey the innermost thoughts of characters who do not speak for themselves but are instead narrated. This course will examine the implications of “third-person subjectivity” for the novel’s claim to construct (or reconstruct) a world governed by ethical norms that are all but impossible to fulfill. In fact, the very impetus for the novel is the unresolvable tension between the ideals that a work posits and the choices its characters face in a world defined by compromise and limitation. What criteria for judgment does the novel provide? How does it establish a world it simultaneously critiques as devoid of meaning save the meaning posited by the subject? We will also investigate the use of novels and novelistic form in philosophy. Is it possible for novels to be treated not only as vehicles, but also as equivalents to philosophical views? How do novelistic forms provide new ways of thinking or philosophizing? Readings to include works by Lukács, Bakhtin, Hamburger, Sartr, Beauvoir, Ricoeur, Murdoch, Nussbaum, Diamond and novels by Coetzee and Flaubert. Instructor(s): R. Tobias; Y. Ong.

AS.300.627. Graduate Proseminar: Introduction to Literary Theory.
Instructor(s): Y. Ong 
Area: Humanities.

AS.300.628. Contemporary Theory: New Materialisms, New Vitalisms, and the Post-Traumatic Subject.
A discussion of: recent versions of materialism and realism, including materialisms informed by neuroscience; vital materialism; the latest developments in trauma and affect theory; and related trends. Texts by Zizek, Malabou, Damasio, Pippin, McDowell, Johnston, Brassier, Churchland, LeDoux, and others. Instructor(s): R. Leys 
Area: Humanities.

This seminar examines what in Bergson’s philosophy remains, or becomes, challenging for contemporary debates. Particular emphasis is given to his concepts of life and time, but also to his philosophical anthropology and his reflections on the ambiguous interplay between war, technology, and religion. Instructor(s): P. Marrati.

AS.300.631. Russian Literary Modernisms.
Play with form and genre, self-reflexivity, fragmentation, linguistic creativity, and destabilizing humor all characterize classic works in Russian literature written before and after what would in literary historical terms be considered the Modernist period. This seminar will test a number of recent formal and philosophical definitions of Modernism against a wide range of Russian literary classics that can be seen to fall loosely into the genre including works by Gogol, Tolstoy, Chekhov, Bely, Olesha, Shiklovsky, Bulgakov, and Tertz. We will also look at Russian literary critical texts that define and constitute Modernism in the Russian context. Texts in translation. Co-listed with AS.300.431 Instructor(s): A. Eakin Moss 
Area: Humanities.

AS.300.637. Faust and Philosophy.
This course combines the close reading of Goethe’s epic Faust with the study of a number of philosophical texts that either influenced Goethe’s work or were influenced by it. Particular attention will be paid to the relation between literary form and philosophical argument. Authors besides Goethe will include Fichte, Schelling, Schiller, Friedrich and August Wilhelm Schlegel, Hegel, Kierkegaard, Karl Rosenkranz and Theodor Vischer. Discussion in English; reading knowledge of German required 
Instructor(s): L. Lisi 
Area: Humanities.

Readings in Balzac, Stendhal, Hugo, Musset and Nerval, plus viewpoints of Géricault, Delacroix, Daumier. Theories of Romanticism, from Baudelaire to present will be examined and commented as well. Course taught in French. Recommended Course Background: AS.212.333 and 212.334 
Instructor(s): J. Neefs; M. Fried 
Area: Humanities 
Writing Intensive.

AS.300.644. Theory, Painting, Vision.
Theory, Painting, Vision: Readings to be selected but they will definitely include texts by Barthes, Cavell, Wall, and Michaels. 
Instructor(s): M. Fried.

AS.300.649. The Fate of Nothing from Goethe to Heidegger.
Nothing and negativity play a central role in the literature and philosophy of the long nineteenth-century. In this course, we look closely at a number of approaches to these problematic concepts in Goethe, Hölderlin, Hegel, Schopenhauer, Leopardi, Kierkegaard, Nietzsche and Heidegger. Instructor(s): L. Lisi.

AS.300.651. What Remains of the Human?.
This seminar discusses modern and contemporary philosophical and anthropological conceptions of the human and its uncertain boundaries: between the cultural and natural, the human and the inhuman, the animal and the spiritual, the living and the dead and so forth. Particular attention will be devoted to the ethical and political implications any definition of the human inevitably invites. 
Instructor(s): P. Marrati.

AS.300.653. Martin Heidegger, Being and Time: Integral Reading and Current Perspectives.
Starting with a detailed discussion of its Introduction and Division One, this jointly taught seminar will bring phenomenological, hermeneutic, and deconstructive as well as analytic, epistemological, and pragmatist methods and viewpoints to bear upon this modern classic. 
Instructor(s): H. de Vries; M. Williams.

AS.300.658. Must We Mean What We Say?.
Starting out from Stanley Cavell’s programmatic book and title, this seminar will revisit his discussion of J.L. Austin, John Searle, Jacques Derrida, and Shoshana Felman, with special emphasis on these authors’ theories of intentionality, seriousness, and sincerity, and with reference to the ancient and modern concepts of tragedy on which they partly rely. In addition to the aforementioned thinkers’ relevant works, reading will include selections from Euripides, Henrik Ibsen, Isaiah Berlin, Emmanuel Levinas, and Jean-Luc Marion. 
Instructor(s): H. de Vries.
AS.300.674. Literature and/as Ethics.
Arguments for the immorality of literature, the morality of literature, and the amorality of literature. Can a literary text be evaluated on ethical grounds, and how? How do literary texts make ethical arguments? What does it mean to read literary texts or do literary criticism in an ethical mode? We will be concerned throughout with the philosophical uses, and abuses, of literary forms. Possible authors and texts: Plato, Chaucer, Shakespeare, Flaubert, Zola, Dostoevsky, Lawrence, Hardy, Woolf, Forster, Beauvoir, Coetzee, Oe, Cavell, The Wire, and Mad Men. Primary texts will be accompanied by a selection of essays from moral philosophy and ethical criticism.
Instructor(s): Y. Ong.

AS.300.676. Heidegger’s Being and Time II.
This seminar consist of an integral reading and discussion of Martin Heidegger's 1927 magnum opus Being and Time (Sein und Zeit) in light of its historical and philosophical context as well as its contemporary reception in both the phenomenological, existentialist, hermeneutic, and analytic traditions. We will focus primarily on the Second Division but also revisit central questions from Division One. However, it will not be necessary for students to have attended the previous seminar on this earlier part of Heidegger’s major work. Recommended readings will include the commentaries by Emmanuel Levinas, Jacques Derrida, Jean-Greisch, Jean-Luc Marion, Hubert Dreyfus, Robert Brandom, and others.
Cross-listed with Philosophy
Instructor(s): H. de Vries.

AS.300.684. Marcel Proust, Literature and Art.
Proust's great sequence of novels À la recherche du temps perdu is also a theory of the Novel and indeed of Art. A close reading of Du côté de chez Swann, À l’ombre des jeunes filles en fleurs, La Prisonnière and Le Temps retrouvé, will put this to the test. Required editions: Proust’s Du côté de chez Swann, Gallimard, Folio, À l’ombre des jeunes filles en fleurs, Gallimard, Folio, La Prisonnière, Gallimard Folio, Le Temps retrouvé, Gallimard, Folio, Contre Sainte-Beuve, Gallimard, Folio. The seminar is open to advanced undergrads, with authorization of the instructor. Undergraduate are Seniors permitted to take this course.
Recommended course background: At least 2 212.3xx courses
Instructor(s): J. Neefs; M. Fried.

AS.300.686. Mysticism and Mechanism.
This seminar will investigate the historical, conceptual, and practical intertwining of spirit and automatism, mind and machine, global religion and technological media. We will start out from the spiritual automaton motif as it appears in Spinoza and Leibniz and follow its echoes in more recent debates (concerning the ghost the machine, the idea of artificial intelligence, and all those realities often called virtual). Readings will include Henri Bergson, Ludwig Wittgenstein, Gilbert Ryle, Walter Benjamin, Henri Atlan, Lambert Wiesing, and others.
Instructor(s): H. de Vries.

AS.300.688. Autour de Baudelaire (Around Baudelaire).
Topics in Baudelaire’s art and thought and in that of various contemporaries (Courbet, Manet, Wagner) and successors (Malarmé, Proust, Benjamin, Starobinski, Bonnefoy). Readings and discussion will be mainly in French. Co-listed with AS.212.604
Instructor(s): J. Neefs; M. Fried.

AS.300.689. Deleuze and Philosophy: Time, Life, Becoming.
This seminar aims at analyzing the major concepts of Deleuze’s philosophy and their ethical and political implications for contemporary debates.
Instructor(s): P. Marrati.

Instructor(s): P. Marrati.

AS.300.800. Independent Study.
Instructor(s): H. de Vries.

AS.300.801. Ind Stdy-Field Exams.
Instructor(s): H. de Vries.

AS.300.802. Independent Study Field Exam.
Instructor(s): E. Forster; H. de Vries; M. Fried; P. Marrati.

Instructor(s): H. de Vries.

AS.300.804. Dissertation Research.
Instructor(s): H. de Vries.

AS.300.805. Literary Pedagogy.
Instructor(s): H. de Vries.

AS.300.806. Literary Pedagogics.
Instructor(s): H. de Vries.

AS.300.808. In Study Field Exam.
Instructor(s): E. Forster.

AS.300.890. Research Practicum.
Instructor(s): M. Fried.

Cross Listed Courses

History of Art

AS.010.310. The ‘Long Sixties’ in Europe.
Emphasis will be on advanced artistic practice primarily in France, Italy, the Benelux, and German-speaking countries; students will curate an exhibition of avant-garde journals from the Sheridan Libraries.
Instructor(s): M. Warnock
Area: Humanities.

AS.010.400. Looking at Language: Vision and Textuality from surrealism to the Present.
Considers the emergence of the “written painting” and other uses of language in the visual arts. Among our case studies: Magritte, Twombly, Ruscha, Indiana, Holzer, Wool, Ligon, Darboven.
Instructor(s): M. Warnock
Area: Humanities.

AS.010.654. Topics in Postwar Abstraction.
Emphasis on European and American case studies from Pollock to the present; figures may include: Newman, Still, Frankenthaler, Louis, Noland, Olitski, Stella, Ryman, Marden, Hantaï, Bishop, Jorn, Uecker, and Klein.
Instructor(s): M. Fried; M. Warnock.

AS.010.760. Agency and Other Topics in Contemporary Theory of Art History.
A critical reading of texts by various thinkers including Alfred Gell, Horst Bredekamp, David Freedberg, Whitney Davis, and David Summers. Open to qualified undergraduates with the permission of the instructor. This course is being co-taught with Prof. Ruth Leys.
Instructor(s): M. Fried; R. Leys.
Classics

AS.040.121. Ancient Greek Mythology: Art, Narratives, and Modern Mythmaking. 3 Credits.
Focuses on major and often intricate myths and mythical patterns of thought as they are reflected in compelling ancient visual and textual narratives. Being one of the greatest treasure troves of the ancient world, these myths will further be considered in light of their rich reception in the medieval and modern world (including their reception in the modern fields of anthropology and philosophy).
Instructor(s): D. Yatromanolakis
Area: Humanities.

AS.040.148. Ancient Israel and Ancient Greece in Opera and on Film. 3 Credits.
Some of the most breathtaking (early and later) operas and films have been in intense dialogue with ancient societies, narratives, and cultural concepts. Contemporary hit movies center on diverse aspects of ancient narratives: the beginning of the world, violent wars, politics, erotic themes, and intricate existential questions. The course will introduce students to a comparative examination of the variety of approaches to ancient Israel and ancient Greece in the spectacular worlds of opera and cinema. The course will focus on major texts and archaeological material related to antiquity; works of world cinema will be analyzed.
Instructor(s): D. Yatromanolakis
Area: Humanities.

AS.040.693. The Pre-Socratics and Early Plato. 3 Credits.
This seminar will focus on the earliest phases of European philosophy. Topics that will be examined include: scholarly approaches to the fragments of major thinkers such as Herakleitos and Empedokles; the concept of “fragment;” the transition from the pre-Socratics to early Plato; the later reception of Herakleitos and Pythagoras in European thought.
Instructor(s): D. Yatromanolakis
Area: Humanities.

History

AS.100.741. Recent Theoretical Issues in History. 3 Credits.
An examination of recent theoretical issues in history, including: history as/and memory; the return of presence in history; the turn to affect and the rise of “neurohistory;” posthistoricism and the uses of literary theory in history; and the uses of photography and visual cultures in history.
Cross-listed with Humanities Center.
Instructor(s): G. Spiegel; R. Leys
Area: Humanities; Social and Behavioral Sciences.

German Romance Languages Literatures

AS.211.472. Barbers and countesses: conflict and change in the Figaro trilogy from the age of Mozart to the 20th century. 3 Credits.
2016 marks the bicentennial of Rossini’s irreverent masterwork The Barber of Seville, which premiered in Rome in February 1816. Thirty years earlier, in 1786, Mozart’s The Marriage of Figaro had opened in Vienna. The two operas, based on the first two plays of Beaumarchais’ controversial “Figaro trilogy,” stage conflicts of class and gender, challenging the assumptions of the aristocracy as well as the ludicrous pretentions of the raising bourgeoisie. The same themes inform the post-modern portrayal of the past in John Corigliano’s The Ghosts of Versailles (1991), which ideally completes the musical afterlife of the trilogy. By studying how the plays were adapted to the opera stage within their different cultural and historical contexts, the course will explore the representation of the ideological, social, and political turmoil that, eventually, culminated in the French Revolution. The course will also include field trips and screenings of movies such as Stanley Kubrick’s Barry Lyndon (1975) and Milos Forman’s Amadeus (1984). This course may be used to satisfy major requirements in both the French and Italian majors.
Instructor(s): E. Refini
Area: Humanities.

Interdepartmental

AS.360.133. Freshman Seminar: Great Books at Hopkins. 3 Credits.
Students attend lectures by an interdepartmental group of Hopkins faculty and meet for discussion in smaller seminar groups; each of these seminars is led by one of the course faculty. In lectures, panels, multimedia presentations, and curatorial sessions among the University’s rare book holdings, we will explore some of the greatest works of the literary and philosophical traditions in Europe and the Americas. Close reading and intensive writing instruction are hallmarks of this course; authors for Fall 2015 include Homer, Thucydides, Dante, Milton, Diderot, Shelley, Nietzsche, Nabokov, and Douglass.
Instructor(s): E. Patton; E. Russo; R. Bett; S. Achinstein; W. Stephens
Area: Humanities.

AS.360.134. Great Books at Hopkins II: The Sciences. 3 Credits.
Great Books at Hopkins II: The Sciences will combine readings from philosophy and literature with foundational texts from several scientific disciplines. Readings for this spring will explore links between traditional theories of economics and genetics in the context of literary developments, and will include: Xenophon’s Oeconomicus, Mendel’s “Experiments on Plant Hybridization,” Marx’s Communist Manifesto, Darwin’s Voyage of the Beagle, Swift’s A Modest Proposal, Wharton’s House of Mirth, and Joyce’s Finnegan’s Wake.
Instructor(s): E. Patton; M. Roller
Area: Humanities.

Medicine, Science and the Humanities

AS.145.101. Death and Dying in Art, Literature, and Philosophy: Introduction to Medical Humanities. 3 Credits.
This team-taught course offers an introduction to the new concentration in medicine, science, and humanities by approaching the topic of death and dying from historical, anthropological, philosophical, theological, literary and art historical perspectives. Open to freshmen, and sophomores who have already taken either Great Books II or History of Medicine.
Prerequisites: AS.360.134 OR AS.140.106
Instructor(s): C. Wiener; E. Strowick; L. Lisi; M. Merback
Area: Humanities
Writing Intensive.
Art

AS.371.140. Cartooning.
Not open to Freshmen. A history-and-practice overview for students of the liberal arts. The conceptual basis and historical development of cartooning is examined in both artistic and social contexts. Class sessions consist of lecture (slides/handouts), exercises, and ongoing assignments. Topics include visual/narrative analysis, symbol & satire, editorial/political cartoons, character development, animation. Basic drawing skills are preferred but not required.
Instructor(s): T. Chalkley
Area: Humanities.

AS.371.146. Basic Black/White Photo.
Students must have a 35mm camera with manual aperture and shutter speed ATTENDANCE AT 1ST CLASS IS MANDATORY An introduction to the technical and creative process of producing black & white photographs. Working in the darkroom, students learn the fundamentals of film processing and print development. In-class critiques, discussion, and analysis of historic images develop critical vision. With the instructor’s guidance, students work on a project of their choice and produce a portfolio of ten mounted prints.
Area: Humanities.

AS.371.149. Visual Reality.
In art, “Realism” is a simulation of visual reality. But art can also simulate alternative realities, those realities or truths which exist only in daydreams or nightmares. In this class, we will learn to explore and create representations of these additional moments of existence. This will require thinking creatively or “outside the box,” a useful skill in any field. Using a variety of media, students are asked to solve problems to which there is no one correct answer.
Instructor(s): D. Bakker
Area: Humanities.

Photoshop is not only the digital darkroom for processing images created with digital cameras; it is also a creative application for making original artwork. In this course, students use Photoshop software as a tool to produce images from a fine art perspective, working on projects that demand creative thinking while gaining technical expertise. Students will make archival prints, have regular critiques, and attend lectures on the history of the manipulated image and its place in culture. We will look at art movements which inspire digital artists, including 19th-century collage, dada, surrealism, and the zeitgeist of Hollywood films. Students must have a digital camera. Prior knowledge of Photoshop is not required. Approval at first class is mandatory. Approval for this course will be considered after enrollment on ISIS.
Instructor(s): H. Ehrenfeld
Area: Humanities.

AS.371.152. Introduction to Digital Photography.
Introduction to Digital Photography students learn to use their digital cameras through a variety of projects, which will help them develop technical and creative skills. Students explore documentary, landscape and portrait photography. Critiques and slide lectures of historic photographs, which range from postmortem daguerreotypes to postmodern digital imagery, help students develop a personal vision. Students gain camera proficiency with one-on-one instruction in the field. Basics for print adjustment and output will be covered. Attendance at first class is mandatory. Approval for this course will be considered after enrollment on ISIS.
Instructor(s): H. Ehrenfeld
Area: Humanities.

In this digital course, students explore the black-and-white aesthetic. They develop camera skills on numerous field trips including Ladew Topiary Gardens, the Maryland Zoo & Botanical Gardens, and an optional weekend trip to Cape Henlopen State Park in Delaware. Students meet frequently for critiques and discussions based on historic and contemporary imagery. They will learn to use Photoshop for image adjustment. Techniques such as high dynamic range, duotone, panorama and infrared will be covered. Students work on a project of their choice and produce a portfolio of ten prints. Digital SLRs are provided. Attendance at 1st class is mandatory. No need to email for approval.
Instructor(s): P. Berger
Area: Humanities.

In this course, we will explore different genres of documentary photography, including the fine art document, photojournalism, social documentary photography, the photo essay and photography of propaganda. Students will work on a semester-long photo-documentary project on a subject of their choice. Digital SLRs will be provided. Attendance at first class is mandatory. No need to email for approval.
Instructor(s): P. Berger
Area: Humanities.

AS.371.304. Photo Seminar: Wet Darkroom.
In this film based course, students develop a project of their choice over the semester working independently in the darkroom and meeting for weekly critiques and discussions. Using the zone system (a method of pre-visualization developed by Ansel Adams) students will experiment with different film, paper and developer combinations specific to their projects. Writing in the form of a journal as well as critical analysis of images are integral parts of the seminar experience.
Prerequisites: AS.371.146 or Permission Required
Area: Humanities.

Interdisciplinary Studies
The undergraduate major in interdisciplinary studies allows students to combine disciplines in Krieger School of Arts and Sciences to develop a major focused on a particular topic or intellectual theme. Therefore, courses proposed for this interdisciplinary major must have coherence and build toward a rich exploration of a clear set of principles or questions.

Requirements for a B.A. Degree with a Major in Interdisciplinary Studies
Also see Requirements for a Bachelor’s Degree (p. 20).

Students in the humanities and social sciences who wish to design their own major, or who wish to divide their studies between departments, may create their own program in Interdisciplinary Studies. This interdisciplinary major may straddle several traditional disciplines but must maintain a substantive theme or focus. For example, a student interested in the American Revolutionary period may construct a curriculum including courses from History, English, History of Art, and Sociology. Another may wish to focus on children in poverty, drawing from Anthropology and Economics. Proposals for the interdisciplinary major should be submitted at the end of the sophomore year.
This major requires the support of a faculty advisor and the approval of the Arts and Sciences Curriculum Committee. A student wishing to complete this major must work with a full-time faculty member from the Homewood campus to construct a curricular plan that includes courses representing 45 to 60 credits. These courses can include all related prerequisites and related courses, such as language study. Independent study, research, and internships may be included. Twenty-one credits must be earned at the 300-level or higher. Courses from the School of Engineering are not permitted, except by petition.

The proposal should explain how each of these courses provides insight on the given topic, concept, issue, time period, etc. There is no need to defend the principle of interdisciplinary study, as that is a given, but the student must explain how the courses from two or more departments represent a conceptual whole.

After receiving approval from a sponsoring faculty advisor, the student then works with the Office of Academic Advising to finalize the proposal and to present it to the Curriculum Committee, consisting of faculty and undergraduates, who must approve the proposal by majority vote. After approval, the student continues to work with the faculty advisor and Academic Advising to oversee completion of requirements.

Rules:
• Students pursuing this major must still meet all other requirements for a bachelor's degree (p. 20) in the Krieger School of Arts and Sciences.
• All courses for the major must be taken for a letter grade and students must earn a C- or better in courses completing major requirements.
• Students must earn 45-60 credits in the completion of the major.
• At least 21 credits must be completed at the 300-level or higher and may not be counted toward another major or minor.
• Courses offered by the School of Engineering may not be included in major requirements. (Some minor exceptions may be permissible.)

International Studies
The International Studies major is an interdisciplinary program drawn from the departments of political science, history, economics, languages, sociology, and anthropology. There are three programs in International Studies: a regular undergraduate major leading to the B.A. degree in four years, and two accelerated programs leading to a B.A. and M.A. degree in five years. One of the accelerated programs is in partnership with the Johns Hopkins School of Advanced International Studies in Washington, D.C. and the other is with political science institute Sciences Po in Paris. The three programs, and all other aspects of the International Studies Program, are described on the International Studies website at http://krieger.jhu.edu/internationalstudies

Requirements for the B.A. Degree
Also see Requirements for a Bachelor’s Degree. (p. 20)

Students considering a major in International should begin introductory courses required of the major early in their college careers. Choices may include an introductory history course at the 100-level, AS.180.101 Elements of Macroeconomics-AS.180.102 Elements of Microeconomics, and one of the following gateway courses: AS.190.209 Contemporary International Politics, AS.190.213 International Politics, or AS.190.104 International Politics.

Major Requirements
The international studies major is comprised of three main components:
• Foreign language study
• Core courses in history, political science, and economics
• Focus area of the student’s choosing

In addition, students must earn a grade of C- or better in all course applied towards major requirements and courses may not be taken satisfactory/unsatisfactory.

Foreign Language
Proficiency in one major foreign language is required. This requirement may be met either by taking two courses beyond the intermediate level or by special examination. If the student can demonstrate proficiency through examination, s/he must take an additional two semesters of either a new language or upper-level literature and culture courses taught in the language of proficiency.

Core Courses
Courses fulfilling the specific requirements below are listed on the International Studies website (http://krieger.jhu.edu/internationalstudies/courses).

• Five courses in history, including one introductory course at the 100-level from the History Department at Johns Hopkins University. Three out of the five courses must be non-Western history (some introductory courses may count toward the non-Western history requirements). Two out of the five courses must be taken at the 300-level.
• One course in international politics
• One course in American politics
• Two courses in comparative politics
• One course in political theory
• Four courses in economics. One must be an internationally-oriented course listed on the International Studies website. Two courses must be AS.180.101 Elements of Macroeconomics and AS.180.102 Elements of Microeconomics. The final course may be of the students' choosing from courses offered in the Economics Department.

Focus Area Specialization
Every major in International Studies selects a specialization area, which consists of four semester courses within a coherent field of interest. Specialization fields may be organized in terms of area (Latin America, East Asia), theme (security studies, international economics), or language (e.g., Mandarin, Arabic). Two courses should be at the 300-level or higher.

Major Requirements:

Foreign Language Study
Two courses beyond the intermediate level or if proficient based on 6-9 exam, two additional language courses

One Core Political Science Course
AS.190.102 Introduction To Comparative Politics 3
or AS.190.104 International Politics
or AS.190.209  Contemporary International Politics
or AS.190.213  International Politics

**Political Science Courses**
One international relations course 3
One American politics course 3
Two comparative politics courses 6
One political theory course 3

**Economics Courses**
AS.180.101  Elements of Macroeconomics 3
AS.180.102  Elements of Microeconomics 3
One AS.180.xxx course 3
One approved internationally-focused economics course * 3

**Five History Courses**
One AS.100.1xx history course 3
Three approved non-Western history courses 9
One history course selected by student 3

*** Focus Area ***
Four courses with a coherent field of interest 0-12

Total Credits 51-66

* Approved internationally-focused economics courses are identified each semester on the International Studies website and can be identified by a POS-Tag of INST-ECON in their course description in the schedule of classes.

** Two history courses must be completed at the 300- or 400-level. It is possible that the introductory course required in the History Department (AS.100.1xx) may be a non-Western history course. If so, then the student will select another history course to complete five total history courses.

*** Courses fulfilling the focus area may overlap with other courses used to fulfill specific major requirements.

**Double-Major and Major-Minor Programs**
In lieu of a focus area of their own choosing, students may pursue one of International Studies’ unique double-major or major-minor programs. These are offered in conjunction with affiliated departments and allow students to concentrate their course of study within a specific department or program while simultaneously benefiting from the interdisciplinary training offered by the International Studies major.

Students pursuing a double-major program will receive a major in International Studies as well as a major in the affiliated department or program. For example, students pursuing the Global Social Change and Development track will receive a double major in International Studies and Sociology. The student’s faculty adviser will be a faculty member from the affiliated department or program.

Students pursuing a major-minor program will receive a major in International Studies and a minor in the affiliated department or program (e.g., students pursuing the Global Modernity and the Jewish Experience minor will receive a minor in Jewish Studies) and benefit from a faculty adviser in the affiliated department or program.

Successful completion of a double-major or major-minor program will satisfy the International Studies major’s focus area requirement.

**Senior Thesis and Honors in the Major**
International studies majors also have the opportunity to write a senior research thesis. To be eligible to write a thesis, seniors must identify a faculty sponsor who will supervise the project. Once a faculty sponsor has approved a topic, students must enroll in a three-credit independent study during the fall semester. Students will work out a specific work plan with their faculty sponsor suitable for their project. At the end of the fall semester the faculty sponsor will assess whether adequate progress has been made and the project warrants further work as an undergraduate thesis. If so, then the faculty sponsor will grant the student permission to enroll in the senior thesis course worth six credits. In addition to completion of a senior thesis, students who wish to receive honors in the major will also need a GPA of 3.7 or better in all major requirements.

**Study Abroad**
Studying abroad is especially valuable for International Studies majors. JHU encourages all IS majors to spend one or both semesters of their junior year abroad. International Studies sponsors a number of study abroad programs designed for IS majors and administers them in collaboration with the Office of Study Abroad.

The Junior Year Abroad at SAIS Bologna, offered through the Bologna campus of the Paul H. Nitze School of Advanced International Studies (SAIS), allows motivated International Studies majors to spend their junior year taking graduate level classes at the SAIS Bologna campus. Students who spend their junior year in Bologna and subsequently apply for graduate studies at SAIS will receive one semester of credit at SAIS for their work in Bologna.

A similar exchange program with the French political science institute Sciences Po allows students to spend a semester or a year studying at one of Sciences Po’s seven regional campuses: Paris, Menton, Reims, Poitiers, Le Havre, Nancy, or Dijon. Courses are offered in English as well as French and thus are open to students regardless of their knowledge of French. One of Europe’s most prestigious universities, Sciences Po has a strong international focus and allows students to develop a cross-cultural and transatlantic perspective, while simultaneously offering unique access to the field of international affairs.

Sciences Po’s School of Journalism also offers a competitive spring semester English language program in Journalism. This selective program is designed for students who are interested in pursuing a career in journalism or who have had some journalism experience. The program curriculum consists of a combination of lectures, workshops and reporting projects, in addition to mandatory French language classes for students who are not proficient in French.

Additionally, the Office of Study Abroad also offers a wide range of study abroad opportunities across the globe tailored to specific interests.

**Five-Year Accelerated B.A./M.A. Program with the Paul H. Nitze School of Advanced International Studies (SAIS)**
For students wishing to pursue a master’s degree after graduation from Hopkins, the university offers an accelerated and competitive International Studies B.A./M.A. Program drawing upon its resources at SAIS, located in Washington, D.C. Combining a liberal arts curriculum with a strong specialization in international studies, the program allows
those enrolled to receive the B.A. and M.A. degrees in five years instead of the usual six.

Approximately eight sophomores are selected for the program each year. Admission is limited to those who are highly motivated toward careers for which a background in international studies is essential: research, teaching, or practice in international affairs. Financial assistance is available to those admitted based on need and on academic achievement.

**Five-Year Accelerated B.A./M.A. Program with Sciences Po**

Students may also apply to participate in a five-year accelerated B.A./M.A. program with Sciences Po, one of Europe's finest schools of political science. The B.A./M.A. Program is aimed principally at students who are interested in international affairs and who would like to develop their intellectual and professional capabilities from an international and multidisciplinary perspective. After the junior year, students spend two years at Sciences Po's Paris campus completing graduate-level coursework at the Paris School of International Affairs (PSIA), which houses the majority of Sciences Po's internationally-oriented master's programs. PSIA is a bilingual institution, thus students may choose to pursue either an English or French track. Students may also elect to pursue a master's degree at the School of Journalism, School of Communication, or School of Law. Students interested in an academic career may also choose to pursue a research master's with the Doctoral Program at Sciences Po. Students who are not proficient in French will also pursue French language training during their course of study at Sciences Po. Students will earn a B.A. from Hopkins after their first year in Paris and a master's from Sciences Po after their second year.

Applicants follow an application and review process similar to the one for the SAIS program. Approximately three to four sophomores are selected each year for the Sciences Po program. Students pay tuition to Johns Hopkins for the first year in Paris and to Sciences Po for the second. Financial aid from Johns Hopkins continues only through the end of a student's fourth year.

**Progress toward the B.A./M.A. Degrees**

Students in both programs described above spend their first three years at the Homewood campus and the last two at either SAIS or Sciences Po. Students receive the B.A. degree at the end of their first year at either SAIS or Sciences Po and the M.A. at the end of their second year.

Students selected for either of the accelerated programs may not study abroad during their Homewood years, with the exception of summer or intersession programs.

For current faculty and contact information go to http://krieger.jhu.edu/internationalstudies/directory/

**Faculty**

**Director**

Sydney V. Morgan

**The Leonard and Helen R. Stulman Jewish Studies Program**

The Leonard and Helen R. Stulman Jewish Studies Program was founded in 2002 to coordinate the many academic activities at Johns Hopkins dedicated to the study of Jewish history, literature, language, philosophy, politics, and religion. The program gives students the opportunity to explore over three millennia of Jewish culture, ranging from ancient Israel to the present. The Stulman Program sponsors visiting professors and course offerings in a wide variety of disciplines, awards undergraduate travel funds and graduate fellowships, and provides many opportunities for students, faculty, and the general public to participate in a wide range of lectures, conferences, and other special events.

The program offers a minor to students interested in the many dimensions of Jewish life, religion, and culture, from ancient times to the present. It will also interest students who wish to study cultures and civilizations in which thinking about Jews and Judaism played an important role, that is, students interested in Christianity, Islam, or the culture of global modernity. Because of its interdisciplinary nature, the Jewish studies minor offers students access to a broad array of humanities and social sciences disciplines. It therefore serves as a good complement to many majors, as well as providing indispensable intellectual training to anyone interested in Jewish professional life.

**Minor in the Leonard and Helen R. Stulman Jewish Studies Program**

The Jewish Studies minor requires a minimum of six courses (amounting to at least 18 credits) selected from those approved by the Advisory Committee of the Jewish Studies Program. The courses must be from at least two departments, and at least three must be upper-level courses (300-level or above). All courses applied towards the minor must be taken for a letter grade and a grade of C- or better must be earned. In addition, only two courses with any single professor can be counted towards the minor.

The requirements for a minor in Jewish studies are as follows:

**Six Jewish Studies Courses**

| Three courses at any level | 9 |
| Three 300-level or higher courses | 9 |
| **Total Credits** | 18 |

Students may take up to two courses in Hebrew or Yiddish language study to apply towards the minor requirements.

For current faculty and contact information go to http://krieger.jhu.edu/jewishstudies/faculty_directory/index.html

**Faculty**

**Professors**

Steven R. David  
(Political Science): Vice Dean for Centers and Programs: international relations, security studies, comparative politics.

Hent DeVries  
Professor Russ Family Chair in the Humanities, (Humanities): modern European thought, history and critique of metaphysics, philosophies of religion, political theologies, concepts of violence, literature and temporality.

Benjamin Ginsberg
David Bernstein Professor (Political Science): Director, Washington Center for the Study of American Government: American government and politics, political development.

Herbert L. Kessler (History of Art): Early Christian and medieval art.


Ruth Leys (Humanities): history and theory of psychoanalysis, history of psychiatry and psychology, 19th- and 20th-century intellectual history, feminist theory.


Yitzhak Melamed (Philosophy): Jewish Philosophy, (esp. Maimonides and Crescas), Rabbinics, Kabbalah and Hasidism.


Rochelle Tobias (German): modern literature.

Eric Sundquist Andrew W. Mellon Professor of the Humanities: American Literature and Culture, including African American and Jewish American, Literature of the Holocaust.

**Associate Professors**

Kenneth B. Moss Felix Posen Associate Professor (History) and Director, Jewish Studies Program: modern Jewish history, Russia and Eastern Europe, Yishuv/ Palestine and Israel, Jewish political thought, nationalism, theory and practice of cultural history.

Marina Rustow Charlotte Bloomberg Chair in the Humanities; Associate Professor History: Medieval and early modern Jewish history; medieval Arab polities and political cultures; rabbinic and karaitic Judaism; religion and society in Fatimid Egypt.

**Assistant Professor**

Neta Stahl (Department of German and Romance Languages and Literatures): Comparative and Modern Hebrew literature, religion and literature.

**Lecturers**

Beatrice Caplan (Department of German and Romance Languages and Literatures): Zelda and Myer Tandetnik Lecturer in Yiddish.


**Language Instruction**

Zvi Cohen

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**Scholar in Residence**

Piero Capelli (History).

For current course information and registration go to https://isis.jhu.edu/classes/

**Courses**

**AS.193.100. Yiddish Bibliography: a seminar for intermediate and advanced Yiddish students.**

Yiddish Bibliography: a seminar for intermediate and advanced Yiddish students. The seminar’s aim is to introduce the students to a large set of Yiddish resources, along various topics and research areas, while improving their Yiddish reading and expression skills. Instructor(s): E. Niborski.


Introduces the two earliest forms of Holocaust literature: literary writing by Jews under Nazi rule and literary writing by Jewish survivors of the Holocaust produced in its immediate wake (between liberation in 1945 and the decisive moment of the foundation of the State of Israel in 1948). Treats questions of literature as a form of immediate reaction to persecution and annihilation, literature as testimony, the relationship of poetics and early Holocaust memory and consciousness. Reference will be made mainly to professional writers in Yiddish and Polish. All readings in English translation.

Area: Social and Behavioral Sciences.

**AS.193.201. Early Modern Jewry in Europe and the Mediterranean.**

The course examines the transition from medievalism to modernity among the Jews of Europe and the Mediterranean between the sixteenth and eighteenth centuries, paying attention to both material and intellectual life, and to women and children side by side with merchants and rabbis.

Instructor(s): E. Horowitz

Area: Social and Behavioral Sciences.


The course aims to encourage knowledge of a relatively unknown mass phenomenon - poetic creativity by Jews under Nazi Rule, in the Ghettos and Camps. The study of mostly unpublished, multilingual texts, written by non-professional writers, will enable to better understand the complexity of immediate Jewish reaction to Holocaust reality, in its multicultural contexts. Texts from selected ghettos and camps, originally written in Yiddish, Polish, German and Hebrew will be read in English translation and analyzed - also with emphasis on the differences and similarities between East and West European Jewry.

Instructor(s): M. Trinh.

**AS.193.300. Readings in Yiddish.**

Area: Social and Behavioral Sciences.
AS.193.301. Reading the Bible and Encountering its World.
The course examines the interactions between travel and biblical interpretation between the seventeenth and twentieth centuries, paying particular attention to the ways in which travelers to the Middle East and then scholars saw its residents as relics of an unchanging biblical world, whose practices could be used to interpret scriptural texts from both the Old and New Testaments.
Instructor(s): E. Horowitz
Area: Social and Behavioral Sciences.

The course aims to encourage knowledge of a relatively unknown mass phenomenon - poetic creativity by Jews under Nazi Rule, in the Ghettos and Camps. The study of multi-lingual texts, written by non-professional writers, will enable to better understand the complexity of immediate Jewish reaction to Holocaust reality, in its multi-cultural contexts. Texts from selected ghettos and camps, originally written in Yiddish, Polish, German and Hebrew will be read in English translation and analyzed. Emphasis will be put on the differences and similarities between Eastern and Western European Jewry.
Instructor(s): M. Trinh
Area: Social and Behavioral Sciences.

AS.193.305. The Emergence of Israel.
Is there a single unified story of the emergence of the State of Israel? In this seminar we will trace the origins of contemporary Israel’s diverse society, discover the plurality and diversity of that society’s stories about itself, and discover some of the roots of its conflicted multiculturalism through a critical reading of texts ranging from works of utopian social and political radicalism to expressions of national-religious messianism. All texts in English translation.
Instructor(s): Staff.

Cross Listed Courses

English

AS.060.332. Jewish American Fiction.
This course will consider the development of Jewish American fiction over the past century through an examination of major authors and topics, with particular attention to novels whose historical trajectories reach geographical back and forth from America to Europe, and temporally back and forth across the Holocaust, the century’s defining event. These novels thus frequently have multiple settings and treat familial, communal, and intellectual life, along with topics such as emigration, anti-Semitism, and religious belief, over a span of several generations. The list includes authors whose works first appeared in Yiddish (Lamed Shapiro and Isaac Bashevis Singer) and authors whose sensibilities are decidedly American, but all write with attention to the tenuous assimilation, dislocation, trauma, and linguistic complexity that often marked twentieth-century Jewish life, no less in the United States at times than in Europe. Works studied will include: Dara Horn, In the Image; Rebecca Goldstein, Mazel; Bernard Malamud, The Fixer; Lamed Shapiro, The Cross and Other Jewish Stories; Isaac Bashevis Singer, Shosha; Cynthia Ozick, The Shawl; Nicole Krauss, A History of Love; Jerzy Kosinski, Steps; Philip Roth, Nemesis; Shalom Auslander, Hope: A Tragedy: A Novel.
Instructor(s): E. Sundquist
Area: Humanities.

AS.060.371. Major American Authors: Philip Roth.
Over the course of his long career Philip Roth has struck a precarious balance between identification as a Jewish American novelist and insistence that his art escapes such ethnic enclosures. This tension lies at the heart of his work, as indeed some would argue it lies at the heart of the American Jewish experience of the twentieth century. Having emerged as a decidedly rebellious figure who shocked the Jewish community and the nation at large in the 1950s and 60s, Roth has written more than twenty-five novels exploring issues that range from conflicts over assimilation to the roles of the Holocaust and Israel in American Jewish life to the countercultural turbulence of the 1960s to the identity politics of the 1990s. Roth has revealed in forms of fictive autobiography—“counter-lives,” “counter-plots,” and counterfactual histories—that have enlarged the scope of fiction while still grappling with the tensions and dangers of modern life. Works to be read include: Goodbye, Columbus; Portnoy’s Complaint; Operation Shylock; American Pastoral; The Ghost Writer; The Anatomy Lesson; The Plot Against America; The Human Stain; The Facts; The Counterlife; Sabbath’s Theater; and Nemesis. Requirements: two 8-10 page papers, a class presentation, and participation in discussion.
Instructor(s): E. Sundquist
Area: Humanities.

AS.060.375. Literature of the Holocaust.
The course will focus on reactions to, and representations of, the Holocaust in European, Israeli, and American literature. In moving from the initial response of eyewitness testimony, through the emergence of fiction as one means to test the adequacy of historical accounts and memoirs, and on to more recent reflections on the problem of adequately “remembering” the event, we will consider how the Nazi genocide has entered into world consciousness. What does it mean to have an artistic or aesthetic response to such an event? Why has the Holocaust assumed so a significant role in contemporary life that there are entire genres of literature and film devoted to it? We will also look at some more contemporary writers whose work deals indirectly with the after-effects of the Holocaust. Readings may include: Levi, Survival in Auschwitz; Borowski, This Way for the Gas, Ladies and Gentlemen; Delbo, Auschwitz and After; Kosinski, The Painted Bird; Grossman, See Under: Love; Ozick, The Shawl; Epstein, King of the Jews; Roth, The Plot against America; Appelfeld, Baddenheim 1939; Coetzee, Elizabeth Costello; Phillips, The Nature of Blood. Cross-listed with Jewish Studies.
Instructor(s): E. Sundquist
Area: Humanities.
AS.060.628. Literature of the Holocaust.
The seminar will focus on reactions to, and representations of, the Holocaust in literature. In moving from eyewitness testimony and survivor memoir, through the emergence of fiction as one means to test the adequacy of such accounts or extend them into a new register, and on to more recent reflections on the problem of adequately “remembering” the event in which memory is constantly at issue, we will consider how the Nazi genie has entered into world consciousness. Although the focus of the course will be on literature, primary readings will be studied with close attention to historical contexts as they bear on questions of authorship, representation, and reception, and to the theoretical vocabularies that have emerged from successive stages of post-Holocaust inquiry. American works will be emphasized but not the sole concern. Primary readings (all in English) will include some of the following: Elie Wiesel, *Night*; Primo Levi, *Survival in Auschwitz*; Charlotte Delbo, *Auschwitz and After*; Tadeusz Borowski, *This Way for the Gas, Ladies and Gentlemen*; John Hersey, *The Wall*; Leon Uris, *Exodus*; Jerzy Kosinski, *The Painted Bird*; Jorge Semprun, *The Long Voyage*; Imre Kertesz, *Fatelessness*; David Grossman, *See: Under Love*; Leslie Epstein, *King of the Jews*; Cynthia Ozick, *The Shawl*; Philip Roth, *The Plot against America*; and William Gass, *The Tunnel*, with various historical and theoretical works in accompaniment. Requirements: a circulated discussion paper; reports on critical/theoretical works; participation in discussion; a research paper.

Instructor(s): E. Sundquist
Area: Humanities.

History

AS.100.128. Ancient and Medieval Jewish History.
History of the Jews under empires and monarchies, from the Persian restoration to the Spanish expulsion. Emphasis on Jews in the Middle East and how the rise of Christianity and Islam challenged, transformed and strengthened Judaism. Cross listed with Jewish Studies.

Instructor(s): M. Rustow
Area: Humanities, Social and Behavioral Sciences.

AS.100.129. Introduction to Modern Jewish History.
An examination of the history of Jews over the past three hundred years. Explores the dramatic encounter at the close of the 18th century between rapidly changing European societies caught up in intellectual, political, and economic revolution and a 2000-year old traditional civilization living in their midst; the kaleidoscopic array of Jewish political, religious, cultural and social responses to this encounter; the new forms of Jewish communal and individual life and consciousness which emerged in the course of the 19th and 20th centuries; the extension of this new modern framework to the Jews of the Middle East in the context of European imperialism and colonialism; the key roles played by the Jews as agents and symbols of political, economic, and cultural modernity; the phenomenon of anti-Semitism and whether it is a pathology or integral part of modern European civilization; the extreme shifts in Jewish life from the mid-20th century in light of the Holocaust, the creation of the state of Israel, and integration into American society.

Instructor(s): K. Moss
Area: Humanities, Social and Behavioral Sciences.

AS.100.315. Jewish Political Thought and Social Imagination, 1880-1940.
How a range of Jewish thinkers, activists, and creative writers grappled intellectually with the challenge of the nation-state, the rise and collapse of empires, antisemitism as a political phenomenon, the nature of politics and political action, the nature of modern societies, and the question of Jewish self-determination and sovereignty, 1880-1940. Readings by Herzl, Bernard Lazare, Freud, Kafka, Leshntinsky, Arendt, Adorno, Michael Chabon, among others.

Instructor(s): K. Moss
Area: Humanities, Social and Behavioral Sciences.

AS.100.344. The Holocaust.
This course expands the knowledge of the Holocaust by including experiences of Eastern European Jewry and by discussing recent historiographic debates in the field such as 'ordinary men,' perpetrators, and collaboration. Prior experience in an introductory European history or Jewish studies course strongly recommended.

Instructor(s): L. Braun
Area: Humanities, Social and Behavioral Sciences.

AS.100.345. Religion, Secularity, and Nationhood in Modern Jewish Identity Politics.
How have ethnonational, religious, and secular forms of self-definition played out in Jewish life over the past hundred years, and what sorts of relationships are taking shape between them now? Particular foci include: religious revival in Israel and the fate of Zionism's ostensibly secular nationalist project in comparative perspective (Ravitzy, Walzer, Friedland); the surprising flourishing of kabbalistic/mythical thought in contemporary Jewish life (Garb); varieties of secular and religious visions of Jewish collective identity (Ohana, Lustick); new and resurgent forms of Judaism in the US; religion and gender (Fader), among other topics. Time at end of semester for independent reading and research.

Instructor(s): K. Moss
Area: Humanities, Social and Behavioral Sciences.
AS.100.351. God, Self, Nation and Revolution in East European Jewish Life and Thought, 1860-1939.
The divided Jewish community of modern Eastern Europe defined many of the key modern forms of Jewish identity, politics, culture, and religion and forged bewildering array of syntheses, hybrids, and even negations of Jewishness in relation to the unprecedented political, cultural, and social dilemmas of life in Eastern Europe. Focus on key texts of Jewish religious and secular thought created in Imperial Russia and interwar Poland.
Instructor(s): K. Moss
Area: Humanities, Social and Behavioral Sciences.

The political, social, and cultural history of the State of Israel and its inhabitants during its pivotal first two decades, as reconstructed in recent historiography.
Instructor(s): K. Moss
Area: Humanities, Social and Behavioral Sciences.

Recent historical writing on Jewish politics, culture, and society in British Mandatory Palestine, 1917-1947. Significant attention will also be paid to work on Palestinian Arab society and politics and to Jewish-Arab-British relations.
Instructor(s): K. Moss
Area: Humanities, Social and Behavioral Sciences.

AS.100.415. Papyrus, Parchment, and Paper.
The diffusion of writing technologies before the industrial age, especially around the Mediterranean; the preservation of lightweight, portable texts; modern discoveries (Oxyrhynchus, Dead Sea Scrolls, Nag Hammadi, Cairo Geniza).
Instructor(s): M. Rustow
Area: Humanities, Social and Behavioral Sciences.

AS.100.447. Christian-Jewish Polemics in the Middle Ages and the Construction of the Enemy.
The four great public Christian-Jewish disputations of the high middle ages: Paris, Barcelona, Majorca, Tortosa. Original Hebrew and Latin sources in English translation; questions of the changing motives for anti-Judaism and the formation of a persecuting society.
Instructor(s): P. Capelli
Area: Humanities, Social and Behavioral Sciences.

AS.100.624. How to Be a Disciple of the Sages: Norms of Behavior, Ethics and Etiquette in Early Rabbinic Literature.
Moral instruction in early rabbinic literature (Pirqe Aboth, Aboth de-Rabbi Nathan, Derekh Eretz Rabbah and Zuta, Perek ha-Shalom) is a very revealing example of the composite character of rabbinic Judaism, its manifold, not only Biblical roots, and its intense osmosis of neighboring traditions: Hellenistic and Roman philosophies, early Christian and Islamic doctrines, rules and handbooks of manners from medieval European monasteries and courts. This seminar will investigate the classical sources of Jewish morals in both Jewish and non-Jewish texts.
Instructor(s): P. Capelli
Area: Humanities, Social and Behavioral Sciences.

AS.100.642. Historiography of the Jews.
Instructor(s): K. Moss; M. Rustow.

AS.100.643. Jewish Paths Through Modernity.
Intensive introduction to the key trends and trajectories in modern Jewish history and the major themes in Jewish historiography. Intended to serve both graduate students outside the Jewish history field and students beginning the graduate study of modern Jewish history. Open to undergraduate seniors with the permission of the instructor.
Instructor(s): K. Moss
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.

AS.100.655. Jewish History and Historiography in Ottoman and British Palestine.
Recent historiography on Jewish politics, culture, and society in late Ottoman and British Mandatory Palestine, 1880s-1947, English and Hebrew. With permission of the professor.
Instructor(s): K. Moss
Area: Humanities, Social and Behavioral Sciences.

AS.100.667. Topics in Modern Jewish History.
Intensive readings in historiography of modern Jewry, with particular focus on Jewish life in 19th - 20th century Palestine and the State of Israel. Recommended Course Background: AS.100.668
Instructor(s): K. Moss
Area: Humanities, Social and Behavioral Sciences.

AS.100.759. The Cairo Geniza (Spring).
Documentary sources from the Cairo Geniza in Judaeo-Arabic, Arabic, and Hebrew. Paleography, genre, diplomatic, corpora and editorial technique; historical context, interpretation, historiography and history of the field. Cross listed with Jewish Studies.
Instructor(s): M. Rustow
Area: Humanities, Social and Behavioral Sciences.

Near Eastern Studies

AS.130.114. The Archaeology of Ancient Israel.
This course will explore the intersection of sexuality and power relationships in the forging of ethnic, political, and religious identities as presented in the Bible and ancient Near Eastern literature. Cross-listed with Jewish Studies.
Instructor(s): L. Wright
Area: Humanities.

AS.130.118. Ancient Israel: In Their Own Words.
This course will focus on the inscriptions of ancient Israel and its neighbors from the first millennium BCE. Texts speak to us directly in ways that other nonverbal archaeological remains – such as architecture or pottery – cannot. Also, secondary sources written by later historians and commentators are similarly limited, as they are separated from original events by space, time, and cultural situation. Considering how individuals from an ancient culture articulate thoughts “in their own words” is invaluable to any meaningful reconstruction of history. Participants will learn to glean information from inscriptions, including those that are fragmentary or seemingly mundane. They will experience hands-on history writing, using primary sources in translation, though those with any knowledge of ancient languages, especially Classical Hebrew, will be able and encouraged to engage with the texts in their original vernacular. Basic knowledge of world history will be helpful though not prerequisite.
Prerequisites: AS.130.134
Instructor(s): H. Parker
Area: Humanities.
The Bible is arguably the most read and yet most misinterpreted book of all time, one of the most influential and yet most misapplied work of literature. The Hebrew Bible (Old Testament) is Scripture to Jews and Christians yet also a rich collection of literature with numerous literary genres that have been highly influential on secular Western culture. At its core, it is one of the most important literary sources that, when wed with archaeology, helps us to understand the people and culture of Iron Age Israel and Judah. This is an introductory course surveying the books of the Hebrew Bible (Old Testament) giving primary attention to the religious ideas they contain and the ancient contexts in which they were composed. Topics include: The Academic Study of Religion, Ancient Creation Accounts, Ancestral Religion, The Exodus and Moses, Covenant, Tribalism and Monarchy, The Ideology of Kingship, Prophecy, Priestly Sources, Psalms, Wisdom Literature, and Apocalyptic Thought. Instructor(s): T. Lewis
Area: Humanities.

AS.130.172. Introduction to Aramaic.
Cross-listed with Jewish Studies. Aramaic, a Semitic language attested from 1100 BCE and spoken to this day, is central to some of the core texts of Western culture such as the Hebrew Bible, the Talmuds and the New Testament. This course will focus on Babylonian Aramaic, as preserved in the Babylonian Talmud and parallel sources. After studying the basic forms and grammar we will read various texts from the Babylonian Talmud as well as karaites and geonic literature and magical bowls. We will survey some of the main corpora written in Babylonian Aramaic, our gateway to deeper understanding of this heritage. Instructor(s): Y. Monnickendam
Area: Humanities.

This course explores the mythology of the ancient Near East from the invention of writing in Sumer in 3000 BCE until the conquest of Alexander the Great near the end of the first millennium BCE. Mythological texts from Mesopotamia, Egypt, Anatolia, the Levant, and the Bible will be read from a comparative perspective. Special attention is paid to the origin and development of the epic, culminating in the great Epic of Gilgamesh, but considerable time is also given to the vast mythological and historical literature, and such diverse genres as love poetry, proverbs, humorous dialogues, Omens, and legal and medical texts. All readings are in English translation. Instructor(s): P. Delnero
Area: Humanities.

AS.130.301. History of Ancient Syria-Palestine.
A survey of the history of Ancient Syria and Cannan, including Ancient Israel. Instructor(s): P. McCarter
Area: Humanities.

AS.130.302. History: Ancient Syria-Palestine II.
A survey of the history of Ancient Syria and Cannan, including ancient Israel. Taught with AS.134.661. Cross-listed with Jewish Studies. Instructor(s): P. McCarter
Area: Humanities.

The story of the Garden of Eden remains an archetype in popular culture. Find out about the real biblical story and how it developed into the one we think we know. The only requirements are an open mind and a strong desire to learn. Instructor(s): E. Robbins
Area: Humanities.

AS.130.338. The Talmud as Read in the Middle Ages: The Sugya of Kavod HaBrion (Human Dignity).
In the early Middle Ages the Talmud emerged as the defining document of official Jewish religion and culture, and remained so until the dawn of the Modern Era. Jewish scholars in many different countries, and in a wide variety of cultural contexts, developed certain ways of reading, interpreting, and applying the Talmud. In the process, they produced an immense corpus of commentary and law. This course will examine how and why the Talmud was studied in these centuries by Jews who mined it, subject by subject, for emotional, philosophical, and legal meaning. Instructor(s): D. Katz
Area: Humanities.

AS.130.341. Traditionalism vs. Orthodoxy in the Modern Era: The Case of Judaism.
During the Modern Era in European history, the Traditionalist Jewish civilization of Europe that had evolved over many centuries went into deep crisis. The new political, social, and intellectual realities which characterized Modernity seriously challenged, overwhelmed, and indeed threatened to destroy the Jewish Traditionalist culture and society. In response, different Traditionalist thinkers and communities evolved a number of strategies for surviving in a modern environment, strategies that unexpectedly transformed Traditionalism into something different, which came to be called Orthodoxy Judaism. This course explores this process of transformation, which has had an important impact on Jewish life in the modern and post-modern eras. Cross-listed with Jewish Studies. Instructor(s): D. Katz
Area: Humanities.

AS.130.343. Dead Sea Scrolls-English.
A survey of the manuscripts found at Qumran and other sites near the Dead Sea. Instructor(s): P. McCarter
Area: Humanities.

AS.130.346. Introduction to the History of Rabbinic Literature.
Broadly surveying classic rabbinic literature, including the Talmud and its commentaries, the legal codes and the response, this seminar explores the immanent as well as the external factors that shaped the development of this literature, the seminal role of this literature in Jewish self-definition and self-perception, and the role of this literature in pre-modern and modern Jewish culture. Instructor(s): D. Katz
Area: Humanities.

Description: “How does a religious system which defines its ancient laws as God-given and unchangeable apply them to radically different and changing social, political and intellectual situations? This course explores the literature of ‘Questions and Answers’ (She’elot u-Teshuvot), the Jewish legal responsa which have struggled to match Jewish religious law to modern life for fifteen centuries. A sweeping survey of Jewish history as revealed by one of its most impenetrable yet fascinating sources. Cross-listed with Jewish Studies. Instructor(s): D. Katz
Area: Humanities.
AS.130.352. History of Hasidism.
Although it appears to be a relic of pre-modern Judaism, Hasidism is a phenomenon of the modern era of Jewish history. This course surveys the political and social history of the Hasidic movement over the course of the last three centuries. Students will also explore basic features of Hasidic culture and thought in their historical development. Cross-listed with Jewish Studies.
Instructor(s): D. Katz
Area: Humanities.

AS.130.359. Reading the Talmud in the Post-Talmudic Era.
Life and Death, Survival and Martyrdom, in the Literature of Post-Talmudic Rabbinic Judaism. Readings in the Original Sources (Knowledge of Hebrew Required). Cross-listed with Jewish Studies.
Instructor(s): D. Katz
Area: Humanities.

AS.130.361. The Politics of Sexuality in the Bible and the Ancient Near East.
This course will explore the intersection of sexuality and power relationships in the forging of ethnic, political, and religious identities as presented in the Bible and ancient Near Eastern literature. Cross-listed with Jewish Studies and Women, Gender, and Sexuality.
Instructor(s): E. Fleming
Area: Humanities.

AS.130.366. Reading the Talmud in Pre-modern Jewish Culture. Attempting to Cope With Abusive Husbands: Annullment of Marriage in the Literature of Post Talmudic Rabbinic Judaism.
The evolution of Talmudic thinking resulted in laws which made marriage too easy, divorce too difficult. This generated centuries of attempts to grapple with the consequences of this conundrum in real-life situations. This course analyzes the literature produced by these attempts. Students will read texts in original Hebrew.
Instructor(s): D. Katz
Area: Humanities.

AS.130.367. Jerusalem: The Holy City in History and Archaeology.
Jerusalem has a global significance utterly disproportionate to its size or wealth, and it has been this way since the days when the city was first settled. On the one hand, this is due to Jerusalem’s role as a sacred space for all three of the world’s largest monotheistic religions: Christianity, Islam, and Judaism. On the other, Jerusalem has long been the fulcrum of geopolitical struggles in the Middle East and beyond. This lecture course explores Jerusalem’s political, cultural, and religious trajectory over the past three millennia through the lens of the city’s amazingly rich historical and archaeological records. In so doing, we unravel the mythical and historical threads that combine to create the powerful symbolic resonance of Jerusalem today, discovering en route that, when it comes to Jerusalem, identifying what is “myth” and what is “history” is a complex and contested undertaking.
Instructor(s): J. Osborne
Area: Humanities.

AS.130.373. Prophets and Prophecy in the Bible.
From thundering voices of social justice to apocalyptic visionaries, biblical prophets have been revered by Jews, Christians and Muslims for thousands of years. They have inspired civic leaders such as Martin Luther King Jr. yet also provided fodder for modern charlatans promising a utopian future. Yet who were these individuals (orators? politicians? diviners? poets?) and what was the full range of their message as set against the Realpolitik world of ancient Israel, Iraq, Egypt, Syria and Jordan?
Instructor(s): T. Lewis
Area: Humanities.

AS.130.376. Ancient Ritual.
This course will introduce students to the vast body of rituals that were practiced and performed in antiquity, with a particular emphasis on rituals from ancient Mesopotamia, Egypt, and the Hebrew Bible. In addition to examining rituals from a comparative perspective, anthropological and sociological studies of ritual will be read and discussed to shed light on the social, cultural, and political significance of ritual in the ancient world and beyond.
Instructor(s): P. Delnero
Area: Humanities.

Survey of grammar and reading of simple texts. (Credit given only on completion of AS.130.440 and AS.130.441). May not be taken on a satisfactory/unsatisfactory basis.
Instructor(s): R. Liebermann
Area: Humanities.

AS.130.442. Readings - Hebrew Prose.
Reading of biblical Hebrew prose, especially from the Pentateuch, Joshua, Judges, Samuel, and Kings. Cross-listed with Jewish Studies.
Instructor(s): E. Guinn-Villareal
Area: Humanities.

AS.130.443. Reading Of Hebrew Prose.
Reading of Biblical Hebrew prose, especially from the Pentateuch, Joshua, Judges, Samuel, and Kings.
Instructor(s): E. Guinn-Villareal
Area: Humanities.

AS.134.604. The Book Of Job.
Reading the Hebrew text of the book of Job with attention to philology, textual criticism, and various aspects of interpretation.
Instructor(s): T. Lewis
Area: Humanities.

A rapid reading course aimed at increasing proficiency in reading the Hebrew text of the book of Ezekiel. Various aspects of translation and interpretation will be studied (e.g., grammar, textual criticism, Philology) including literary, historical, and theological questions. Cross-listed with Jewish Studies.
Instructor(s): T. Lewis.

AS.134.652. Seminar in Ancient Israelite Religion.
Topics include history of scholarship, methodology, representations of deity, the aniconic tradition, solar Yahwism, sacred space, blood rituals, passover, royal cult, family religion, divination, prophecy, incantations, etc.
Instructor(s): T. Lewis.
Philosophy

AS.150.428. Spinoza's Political Theology.
“Political Theology” is a term that acquired significant resonance in recent years. The current class will study closely two texts by Spinoza, the founder of this discipline: the Theological-Political Treatise and the (incomplete) Political Treatise. Instructor(s): Y. Melamed.

AS.150.435. The Philosophy and Theology of Maimonides.
This course will examine the philosophic and theological thought of Judaism’s most renowned philosopher, Moses Maimonides (1138-1204). After a brief overview of Maimonides’ multifaceted life as philosopher, scientist, physician, Talmudic scholar, rabbi, and communal leader; we will consider Maimonides’ philosophic and religious background and, in particular, the ancient Greek and medieval Islamic philosophic works that influenced him. The course will delve into his views on topics such as the relation between faith and reason, the existence of God, creation/eternity of the world, free will/determinism, the nature of prophecy, the purpose of law, human happiness, ultimate perfection, and the Afterlife. Special attention will be given to Maimonides’ method of philosophic writing and the tension in his life between the vita activa and the vita contemplativa. The course will also trace the impact of Maimonides’ Guide of the Perplexed upon later Jewish thought and upon Western philosophy and theology from Thomas Aquinas to Leibniz. Instructor(s): S. Harvey
Area: Humanities.

AS.150.483. Topics in Jewish Philosophy: Hassidism.
Hassidism is the ecstatic religious movement that emerged in East European Jewry in the mid eighteenth century. In this research seminar we will concentrate on the teachings and activities of the circle of Dov Ber of Mezrich between 1760 and 1772. We will study both internal and external sources (such as Salomon Maimon’s report in his Lebensgeschichte). All materials will be available in English translation, though reading knowledge of Hebrew would be an asset. Instructor(s): Y. Melamed.

Political Science

AS.190.344. Seminar In Anti-Semitism.
Jews exercise a good deal of power in contemporary America. They are prominent in a number of key industries, play important roles in the political process, and hold many major national offices. For example, though Jews constitute barely two percent of America’s citizens, about one-third of the nation’s wealthiest 400 individuals are Jewish and more than ten percent of the seats in the U.S. Congress are held by Jews. One recent book declared that, “From the Vatican to the Kremlin, from the White House to Capitol Hill, the world’s movers and shakers view American Jewry as a force to be reckoned with.” Of course, Jews have risen to power in many times and places ranging from the medieval Muslim world and early modern Spain through Germany and the Soviet Union in the 20th century. In nearly every prior instance, though, Jewish power proved to be evanescent. No sooner had the Jews become “a force to be reckoned with” than they found themselves banished to the political margins, forced into exile or worse. Though it may rise to a great height, the power of the Jews seems ultimately to rest on a rather insecure foundation. Cross-listed with Jewish Studies. Instructor(s): B. Ginsberg
Area: Social and Behavioral Sciences.

AS.191.335. Arab-Israeli Conflict (IR).
The course will focus on the origin and development of the Arab-Israeli conflict from its beginnings when Palestine was controlled by the Ottoman Empire, through World War I, The British Mandate over Palestine, and the first Arab-Israeli war (1947-1949). It will then examine the period of the Arab-Israeli wars of 1956, 1967, 1973, and 1982, the Palestinian Intifadas (1987-1993 and 2000-2005); and the development of the Arab-Israeli peace process from its beginnings with the Egyptian-Israeli treaty of 1979, the Oslo I and Oslo II agreements of 1993 and 1995, Israel’s peace treaty with Jordan of 1994, the Road Map of 2003; and the periodic peace talks between Israel and Syria. The conflict will be analyzed against the background of great power intervention in the Middle East, the rise of political Islam and the dynamics of Intra-Arab politics, and will consider the impact of the Arab Spring. Instructor(s): R. Freedman
Area: Social and Behavioral Sciences.

AS.191.398. The International Politics of Genocide.
This course examines the creation of the concept of genocide and explores its controversial evolution in international law, humanitarian efforts, and global politics. Dean’s Teaching Fellowship course. Instructor(s): B. Meiches
Area: Social and Behavioral Sciences.

German Romance Languages Literatures

AS.210.163. Elementary Yiddish I.
Year-long course. Includes the four language skills, reading, writing, listening, and speaking, and introduces students to Yiddish culture through text, song, and film. Emphasis is placed both on the acquisition of Yiddish as a tool for the study of Yiddish literature and Ashkenazic history and culture, and on the active use of the language in oral and written communication. Both semesters must be taken with a passing grade to receive credit. Students wishing to retain credits for Yiddish Elements I must complete Yiddish Elements II with a passing grade. Instructor(s): B. Caplan.

AS.210.164. Elementary Yiddish II.
Year-long course that includes the four language skills—reading, writing, listening, and speaking—and introduces students to Yiddish culture through text, song, and film. Emphasis is placed both on the acquisition of Yiddish as a tool for the study of Yiddish literature and Ashkenazic history and culture, and on the active use of the language in oral and written communication. Both semesters must be taken with a passing grade to receive credit. Recommended Course Background: AS.210.163 or instructor permission. Instructor(s): B. Caplan
Area: Humanities.

AS.210.263. Intermediate Yiddish I.
This course will focus on understanding the Yiddish language as a key to understanding the culture of Yiddish-speaking Jews. Emphasis will be placed on reading literary texts and historical documents. These primary sources will be used as a springboard for work on the other language skills: writing, listening, and speaking. Recommended Course Background: AS.210.164 or equivalent, or two years of German and permission of instructor. Area: Humanities.
AS.210.264. Intermediate Yiddish II.
Continuation to Intermediate Yiddish I. This course will focus on understanding the Yiddish language as a key to understanding the culture of Yiddish-speaking Jews. Emphasis will be placed on reading literary texts and historical documents. These primary sources will be used as a springboard for work on the other language skills: writing, listening, and speaking. Recommended Course Background: AS.210.263 or instructor permission.
Instructor(s): B. Caplan
Area: Humanities.

This course will provide students who have completed at least two years of Yiddish with the opportunity to hone their skills in all four language areas: reading, writing, listening, and speaking. In addition to advanced grammar study and readings in Yiddish literature, the course will take into account the interests of each individual student, allowing time for students to read Yiddish texts pertinent to their own research and writing.
Instructor(s): B. Caplan
Area: Humanities.

AS.210.368. Advanced Yiddish II.
Continuation of Advanced Yiddish I (AS.210.367). Students will continue to hone their skills in all four language areas: reading, writing, listening, and speaking. In addition to advanced grammar study and readings in Yiddish literature, the course will take into account the interests of each individual student, allowing time for students to read Yiddish texts pertinent to their own research and writing.
Prerequisites: AS.210.367
Area: Humanities.

AS.210.369. Yiddish Texts I.
This course will give students who have completed Advanced Yiddish the chance to improve their proficiency. The curriculum will be determined according to the research interests of the students with an emphasis placed on reading primary texts fluently. Since the course is taught in Yiddish, students will also have ample opportunity to practice the other language skills (listening, speaking, writing).
Prerequisites: AS.210.368 or permission of instructor.
Instructor(s): B. Caplan
Area: Humanities.

AS.210.370. Yiddish Texts II.
Continuation of Yiddish Texts I. This course will give students who have completed Advanced Yiddish the chance to improve their proficiency. The curriculum will be determined according to the research interests of the students with an emphasis placed on reading primary texts fluently. Since the course is taught in Yiddish, students will also have ample opportunity to practice the other language skills (listening, speaking, writing).
Prerequisites: AS.210.367
Area: Humanities.

This course will allow students with advanced Yiddish language skills to design their own reading list, in consultation with the instructor, in order to deepen their understanding of an area of Yiddish culture of special interest while at the same time continuing to improve their language skills. Texts may include literary works, scholarship, the press, and archival materials. All discussion and written responses will be in Yiddish.
Instructor(s): B. Caplan
Area: Humanities.

AS.211.174. Media of Propaganda.
Today, promoting a particular political or personal point of view is not viewed as "propaganda," but rather as building a community of equally minded people. But where do we draw the line, and when does the use of a medium in service of a certain message become intrusive and misleading? What role do democracy and cultural values play in this use or abuse of media? In this class the term "propaganda" will be evaluated carefully and applied to such historical media case studies as the informational use of the radio in World War One, Leni Riefenstahl's Nazi propaganda films, the legendary success of advertisement campaigns in the 1950s and 1960s, the AIDS movement and other mobilization strategies from the 1980s to the 1990s, and the new values of friendship and propaganda in our current facebook nation.
Area: Humanities.

This course will introduce students to the history and culture of Ashkenazi Jews through their vernacular, Yiddish, from the settlement of Jews in German-speaking lands in medieval times to the present day. Particular emphasis will be placed on the responses of Yiddish-speaking Jews to the challenges posed by modernity to a traditional society. In addition to studying a wide range of texts—including fiction, poetry, memoir, song, and film—students will learn how to read the Yiddish alphabet, and will prepare a meal of traditional Ashkenazi dishes. No prior knowledge of Yiddish is necessary for this course.
Instructor(s): B. Caplan
Area: Humanities.

AS.211.253. Freshman Seminar: Why is the Fiddler on the Roof?: The Shtetl in Modern Jewish Culture.
The most familiar portrayal of the shtetl for an American audience is the setting of the Broadway musical Fiddler on the Roof, where the shtetl, or market town, is a bastion of traditional Jewish life. But what exactly was a shtetl? How did traditional Jews live there, and how were their lives affected by the sweep of modernity? How was the Yiddish language, spoken by all shtetl Jews, both a repository of tradition and an agent of change? How do representations of the shtetl—from corrupt backwater to pious haven—reflect the concerns of Jews from the nineteenth century up to our own day? Through memoir, literature, film and painting, this course will examine actual lives lived in the shtetl, as well as a selection of the many artistic representations of it. All readings will be in English.
Instructor(s): B. Caplan
Area: Humanities.

AS.211.430. L'Affaire Dreyfus.
This course proposes to look at persuasive strategies that were engaged during the Dreyfus Affair in order to either incriminate or discriminate the Jewish captain falsely accused of having betrayed the French army. Course will focus on the socio-political events that framed the Dreyfus Affair (anti-Semitism in 19th-century France, caricatures and polemical writings in the press, the consequences of the Franco-Prussian War and of the Commune, the bipolar division that split French society into Dreyfusards and anti-Dreyfusards), as well as its long-term effects (the rise of the extreme right, the creation of the "intellectual", the consolidation of Zionism which ultimately led to the creation of a Jewish state). Recommended Course Background: AS.210.301-AS.210.302 or AS.210.301 or permission of instructor.
Instructor(s): K. Cook-Gaillard
Area: Humanities.
AS.213.309. Walter Benjamin and His World.
All readings and class discussions in English. This course will provide an introduction to the thought, writing, and world of Walter Benjamin—one of the most interesting and influential German writers of the early 20th century. Although he died in exile having published only a single book in his lifetime, in the past three decades his ideas and preoccupations have changed the way we think about Cultural Studies, Media Studies, Literary Studies, German thought, Jewish mysticism, and the philosophy of history. We will be examining some of his major writings in tandem with precursors such as Charles Baudelaire and Louis Aragon; contemporaries such as Theodor Adorno and Gershom Scholem; and the legacy of his work among contemporary theorists, critics, and artists.
Area: Humanities.

This course will examine the location of Berlin at the heart of European and global culture over the course of the 20th century. In addition to its centrality to German national identity and political culture, Berlin between the World Wars was a weigh station and meeting ground for a variety of languages, cultures, and artistic trends—whether expatriates, refugees, nomads, touring companies, or vagabonds. In what ways did these travelers to Berlin change German popular or intellectual culture? In what ways did Berlin function as a center for avant-garde culture, and in what sense did it remain a peripheral space, in the shadow of grander culture centers such as Moscow, Paris, New York, or Hollywood? What lessons might be taken from the supposed glamour of Berlin between the World Wars and the continued attraction of that period for post-Holocaust adaptation and contemplation? These questions, among others, will be considered with reference to a variety of narratives, dramas, and films taken from German, English, Hebrew, Russian, and Yiddish sources. Authors to be considered will include Walter Benjamin, Joseph Roth, Irmgard Keun, Erich Kästner, Bertolt Brecht, Christopher Isherwood, Sh. Y. Agnon, Vladimir Nabokov, Viktor Shklovsky, and David Bergelson. All readings and discussions in English.
Instructor(s): M. Caplan
Area: Humanities.

Tought in English. This course will survey the major trends in Yiddish, Hebrew, and English literature published in the United States, Canada, and Mexico since the turn of the 20th century. Our discussions will consider the connections this literature maintains with other "ethnic" schools of writing; what connections, or disruptions, it signifies with Jewish literatures in other eras or locales; to what degree Jewish writing in languages other than English participate in major trends of American literature—or whether this writing could even be considered to anticipate innovations in the American "mainstream." Topics in this literature will include the disruptions of immigrant life, the shadows of the Holocaust and anti-Semitism, aspirations for social justice, the lure and trauma of the American suburbs, the collapse of the Great Society, gender in American Jewish life, and the new Jewish immigrants of the former Soviet Union. All readings and discussions available in English.
Instructor(s): M. Caplan
Area: Humanities.

AS.213.322. Museums and Jews, Jews in Museums.
This course will examine the presence of Jews in museums. We will consider the history of the exhibition and collection of Jewish material culture in museums from the 19th century to the present day. Our main task will be to identify the various museological traditions that engage Jewish identity, including the collection of art and antiquities, ethnographic exhibitions, history museums, and Holocaust museums. Some of the questions we will ask include: how do museums shape identity? what is the relationship between the scholarly premises of many museums and their popular reception? and, centrally, what is the relationship between Jewish museums and museums of the Holocaust?
Instructor(s): S. Spinner
Area: Humanities.

AS.213.332. Zionism in Modern Literature: Jewish or Israeli?.
This course will be an examination of the themes of nationalism, Zionism, and the problems of the nation-state in modern Jewish literature of the past hundred years. Among the topics we will consider are the unique challenges of a diasporic culture relocating its national aspirations to an unfamiliar and often hostile environment, the controversies surrounding political nationalism within modern Jewish culture, the competition between languages in the formation of Israeli society, the character of Israeli national culture, the relationship of Israel's Jewish majority with its minority population, and the relationship of Israeli culture to the Jewish culture of the diaspora. To what extent does Israeli literature constitute a continuation of themes and techniques found in previous Jewish writing, and to what extent does it represent a new beginning? To what extent can Israeli literature be compared with other varieties of Jewish writing and to what extent is this writing a unique cultural phenomenon? Although the majority of works discussed will be translated from Hebrew—including such leading figures of Israeli literature as S. Y. Agnon, S. Yizhar, Amos Oz, and Orly Castel-Bloom—we will also be considering works translated from Yiddish (Mendele Moykher-Sforim), German (Theodor Herzl), and Arabic (Emile Habiby), as well as contemporary American writers such as Philip Roth and Michael Chabon. All readings and discussions conducted in English.
Cross-listed with Jewish Studies, English, and the Humanities Center
Instructor(s): M. Caplan
Area: Humanities.
Are all Jews funny, or only the ones from New York? This course will be an advanced-undergraduate examination of literary, theatrical, cinematic, and televised representations of Jewish culture focusing on the construction of cultural discourse through comedy. Taking as a point of departure Sigmund Freud's Jokes and Their Relation to the Unconscious, we will consider the joke as a mode of narration and cultural coding with specific resonances for the Jewish encounter with modernity. Among the topics to be addressed in this course will be the origins of modern Jewish humor in traditional modes of storytelling and study; the problems of anxiety and otherness articulated and neutralized through humor; the significance of Jews in creating popular culture through the mass media (particularly though not exclusively in the United States) as well as the role of these mediums in transmitting and translating Jewish references to the general culture; the status of the Yiddish language as a vehicle for satire and a vehicle of resistance between tradition and modernity; the uses and abuses of Jewish stereotypes and the relationship of Jewish humor to anti-Semitism; the connections between Jewish humor and other modes of minority discourse; and the question of translation of Jewish humor both from Yiddish into other languages and from the Jewish "in-group" to a "post-ethnic" audience. Authors and performers to be examined will include Avrom Goldfaden, Sholem Aleichem, Dzigan and Szumacher, Lenny Bruce, the Marx Brothers, Mel Brooks, Phillip Roth, Woody Allen, Larry David, Sarah Silverman, and the Coen Brothers. All readings and discussions conducted in English.
Instructor(s): M. Caplan
Area: Humanities.

AS.213.348. Picturing Jews: Representing Jewish Identity in Modern Art, Film & Literature.
This course will consider the different ways Jewish identity has been represented in the 19th and 20th centuries, focusing primarily on Central and Eastern Europe. Race, nationalism, religion, language, geography, politics—all helped shape different ways of understanding just what it meant to be a Jew, and all found expression in art and literature by both Jews and non-Jews. Looking at texts originally written in German, Yiddish, and Hebrew, including prose, poetry, journalism and drama, as well as painting, photography, graphic design, architecture, and film we will gain an understanding of the range of ways that Jewish identity could be understood and expressed as well as of the ideological stakes and historical contexts of such representations. Writers and artists examined will include Chagall, Kafka, Sholem Aleichem, and Bialik. All readings will be in translation.
Instructor(s): S. Spinner
Area: Humanities.

AS.213.361. The Holocaust in Film and Literature.
How has the Holocaust been represented in literature and film? Are there special challenges posed by genocide to the traditions of visual and literary representation? Where does the Holocaust fit in to the array of concerns that the visual arts and literature express? And where do art and literature fit in to the commemoration of communal tragedy and the working through of individual trauma entailed by thinking about and representing the Holocaust? These questions will guide our consideration of a range of texts — nonfiction, novels, poetry — in Yiddish, German, English, French and other languages (including works by Elie Wiesel, Primo Levi, and Isaac Bashevis Singer), as well as films from French documentaries to Hollywood blockbusters (including films by Alain Resnais, Claude Lanzmann, and Quentin Tarantino). All readings in English.
Instructor(s): S. Spinner
Area: Humanities.

AS.213.387. Major City, Minor Literature? Berlin in German-Jewish and Yiddish Literature. 3 Credits.
Between the two World Wars, a period of intense artistic and intellectual vitality, Berlin was an international center for theater, visual arts, and literature. Many important Yiddish-language writers were drawn to Berlin and, together with their German-language counterparts, produced a body of literature that explores issues of modernity and identity. By comparing works in Yiddish and German, we will learn about inter-War Berlin's cultural diversity and richness, while also gaining insight into the particular issues of writing about Jewish identity in the 1920s, and the implications of writing in a minor language (Yiddish).
We will read works by authors including Joseph Roth and Alfred Döblin in German, and Moyalsh Kulbak and Dovid Bergelson in Yiddish. All texts will be in translation. Some questions we will explore include: • What is a minority/minor language or literature? • How did German and Yiddish interact in cultural and social spheres? • Can texts in different languages comprise a single body of literature? • What did it mean to be German and what did it mean to be Jewish? • Are assimilation and hybridity useful concepts? • Is there such a thing as Jewish modernism? • How did literature of the period respond to the rise of the Nazi party and the intensification of antisemitism?
Instructor(s): S. Spinner
Area: Humanities.

AS.213.635. Anthropology and Modernism.
This course will examine the reciprocal relationship between modernism and anthropology in Western and Central Europe, including examples from French, German, and Yiddish contexts. We will focus on the presence of anthropological and ethnographic discourses within various registers of modernist thought, literature, and visual culture, with special attention to visual and literary primitivism. We will also consider attempts by ethnographers to shape their practice in a modernist mold. Our central concerns will include the attempt to create a modernist poetics grounded in ethnography and the relationship between anthropological theory and ethnographic praxis in the modernist understanding of “culture.”
Instructor(s): S. Spinner
Area: Humanities.

Though every conventional description of modernist aesthetics dates its origins to the era preceding World War I—in some versions several decades before 1914—there has always been an understanding of the War’s “catalytic” influence on the aesthetic of chaos, madness, violence, and despair that comes to characterize at least one major strain of modernistic art. Taking the after-effects of the First World War as well as the Russian Revolution(s) as its point of origin, this graduate-level seminar will consider such writers as Sigmund Freud, Walter Benjamin, Sh. Y. Agnon, Sh. Ansky, Guillaume Apollinaire, Isaac Babel, Georges Perec, Erich Maria Remarque, Joseph Roth, Virginia Woolf, and Stefan Zweig. All readings and discussions available in English.
Instructor(s): M. Caplan
Area: Humanities.

AS.213.706. Literature, Museums, Mimesis.

Can museums be literary? Can literature be museal? Throughout the twentieth century and into the present, the museum has repeatedly challenged models of representation, none more so than mimesis, both as aesthetic theory and representational practice. This has been a role played by museums, both in their traditional guises as repositories of objects and — as André Malraux presciently had it — as “imaginary museums.” This course will examine the larger disruption of mimesis, and more specifically literary realism, through the particular catalyzing effects of museums. We will deal with two primary museological phenomenons: first, the introduction of the “primitive other” into European modernity via ethnographic museums; second, the museological commemoration and representation of trauma, specifically of the Holocaust. Special attention will be paid to discursive, formal, and rhetorical locations of overlap between the museal and the literary, including ekphrasis, linearity, volume, and collection. Readings will include fiction, poetry, and theoretical texts, as well as secondary sources examining particular museums and exhibitions. All texts in English.
Instructor(s): S. Spinner
Area: Humanities.

AS.213.725. Proto-, Modern, and Post-: Locating the -ism in Modernism.

All discussions in English. This graduate seminar will seek to disentangle the interrelationship among “proto-modernism,” “modernism,” and “post-modernism” from the straightjacket of periodization and taxonomy by focusing instead on questions of temporality and phenomenology. When is the time of modernity? What precedes modernism? How is post-modernism a continuation of modernism and a break with modernity? What follows the “post” or precedes the “proto”? How does literature establish a dialogue not just across linguistic borders but temporal ones as well? And when do these processes repeat themselves due to historical and political factors? By way of complicating all of these questions we will be considering writers from “across” the 20th century, including Walter Abish, Thomas Bernhard, André Breton, Orly Castel-Bloom, Henry Dumas, Moyshe Kulbak, Machado de Assis, Mendele Moykher-Sforim, Joseph Roth, Anton Shammas, Gertrude Stein, and Robert Walser.
Instructor(s): M. Caplan.


This course examines the works of major Israeli poets such as Yehuda Amichai, Nathan Zach, Dalia Rabikovitch, Erez Biton, Roni Somek, Dan Pagis, Yona Wollach, Yair Horwitz, Maya Bejerano, and Yitzhak Laor. Against the background of the poetry of these famous poets we will study recent developments and trends in Israeli poetry, including less known figures such as Mois Benaroch, Shva Salhoov and Almog Behar. Through close reading of the poems, the course will trace the unique style and aesthetic of each poet, and will aim at presenting a wide picture of contemporary Hebrew poetry.
Prerequisites: Students may receive credit for AS.216.300 or AS.300.413, but not both.
Instructor(s): N. Stahl
Area: Humanities.


Palestinian and Israeli cinemas have emerged side by side, each depicting its Other as a deceiving mirror of its own self. This course will analyze the different images of these Others in both cinemas.
Instructor(s): N. Stahl; Z. Cohen
Area: Humanities.

AS.216.342. The Holocaust in Israeli Society and Culture.

This course examines the role of the Holocaust in Israeli society and culture. We will study the emergence of the discourse of the Holocaust in Israel and its development throughout the years. Through focusing on literary, artistic and cinematic responses to the Holocaust, we will analyze the impact of its memory on the nation, its politics and its self-perception.
Instructor(s): N. Stahl
Area: Humanities.

AS.216.370. Israel Through Prose.

This course examines representations of various aspects of Israeli society and culture in contemporary Israeli prose. The course will follow both a thematic and chronological path in order to study the ways in which Israeli prose reflects political, ideological, social and cultural aspects of contemporary Israel. In this context, we will read works by several major authors such as: Agnon, Shabtai, Kahanah-Carmon, Oz, Kenaz, Yehoshua, Grossman, Castel-Bloom, Matalon, Laor, Kashua and Hoffmann. Students who sign up for section 2 will work an additional hour in Hebrew with Professor Cohen at a time mutually agreed upon by the professor and the students enrolled.-Carmon, Oz, Kenaz, Yehoshua, Grossman, Castel-Bloom, Matalon, Laor, Kashua and Hoffmann.
Instructor(s): N. Stahl; Z. Cohen
Area: Humanities.

AS.216.373. War in Israeli Arts and Culture. 3 Credits.

In this course we will study the various representations of what functions as one of Israel’s most unifying and yet dividing forces: war. By analyzing literary and cinematic works as well as visual art and popular culture we will attempt to understand the role of war in shaping Israeli society, culture and politics. Topics such as commemoration and mourning, dissent and protest, trauma and memory and the changing image of the soldier will stand at the center of the course. Students with a knowledge of Hebrew wishing to do extra work in Hebrew should enroll in section 2 and the fourth hour will be scheduled at a time convenient to the enrollees and instructor.
Instructor(s): N. Stahl; Z. Cohen
Area: Humanities.
AS.216.398. Zionism: Literature, Film, Thought.
This course studies the relation between Israeli culture and Zionism. Based on a close reading of both literary and non-literary Zionist texts, we will explore the thematic, social and political aspects of the Zionist movement. The course focuses on primary sources and its main goal is to familiarize students with the history of Zionism and its influence on Israeli culture. In the last part of the semester we will investigate the different meanings of Post-Zionism through contemporary literary and non-literary texts as well as recent Israeli films. Students wishing to do additional work in Hebrew should enroll in section 2 where students will meet for an additional hour at a time TBD and will earn 4 credits for the course.
Prerequisites: Students may receive credit for AS.216.398 or AS.300.398, but not both.
Instructor(s): N. Stahl; Z. Cohen
Area: Humanities.

AS.216.412. The Divine in Literature and Cinema.
This course studies various issues concerning literary and cinematic representations of the divine. We will investigate theoretical, theological, generic and aesthetic aspects of the topic and will familiarize ourselves with the general problem of the relation between religion, literature and cinema. Among the topics to be discussed are, negative theology in literature and film, theodicy and anti-theodicy, the question of religion and literary modernism, providence and narratology in the modern novel and in contemporary cinema.

This course studies literary and cinematic representations of the apocalypse. We will investigate theoretical, theological, generic and aesthetic aspects of the topic and seek to trace the narrative dynamics as well as literary and cinematic means of apocalyptic representations. We will discuss works from various periods, languages, cultures and religions. Among the issues to be discussed are, the apocalypse, war and the apocalypse, the Holocaust as apocalypse, Biblical apocalypse, post-apocalyptic works, the apocalypse in popular culture, realism, anti-realism and the apocalypse.
Instructor(s): N. Stahl
Area: Humanities.

AS.216.500. Independent Study.
Instructor(s): N. Stahl
Area: Humanities.

AS.216.612. The Divine in Literature and Cinema.
This course studies various issues concerning literary and cinematic representations of the divine. We will investigate theoretical, theological, generic and aesthetic aspects of the topic and will familiarize ourselves with the general problem of the relation between religion, literature and cinema. Among the topics to be discussed are, negative theology in literature and film, theodicy and anti-theodicy, the question of religion and literary modernism, providence and narratology in the modern novel and in contemporary cinema.
Instructor(s): N. Stahl.

AS.216.800. Independent Study.
Instructor(s): N. Stahl.

Humanities Center

AS.300.330. Trauma in Theory, Film, and Fiction.
An examination of the representation of trauma in literary theory, psychiatry, survivor literature, films, novels, and comics. Works by Sebald ("The Emigrants"), Lanzmann ("Shoah"), Spiegelman ("In the Shadow of No Towers"), McCarthy ("Remainder"), and others.
Instructor(s): R. Leys
Area: Humanities, Social and Behavioral Sciences.

AS.300.356. From Literature to Film - the case of Israeli Cinema.
This course explores the differences and similarities between two artistic mediums: literature and cinema. Our case study will be the interesting transformation of Hebrew fiction into Israeli films— a dominant phenomenon in Israeli cinema since its very beginning. Our main framework will be narrative theories, but we will also consider the specific historical, ideological and geo-political aspects involved in this transformation. By comparing the two artistic modes and studying the transformation of 5 literary works into films, students will become familiar with the history of modern Hebrew literature, contemporary Israeli cinema, and the relationship between these two artistic mediums. Cross-listed with Jewish Studies, Film and Media Studies, and Writing Seminars
Instructor(s): N. Stahl
Area: Humanities.

AS.300.379. Israeli Film and Literature.
This course examines representations of various aspects of Israeli society and culture in contemporary Israeli cinema and literature. The course will follow both a thematic and chronological path in order to study the ways in which Israeli cinema and literature reflect political, ideological, social, and cultural aspects of contemporary Israel. In this context, we will read well-known works by several major authors and will watch major Israeli films from the 1940s to these days. We will also use a comparative approach to study the different artistic means of both mediums and to evaluate their successes in representing the various tensions of Israeli society and culture.
Instructor(s): N. Stahl; Z. Cohen
Area: Humanities.

This course studies the development of modern Hebrew literature through its relation to Zionism and Post-Zionism. Based on a close reading of both literary and non-literary Zionist and Post-Zionist texts, we will explore the thematic, social, political, aesthetic and stylistic influences that these two movements have had on modern Hebrew literature. Writers to be discussed include: Hertzl, Nordau, Achad ha-am, Jabotinsky, Kluasner, Brenner, Berdycewski, Agnon, Greenberg, Kahana-Carmen, Oz, Yehoshua, Grossman, Castel-Bloom, and Laor.
Students may receive credit for AS.216.398 or AS.300.398, but not both.
Prerequisites: Students may receive credit for AS.216.398 or AS.300.398, but not both.
Instructor(s): N. Stahl
Area: Humanities.
AS.300.413. Israeli poetry.
This course examines the works of major Israeli poets such as Yehuda Amichai, Nathan Zach, David Avidan, Dalia Rabkowitz, Yona Wollach, Maya Bejerano, and Yitzhak Laor. These works will be read against the background of the poetry of previous literary generations of writers such as H.N Blaik, Avraham Shlonsky, Natan Alterman and Lea Goldberg in an attempt to uncover changes in style, themes and aesthetic. Through close reading of the poems, the course traces the unique style and aesthetic of each poet, and aims at presenting a wide picture of contemporary Hebrew poetry. Class will be conducted in English and texts will be read in both English translation and the Hebrew original. Open for both Hebrew and non-Hebrew speakers. Students may receive credit for AS.216.300 or AS.300.413, but not both.
Prerequisites: Students may receive credit for AS.216.300 or AS.300.413, but not both.
Instructor(s): N. Stahl.

Music
What is “Jewish music,” and what roles has it played in global and Jewish cultures? This course will address these questions, considering genres and contexts of Jewish music from cantillation to klezmer and from art music to Yiddish cinema. Cross listed with Jewish Studies
Instructor(s): J. Walden
Area: Humanities, Social and Behavioral Sciences.

Center for Language Education
AS.384.115. First Year Hebrew.
Designed to provide reading and writing mastery, to provide a foundation in Hebrew grammar and to provide basic conversational skills. Cross-listed with Jewish Studies. Final day/time will be determined during the first week of classes based on students' schedules.
Instructor(s): Z. Cohen.

AS.384.116. First Year Modern Hebrew II.
Designed to provide reading and writing mastery, to provide a foundation in Hebrew grammar and to provide basic conversational skills. Cross-listed with Jewish Studies.
Prerequisites: AS.384.115
Instructor(s): Z. Cohen.

AS.384.215. Second Year Hebrew.
Designed to enrich vocabulary and provide intensive grammatical review, and enhance fluency in reading, writing and comprehension. Cross-listed with Jewish Studies. Final day/time will be determined during the first week of classes based on students' schedules.
Prerequisites: AS.384.116 or equivalent.
Instructor(s): Z. Cohen
Area: Humanities.

AS.384.216. Second Year Modern Hebrew II.
Designed to enrich vocabulary and provide intensive grammatical review, and enhance fluency in reading, writing and comprehension. Recommended Course Background: AS.384.215 or permission required.
Prerequisites: AS.384.215
Instructor(s): Z. Cohen
Area: Humanities.

AS.384.315. Third Year Hebrew.
Designed to maximize comprehension and the spoken language through literary and newspaper excerpts providing the student with the language of an educated Israeli. Cross-listed with Jewish Studies. Final day/time will be determined during the first week of classes based on students' schedules.
Prerequisites: AS.384.216 or equivalent.
Instructor(s): Z. Cohen
Area: Humanities.

AS.384.316. Third Year Modern Hebrew II.
Designed to: maximize comprehension and the spoken language through literary and newspaper excerpts providing the student with the language of an educated Israeli. Recommended Course Background: AS.384.315 or permission required. Cross-listed with Jewish Studies.
Prerequisites: AS.384.315
Instructor(s): Z. Cohen
Area: Humanities.

Program in Museums and Society
AS.389.350. Staging Suburbia with the Jewish Museum of Maryland-Community Based Learning.
Work as a public historian alongside Jewish Museum of Maryland curators and staff, researching primary documents and artifacts to develop an exhibition about Baltimore’s Jewish suburbs. The show will travel throughout Baltimore. M&S practicum course. Cross-listed with History and Jewish Studies.
Area: Humanities, Social and Behavioral Sciences.

Center for Language Education
AS.384.115. First Year Hebrew.
Designed to provide reading and writing mastery, to provide a foundation in Hebrew grammar and to provide basic conversational skills. Cross-listed with Jewish Studies. Final day/time will be determined during the first week of classes based on students' schedules.
Instructor(s): Z. Cohen.

AS.384.116. First Year Modern Hebrew II.
Designed to provide reading and writing mastery, to provide a foundation in Hebrew grammar and to provide basic conversational skills. Cross-listed with Jewish Studies.
Prerequisites: AS.384.115
Instructor(s): Z. Cohen.

AS.384.215. Second Year Hebrew.
Designed to enrich vocabulary and provide intensive grammatical review, and enhance fluency in reading, writing and comprehension. Cross-listed with Jewish Studies. Final day/time will be determined during the first week of classes based on students' schedules.
Prerequisites: AS.384.116 or equivalent.
Instructor(s): Z. Cohen
Area: Humanities.

AS.384.216. Second Year Modern Hebrew II.
Designed to enrich vocabulary and provide intensive grammatical review, and enhance fluency in reading, writing and comprehension. Recommended Course Background: AS.384.215 or permission required.
Prerequisites: AS.384.215
Instructor(s): Z. Cohen
Area: Humanities.

AS.384.315. Third Year Hebrew.
Designed to maximize comprehension and the spoken language through literary and newspaper excerpts providing the student with the language of an educated Israeli. Cross-listed with Jewish Studies. Final day/time will be determined during the first week of classes based on students' schedules.
Prerequisites: AS.384.216 or equivalent.
Instructor(s): Z. Cohen
Area: Humanities.

AS.384.316. Third Year Modern Hebrew II.
Designed to: maximize comprehension and the spoken language through literary and newspaper excerpts providing the student with the language of an educated Israeli. Recommended Course Background: AS.384.315 or permission required. Cross-listed with Jewish Studies.
Prerequisites: AS.384.315
Instructor(s): Z. Cohen
Area: Humanities.

Program in Museums and Society
AS.389.350. Staging Suburbia with the Jewish Museum of Maryland-Community Based Learning.
Work as a public historian alongside Jewish Museum of Maryland curators and staff, researching primary documents and artifacts to develop an exhibition about Baltimore’s Jewish suburbs. The show will travel throughout Baltimore. M&S practicum course. Cross-listed with History and Jewish Studies.
Area: Humanities, Social and Behavioral Sciences.

The Goucher-Hopkins Cooperative Program in Russian
The Goucher College-Johns Hopkins University Cooperative Program in Russian Language, Literature, and Culture offers a full range of courses to be drawn from for JHU students to complete either a second major or minor in Russian.

Second Major in Russian
The Russian double-major, designed to give students a working command of both the written and spoken language and a deeper understanding of the cultural and literary development of the Russian people from the advent of Christianity to the present day, consists of 30 credits beyond, but not including, the course AS.377.208 Intensive Intermediate Russian. At least 3 courses (9 credits) must be at the 300-level or higher. Russian may only be completed as an additional major; students must have a different primary major. A grade of C- or better
must be earned in all courses applied towards the major and courses may not be taken satisfactory/unsatisfactory.

Russian majors are strongly encouraged to enroll in a summer immersion or spend a semester abroad in Moscow, St. Petersburg, or Vladimir through the Bard-Smolny, ACTR, or CIEE programs. A three-week summer immersion to Odessa, Ukraine is offered some years as part of the language study. Completion of AS.377.209 Advanced Russian Grammar is typically a prerequisite to study abroad. All credits earned during approved study abroad summer and semester programs may be applied toward the minor or double-major.

Minor in Russian

The minor consists of 18 credits beyond, but not including, the course AS.377.208 Intensive Intermediate Russian. A grade of C- or better must be earned in all courses applied towards the minor and courses may not be taken satisfactory/unsatisfactory.

Grading and Course Progression for Languages Offered by the Center for Language Education

For beginning courses, only AS.377.131 Elements of Russian I may be taken satisfactory/unsatisfactory. Other languages may be taken satisfactory/unsatisfactory only at the intermediate level and above. A student earning a D in a course is not eligible to pass to the next higher level course. Students are granted credit for each semester course successfully completed, regardless of enrollment or performance in a subsequent course.

For current faculty and contact information go to http://cledu.jhu.edu/directory/index.html

Faculty

Director
Yuki Johnson
Teaching Professor: Japanese.

Lecturers
Aiguo Chen
Lecturer: Chinese.

Zvi Cohen
Lecturer: Hebrew.

Sana Jafire
Lecturer: Arabic.

Satoko Katagiri
Lecturer: Japanese.

Jing-Yun Chen
Lecturer: Chinese.

Yanfei Chen
Lecturer: Chinese.

Makiko Nakao
Lecturer: Japanese.

Uma Saini
Sr. Lecturer: Hindi.

Baraa Rajab
Lecturer: Arabic.

Jayoung Song
Lecturer: Korean.

Julia Yarmolinskaya
Lecturer: ESL.

Nan Zhao
Lecturer: Chinese.

Adjunct Associate Professor
Olya Samilenko (Goucher): Russian language and literature.

Adjunct Assistant Professor
Annalisa Czeczulin (Goucher): Russian language and culture.

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

AS.370.010. Listening & Speaking - Advanced Beginner.
This course will be an in-depth study of higher level English grammar. Students will build on their foundational grammar skills, gain confidence in the more subtle nuances of grammar. Sentence structure will be studied at length giving the ability to more clearly express their ideas. Other focus areas will include but are not limited to, the perfect tenses, higher level punctuation, and modal verbs.
Instructor(s): Staff.

Area: Humanities.
Instructor(s): Staff.

AS.370.022. Reading & Writing English - Intermediate.
Instructor(s): Staff.

Instructor(s): Staff.

AS.370.032. Reading & Writing English 3.
Instructor(s): Staff.

AS.370.034. American Culture Through Film.
Instructor(s): Staff.

Instructor(s): Staff.

AS.370.042. Reading & Writing English - Advanced Plus.
Instructor(s): Staff.
AS.370.044. Accent Reduction.
In person registration only. This course is designed to help non-native American English speakers tackle American English language skills and improve their pronunciation and manner of speaking dramatically. The course incorporates the learning of language skills such as the sounds, stress patterns, rhythm, and intonation patterns of American English. This is a separate process from learning the grammar and vocabulary of American English. The completion of this course will result in accent modification, accent improvement and easily understandable conversational speech and will help the learner to function more effectively at work and outside of work.
Instructor(s): Staff.

AS.370.050. Strengthening English for the TOEFL.
This course will be an in-depth study of higher level English grammar. Students will build on their foundational grammar skills, gaining confidence in the more subtle nuances of grammar. Sentence structure will be studied at length giving students the ability to more clearly express their ideas. Other focus areas will include but are not limited to, the perfect tenses, higher level punctuation, and modal verbs.
Instructor(s): Staff.

Description: This course will be an in-depth study of higher level English grammar. Students will build on their foundational grammar skills, gaining confidence in the more subtle nuances of grammar. Sentence structure will be studied at length giving students the ability to more clearly express their ideas. Other focus areas will include but are not limited to, the perfect tenses, higher level punctuation, and modal verbs.
Instructor(s): E. Dunn.

Permit Req’d. No Auditors/Open to Graduate students only. Oral Skills for International Teaching Assistants is intended for international TAs who are not native speakers of English. In addition to improving listening comprehension in everyday interactions, students will improve their fluency, accuracy, and intelligibility in a variety of speaking situations. The core curriculum is designed to include a wide range of performance-based communicative activities. Open to international TAs and other full-time graduate students in Arts and Sciences and Engineering.
Instructor(s): N. Gooding.

Permit Req’d. Graduate students only. Communication Strategies in the American Classroom is designed to introduce international TAs to the culture of the American classroom. Students will continue to strengthen their English speaking skills, practice basic teaching techniques, and develop strategies for clear, cross-cultural communication. The core curriculum includes many performance-based activities intended to help students interact more effectively with undergraduates in a variety of speaking situations. Open to international TAs and other full-time graduate students in Arts and Sciences and Engineering.
Instructor(s): Y. Cranmer.

AS.370.602. Accent Reduction for ITA’s.
This course is intended for international Teaching Assistants (TAs) who are not native speakers of English. It focuses on improving students’ perception and pronunciation of American English through learning articulation, phonetics, and phonology. Students learn the basics of anatomy of speech production in order to understand how difficult sounds and sound contrasts are made. Students also learn the International Phonetic Alphabet (IPA) to help them distinguish sound contrasts that are difficult depending on the individual students’ native languages. Moving beyond individual sounds, students learn how sounds change depending on what word or phrase they appear in and when they appear in fast or colloquial speech. Finally, students learn and practice intonation appropriate for various types of statements and questions.
Instructor(s): J. Yarmolinskaya.

This course is intended for international Teaching Assistants (TAs) who are not well acquainted with the culture of American universities. It focuses on improving students’ understanding of the culture and communication norms in American academia. Students learn the basics of conversation and e-mail etiquette in America, as well as the norms of interacting with college students they teach, professors, and colleagues in situations such as classes, office hours, lab meetings, and scientific meetings. Students practice designing and presenting lectures, supporting materials, tests, and assignments for classes they TA, as well as scholarly presentations of their research to the scientific community. This course is open only to graduate students in AS/EN.
Instructor(s): J. Yarmolinskaya.

AS.370.604. Academic Writing.
This course is intended for international teaching assistants, graduate students and postdoctoral fellows who are not native speakers of English. Students will read and analyze the content, structure, and style of a wide range of academic and professional writing in order to improve their own essays, articles, reports, theses, critiques and proposals using those features. They will learn to explain, support, compare and argue their ideas effectively through attention to organization, vocabulary, and style. Grammar will be infused into the course as it applies to revision and editing of written work and consistency within various types of writing. Students will use a variety of strategies to improve skills in idea development, organization, word choice, sentence fluency, voice, grammar and mechanics. Writing tasks will be integrated with content, vocabulary, and grammar from various texts.
Instructor(s): Y. Cranmer.
**AS.370.605. Strengthening Oral Communication Skills.**
This course is intended for international teaching assistants, graduate students and postdoctoral fellows who are not native speakers of English. This course aims to enable students to succeed in academic, professional, and social discussions and conversations. By focusing on strategies for initiating oral communication, responding to the comments and ideas of others; as well as improving listening skills, students will become better overall at speaking and listening to English. Fiction and non-fiction media from a variety of sources will be used to stimulate discussion, sharpen listening skills, and build vocabulary. Exercises and drills will target specific grammar trouble spots and explicit pronunciation errors. So as to empower students in formal speaking situations, they will be asked to deliver two short 2-4 minute presentations and one longer 5-8 minute presentation. Extensive practice and feedback from instructor and classmates encourage students’ confidence in their public speaking skills.
Instructor(s): D. McNeal.

**AS.373.111. First Year Heritage Chinese.**
This course is designed for students who were raised in an environment in which Chinese is spoken by parents or guardians at home and for those who are familiar with the language and possess native-like abilities in comprehension and speaking. The course therefore focuses on reading and writing (including the correct use of grammar). Cross-listed with East Asian Studies.
Instructor(s): J. Yin.

**AS.373.112. First Year Heritage Chinese II.**
For students who have significant previously-acquired ability to understand and speak Modern Standard Chinese. Course focuses on reading and writing. Teaching materials are the same as used in AS.373.115-116; however, both traditional and simplified versions of written Chinese characters are used. Lab required. Continuation of AS.373.111. Recommended Course Background: AS.373.111 or permission required.
Prerequisites: Prereq: AS.373.111 or equivalent
Instructor(s): N. Zhao.

**AS.373.115. First Year Chinese.**
This course is designed primarily for students who have no prior exposure to Chinese. The objective of the course is to help students build a solid foundation of the four basic skills—listening, speaking, reading, and writing in an interactive and communicative learning environment. The emphasis is on correct pronunciation, accurate tones and mastery of basic grammatical structures. Note: Students with existing demonstrable skills in spoken Chinese should take AS.373.111-112. No Satisfactory/ Unsatisfactory. Students may choose to attend either lecture at 9am or 3pm on TTh. Cross-listed with East Asian Studies.
Instructor(s): J. Chen; Y. Chen.

**AS.373.116. First Year Chinese II.**
Introductory course in Modern Standard Chinese. Goals: mastery of elements of pronunciation and control of basic vocabulary of 800-900 words and most basic grammatical patterns. Students work first with Pin-Yin system, then with simplified version of written Chinese characters. Continuation of AS.373.115. Note: Student with existing demonstrable skills in spoken Chinese should take AS.373.111-112. Recommended Course Background: AS.373.115 or permission required.
Prerequisites: Prereq: AS.373.115 or equivalent.
Instructor(s): J. Chen; N. Zhao.

**AS.373.211. Second Year Heritage Chinese.**
This course is designed for students who finished AS.373.112 with C+ and above (or equivalent). Students in this course possess native-like abilities in comprehension and speaking. The course focuses on reading and writing. Cross-listed with East Asian Studies.
Prerequisites: AS.373.112 or equivalent.
Instructor(s): A. Chen
Area: Humanities.

**AS.373.212. Second Year Heritage Chinese II.**
For students who have significant previously-acquired ability to understand and speak Modern Standard Chinese. Course focuses on reading and writing. Teaching materials are the same as used in AS.373.115-116; however, both traditional and simplified versions of written Chinese characters are used. Continuation of AS.373.211. Recommended Course Background: AS.373.211 or permission required.
Prerequisites: Prereq: AS.373.211 or equivalent.
Instructor(s): A. Chen
Area: Humanities.

**AS.373.215. Second Year Chinese.**
Consolidation of the foundation that students have laid in their first year of study and continued drill and practice in the spoken language, with continued expansion of reading and writing vocabulary and sentence patterns. Students will work with both simplified and traditional characters. Note: Students who have native-like abilities in comprehension and speaking should take AS.373.211-212. Cross-listed with East Asian Studies.
Prerequisites: AS.373.116 or equivalent.
Instructor(s): A. Chen; Y. Chen
Area: Humanities.

**AS.373.216. Second Year Chinese II.**
Consolidation of the foundation that students have laid in their first year of study and continued drill and practice in the spoken language, with continued expansion of reading and writing vocabulary and sentence patterns. Students will work with both simplified and traditional characters. Note: Students who have native-like abilities in comprehension and speaking should take AS.373.211-212. Recommended Course Background: AS.373.215 or Permission Required. Cross-listed with East Asian Studies.
Prerequisites: Prereq: AS.373.215 or equivalent.
Instructor(s): A. Chen; Y. Chen
Area: Humanities.

**AS.373.261. Intermediate Workshop & Practicum in Engineering Chinese.**
JHU China-STEM Program: Engineering: Specialized intermediate language instruction for students of Mandarin in fields of science and engineering. Courses offered at the Nanging Center in Nanjing, China. By application only. Two years of College-level Mandarin required for admission to the China-STEM Program.
Instructor(s): N. Yu
Area: Humanities.

**AS.373.271. Intermediate Workshop and Practicum in Health Sciences Chinese.**
JHU China-STEM Program: Engineering: Specialized intermediate language instruction for students of Mandarin in fields of science and engineering. Courses offered at the Nanging Center in Nanjing, China. By application only. Two years of College-level Mandarin required for admission to the China-STEM Program.
Instructor(s): N. Yu; Staff
Area: Humanities.
AS.373.313. Third Year Heritage Chinese.
This course is designed for those who have already taken AS.373.212 or equivalent. Students need to have native-level fluency in speaking and understanding Chinese. The course focuses on reading and writing. In addition to the textbooks, downloaded articles on current affairs may also be introduced on a regular basis. Cross-listed with East Asian Studies
Prerequisites: Prereq: AS.373.211 AND AS.373.212 or instructor's permission
Instructor(s): Y. Chen
Area: Humanities.

AS.373.314. Third Year Heritage Chinese II.
This course is a continuation of AS.373.313. Students need to have native-level fluency in speaking and understanding Chinese. The course focuses on reading and writing. In addition to the textbooks, downloaded articles on current affairs may also be included on a regular basis. Recommended Course Background: AS.373.313 or Permission Required. Lab required.
Prerequisites: AS.373.313 or equivalent
Instructor(s): Y. Chen
Area: Humanities.

AS.373.315. Third Year Chinese.
This two-semester course consolidates and further expands students' knowledge of grammar and vocabulary and further develops reading ability through work with textbook material and selected modern essays and short stories. Class discussions will be in Chinese insofar as feasible and written assignments will be given. Cross-listed with East Asian Studies
Prerequisites: Prereq: AS.373.216 or equivalent
Instructor(s): A. Chen
Area: Humanities.

AS.373.316. Third Year Chinese II.
This two-semester course consolidates and further expands students' knowledge of grammar and vocabulary and further develops reading ability through work with textbook material and selected modern essays and short stories. Class discussions will be in Chinese insofar as feasible, and written assignments will be given. Continuation of AS.373.315. Recommended Course Background: AS.373.315 or permission required.
Prerequisites: Prereq: AS.373.315 or equivalent.
Instructor(s): A. Chen
Area: Humanities.

AS.373.361. Chinese for Engineers.
JHU China-STEM Program: Engineering: Specialized intermediate language instruction for students of Mandarin in fields of science and engineering. Courses offered at the Nanging Center in Nanjing, China. By application only. Two years of College-level Mandarin required for admission to the China-STEM Program.
Instructor(s): N. Yu
Area: Humanities.

JHU China-STEM Program: Engineering: Specialized intermediate language instruction for students of Mandarin in fields of science and engineering. Courses offered at the Nanging Center in Nanjing, China. By application only. Two years of College-level Mandarin required for admission to the China-STEM Program.
Instructor(s): Staff
Area: Humanities.

AS.373.371. Health Sciences Chinese.
JHU China-STEM Program: Engineering: Specialized intermediate language instruction for students of Mandarin in fields of science and engineering. Courses offered at the Nanging Center in Nanjing, China. By application only. Two years of College-level Mandarin required for admission to the China-STEM Program.
Instructor(s): N. Yu; Staff
Area: Humanities.

AS.373.372. Advanced Workshop & Practicum in Health Sciences Chinese.
JHU China-STEM Program: Engineering: Specialized intermediate language instruction for students of Mandarin in fields of science and engineering. Courses offered at the Nanging Center in Nanjing, China. By application only. Two years of College-level Mandarin required for admission to the China-STEM Program.
Instructor(s): N. Yu; Staff
Area: Humanities.

AS.373.415. Fourth Year Chinese.
This course is designed for students who finished AS.373.316 with a C+ or above (or equivalent). Readings in modern Chinese prose, including outstanding examples of literature, newspaper articles, etc. Students are supposed to be able to understand most of the readings with the aid of a dictionary, so that class discussion is not focused primarily on detailed explanation of grammar. Discussion, to be conducted in Chinese, will concentrate on the cultural significance of the readings' content. Cross-listed with East Asian Studies
Prerequisites: AS.373.315
Instructor(s): J. Yin
Area: Humanities.

AS.373.416. Fourth Year Chinese II.
Continuation of AS.373.415. Readings in modern Chinese prose, including outstanding examples of literature, newspaper articles, etc. Students should understand most of the readings with the aid of a dictionary, so that class discussion need not focus primarily on detailed explanation of grammar. Discussion, to be conducted in Chinese, will concentrate on the cultural significance of the readings' content. Recommended Course Background: AS.373.415 or Permission Required. Cross-listed with East Asian Studies
Prerequisites: Prereq: AS.373.415 or equivalent.
Instructor(s): N. Zhao
Area: Humanities.

The main focus of this course is to expand the student's knowledge of four essential skills in Chinese language and to deepen the student's knowledge of Chinese culture. The course is taught based on various written and visual materials (including newspapers, journals, TV, movies, and short novels) to improve students' reading comprehension, maintain conversation skills through class discussion, increase understanding of the culture and society of China, and enhance writing ability through short compositions and a writing project. Recommended Course Background: Completion of four years of Chinese language or permission required.
Area: Humanities.
AS.375.452. Topics in Chinese Media II.
The main focus of this course is to expand the student's knowledge of four essential skills in Chinese language and to deepen the student's knowledge of Chinese culture. The course is taught based on various written and visual materials (including newspapers, journals, TV, movies, and short novels) to improve students' reading comprehension, maintain conversation skills through class discussion, increase understanding of the culture and society of China, and enhance writing ability through short compositions and a writing project. Continuation of 373.451. Recommended Course Background: AS.375.451 or its equivalent.
Area: Humanities.

AS.375.491. 5th Year Chinese.
Fifth Year Chinese is designed for students who finished fourth year regular or third year heritage Chinese course at JHU or its equivalent and wish to achieve a higher advanced proficiency level in Chinese. The goal of the course is to help students further develop their listening, speaking, reading and writing skills cohesively and to enhance students' understanding of Chinese culture and society through language learning. Instructor: N. Zhao
Prerequisites: AS.373.416 or AS.373.314 or equivalent.
Instructor(s): J. Chen.

AS.375.492. Fifth Year Chinese.
Fifth Year Chinese is designed for students who finished fourth year regular or third year heritage Chinese course at JHU or its equivalent and wish to achieve a higher advanced proficiency level in Chinese. The goal of the course is to help students further develop their listening, speaking, reading and writing skills cohesively and to enhance students' understanding of Chinese culture and society through language learning.
Prerequisites: AS.373.491 or equivalent.
Instructor(s): N. Zhao.


AS.375.115. First Year Arabic.
Introductory course in speaking, listening, reading, and writing Modern Standard Arabic. Presents basic grammatical structures and a basic vocabulary. Through oral-aural drill in classroom, tapes in Language Laboratory, and reading/writing exercises, students attain a basic level of competence on which they can build in subsequent years of study No Satisfactory/ Unsatisfactory
Instructor(s): B. Rajab.
Prerequisites: AS.375.115 or equivalent.
Instructor(s): S. Jafire.

AS.375.116. First Year Arabic II.
Continuation of AS.375.115. Introductory course in speaking, listening, reading, and writing Modern Standard Arabic. Presents basic grammatical structures and a basic vocabulary. Through oral-aural drill in classroom, tapes in Language Laboratory, and reading/writing exercises, students attain a basic level of competence on which they can build in subsequent years of study. Accelerated students should register for Section 01. May not be taken Satisfactory/ Unsatisfactory
Prerequisites: Prereq: AS.375.115 or equivalent.
Instructor(s): S. Jafire.

AS.375.120. Beginning Arabic II.
Continuation of Beginning Arabic I. Introductory course in speaking, listening, reading, and writing Modern Standard Arabic. Presents basic grammatical structures and a basic vocabulary. Through oral-aural drill in classroom, tapes in Language Laboratory, and reading/writing exercises, students attain a basic level of competence on which they can build in subsequent years of study.

AS.375.215. Second Year Arabic.
Designed to bring students up to competency level required for third/fourth year Arabic. Students will consolidate and expand their mastery of the four basic skills acquired in AS.375.115-116. More authentic material—written, audio, and visual—will be used, and culture will be further expanded on as a fifth skill.
Prerequisites: AS.375.116 or equivalent.
Area: Humanities.

AS.375.216. Second Year Arabic II.
Continuation of AS.375.215. Designed to bring students up to competency level required for third/fourth year Arabic. Students will consolidate and expand their mastery of the four basic skills acquired in AS.375.115-116. More authentic material—written, audio, and visual—will be used, and culture will be further expanded on as a fifth skill.
Prerequisites: Prereq: AS.375.215 or equivalent.
Instructor(s): B. Rajab
Area: Humanities.

AS.375.301. Third Year Arabic.
Designed to enhance students' ability to read, discuss, and write about various topics covered in traditional and contemporary Arabic texts. Recommended Course Background: AS.375.216 or equivalent.
Prerequisites: AS.375.116
Area: Humanities.

AS.375.302. Third Year Arabic II.
Designed to enhance students' ability to read, discuss, and write about various topics covered in traditional and contemporary Arabic texts. Continuation of AS.375.301. Recommended Course Background: AS.375.301 or permission required.
Prerequisites: Prereq: AS.375.301 or equivalent.
Instructor(s): B. Rajab
Area: Humanities.

AS.375.401. Fourth Year Arabic.
This is an introductory course to different periods of the Arabic literature. Selections of famous Arabic poetry and short prose works are the substance of the course.
Prerequisites: AS.375.302 or equivalent.
Instructor(s): S. Jafire
Area: Humanities.

AS.375.402. Fourth Year Arabic II.
This is an introductory course to different periods of the Arabic literature. Selections of famous Arabic poetry and short prose works are the substance of the course. Continuation of AS.375.401. Recommended Course Background: AS.375.302 or equivalent.
Prerequisites: Prereq: AS.375.401 or equivalent.
Instructor(s): S. Jafire
Area: Humanities.

Instructor(s): K. Tahrawi.

AS.375.801. Independent Study - Arabic.  
Graduate level Independent Study course in Arabic.  
Instructor(s): B. Rajab.

AS.375.802. Independent Study -- Arabic.  
Instructor(s): B. Rajab  
Area: Humanities.

AS.377.100. Linguistic Crossroads: Where Cultures (Con)/(Di)verge.  
This course provides an investigation of the world’s language families from a linguistic perspective. Students will be introduced to the IPA transliteration system, followed by an examination of the structures that are common to several families, as well as others that are uniquely their own. Emphasis will be placed on the historic context of language apropos to a discussion of phonetics, morphology, and basic syntax of representative languages from around the world, including English, German, Japanese, Russian, and Spanish. A course project will consist of students interviewing and noting in phonetics several words and phrases from two different languages (using native speakers) with an analysis of observed similarities and differences. In English.  
Instructor(s): A. Czeczulin.

AS.377.131. Elements of Russian I.  
Designed to give student a firm foundation in the language, with special emphasis on the development of vocabulary, basic reading, and conversational skills. (Section 02 taught at Goucher College)  
Instructor(s): A. Czeczulin; O. Samilenko.

AS.377.132. Elementary Russian II.  
Designed to give students a firm foundation in the language, with special emphasis on the development of vocabulary, basic reading, and conversational skills. Continuation of AS.377.131. Section 02 taught at Goucher. May not be taken Satisfactory/Unsatisfactory. Recommended Course Background: AS.377.131.  
Instructor(s): A. Czeczulin; O. Samilenko.

Intensive oral work; continued emphasis on grammar and reading comprehension. Section 02 taught at Goucher College.  
Prerequisites: AS.377.132  
Instructor(s): A. Czeczulin  
Area: Humanities.

Continuation of AS.377.208. Intensive oral work; continued emphasis on grammar and reading comprehension.  
Instructor(s): A. Czeczulin  
Area: Humanities.

Discussions based on readings, films, and multimedia exercises. Special attention is paid to the active use of grammar structures in fourth semester Russian. Taught at Goucher. Recommended Course Background: AS.377.209 or instructor’s permission.  
Prerequisites: AS.377.135  
Instructor(s): O. Samilenko  
Area: Humanities.

AS.377.211. Introduction to Russian Literature I.  
This first intensive reading course of the literary sequence focuses on a survey of major writers, genres, and literary movements of mid-nineteenth century Russia including select works of Pushkin, Gogol, Lermontov, Turgenev, Tolstoy and Dostoevsky adapted to the intermediate level. Taught in Russian  
Prerequisites: AS.377.209 and AS.377.210 or permission of instructor.  
Instructor(s): O. Samilenko  
Area: Humanities.

AS.377.237. The Russian Press.  
Reading and discussion of topics drawn from the Russian press and contemporary literature. Designed to strengthen the student’s command of Russian vocabulary, especially in the areas of history, political science, and economics, while providing a deeper insight into the dynamics of everyday life in Russia today.  
Prerequisites: AS.377.209 or AS.377.210  
Instructor(s): A. Czeczulin  
Area: Humanities.

The evolution of Russian culture and civilization from the Mongol invasion to the present day conducted through a study of literary texts, architecture, art, music, film, and multimedia. Taught in English. Held at Goucher.  
Area: Humanities.

AS.377.254. Soul of Russia: Culture and Civilization.  
The evolution of Russian culture and civilization from the Mongol invasion to the present day conducted through a study of literary texts, architecture, art, music, film, and multimedia. Taught in English. Taught at Goucher.  
Area: Humanities.

A survey course of Russian oral and subsequent written tradition using multimedia and presented against the background of the Indo-European tradition. Taught in English at Goucher College  
Instructor(s): A. Czeczulin  
Area: Humanities.

This course will explore the role of Russian women in the world by carefully examining the significance of contributions by these women. Diverse perspectives will be explored (Russian and Russian National). Students will examine and analyze texts written by and about women struggling with questions regarding patriarchal and male-based society. The fact that these women have remained hidden from Russia and the world at large will also be addressed, using feminist methodologies. This course will provide students with the opportunity to pursue their own questions in dialogue. Rus 270 is available as a traditional or hybrid class. Offered Fall 2015 and every fall. Taught at Goucher College.  
Instructor(s): A. Czeczulin  
Area: Humanities.

AS.377.318. Chekov and the Short Story.  
Chekov’s short stories and plays studied against the social, political, and philosophic background of his time. Close readings and in-depth stylistic analysis. Designed for advanced students. Taught in Russian  
Instructor(s): O. Samilenko  
Area: Humanities.
AS.377.335. Technical Translation.
Advanced work in translating-- Russian into English-- in the sciences and social sciences. Taught at Goucher.
Area: Humanities.

AS.377.353. The Soul of Russia: Russian Culture and Civilization and Capstone Project.
Students will learn about Russian traditions, folklore, conceptions of the world, and the search for national identity in juxtaposition with Russian history and literature. Seven topics will be covered using literature, music, cuisine and dance. At the 300-level students are required to complete a research paper and a capstone project that includes work in the Russian language done through reading and written assignments or through a documented community-based learning capstone project with the instructor’s permission. The course is taught in English. Students taking 253 receive 3 credits. Students taking 353 receive 4 credits.
Instructor(s): O. Samilenko
Area: Humanities.

AS.377.395. Senior Seminar I: Folklore in Russian Literature.
Folkloric Elements in the works of Pushkin, Gogol, Lermontov, and Leskov.
Instructor(s): O. Samilenko
Area: Humanities.

AS.377.396. Senior Seminar II.
A close study of Russian poetry from the eighteenth century to the present, including major poetic movements. Taught in Russian.
Instructor(s): O. Samilenko
Area: Humanities.

Through arrangement with the instructor.
Instructor(s): A. Czeczulin; O. Samilenko.

Instructor(s): O. Samilenko.

AS.377.570. Independent Study - Russian.
Instructor(s): O. Samilenko.

AS.377.599. Independent Study.
Instructor(s): O. Samilenko.

AS.378.115. First Year Japanese I.
This course is designed for students who have no background or previous knowledge in Japanese. The course consists of lectures on Tuesday/Thursday and conversation classes on Monday/Wednesdays/ Fridays. The goal of the course is the simultaneous progression of four skills (speaking, listening, writing, and reading) as well as familiarity with aspects of Japanese culture. By the end of the fall term, students will have basic speaking and listening comprehension skills, a solid grasp of basic grammar items, reading and writing skills, and a recognition and production of approximately 60 kanji in context. Knowledge of grammar will be expanded significantly in 2nd year Japanese. May not be taken Satisfactory/Unsatisfactory. Recommended Course Background: AS.378.115
Prerequisites: Prereq: AS.378.115 or equivalent.
Instructor(s): M. Johnson; S. Katagiri.

Training in spoken and written language, increasing their knowledge of more complex patterns. At completion, students will have a working knowledge of about 250 Kanji. Recommended Course Background: AS.378.115 and AS.378.116 or equivalent.
Prerequisites: AS.378.116 or equivalent.
Instructor(s): M. Nakao
Area: Humanities.

AS.378.216. Second Year Japanese II.
Continuation of Beginning Japanese and Intermediate Japanese I. Training in spoken and written language, increasing students’ knowledge of more complex patterns. At completion, students will have a working knowledge of about 250 Kanji. Lab required. Recommended Course Background: AS.378.215 or equivalent.
Prerequisites: Prereq: AS.378.215 or equivalent.
Instructor(s): M. Nakao
Area: Humanities.

AS.378.315. Third Year Japanese.
Emphasis shifts toward reading, while development of oral-aural skills also continues apace. The course presents graded readings in expository prose and requires students to expand their knowledge of Kanji, grammar, and both spoken and written vocabulary. Cross-listed with East Asian Studies
Prerequisites: AS.378.215-216
Instructor(s): M. Nakao
Area: Humanities.

AS.378.316. Third Year Japanese II.
Emphasis shifts toward reading, while development of oral-aural skills also continues apace. The course presents graded readings in expository prose and requires students to expand their knowledge of Kanji, grammar, and both spoken and written vocabulary. Lab required. Continuation of AS.378.315. Recommended Course Background: AS.378.315 or equivalent.
Prerequisites: Prereq: AS.378.315 or equivalent.
Instructor(s): M. Nakao
Area: Humanities.

This course is designed for students who have already studied 1st-year Japanese grammar and wish to develop a thorough knowledge of Japanese grammar in order to advance all aspects of language skills to a higher level. It is also appropriate for graduate students who need to be able to read materials written in Japanese. Recommended Course Background: AS.378.115-116 or equivalent.
Instructor(s): M. Johnson
Area: Humanities.
Continued from 378.396: Fundamentals of Japanese Grammar. This course is designed for students who have already studied 1st-year Japanese grammar and wish to develop a thorough knowledge of Japanese grammar in order to advance all aspects of language skills to a higher level. It covers complex grammatical items introduced in the 2nd year level from a higher level, linguistic perspective. It is also appropriate for graduate students who need to be able to read materials written in Japanese.
**Prerequisites:** 378.116 or equivalent or 378.396
Instructor(s): M. Johnson
Area: Humanities.

By using four skills in participatory activities (reading, writing, presentation, and discussion), students will develop reading skills in modern Japanese and deepen and enhance their knowledge on Kanji and Japanese culture. Recommended Course Background: AS.378.315 and AS.378.316 or equivalent.
**Prerequisites:** AS.378.316 or equivalent.
Instructor(s): Y. Nagata
Area: Humanities.

AS.378.416. Fourth Year Japanese II.
By using four skills in participatory activities (reading, writing, presentation, and discussion), students will develop reading skills in modern Japanese and deepen and enhance their knowledge on Kanji and Japanese culture. Lab required. Recommended Course Background: AS.378.415
**Prerequisites:** Prereq: AS.378.415 or equivalent.
Instructor(s): Y. Nagata
Area: Humanities.


This course is designed for graduate students (particularly in East Asian Studies) and undergraduate students whose proficiency level is higher than 4th-year Japanese as offered at Johns Hopkins University or equivalent and those who plan to pursue studies utilizing written Japanese materials. Students will learn effective methods for reading Japanese materials, varying from works of literature to modern academic articles on topics of students' interest.
**Prerequisites:** AS.378.612. Readings in Japanese Studies II.
This course is designed for graduate students (particularly in East Asian Studies) and undergraduate students whose proficiency level is higher than 4th-year Japanese as offered at Johns Hopkins University or equivalent and those who plan to pursue studies utilizing written Japanese materials. Students will learn effective methods for reading Japanese materials, varying from works of literature to modern academic articles on topics of students' interest. Cross-listed with East Asian Studies.

AS.379.151. Beginning Kiswahili I.
This introductory course presents some of the basic grammatical, phonological, and sociological elements of the Kiswahili language. Students are exposed to different facets of the cultures of eastern Africa (especially Tanzanian and Kenyan). The focus in the course is on vocabulary, which is developed through the use of pictures, dialogues, question and answer exercises, audio and/or video tapes. Resources in the Language Lab are incorporated in the course.
**Prerequisites:** AS.379.397. Fundamentals of Japanese Grammar.
Instructor(s): J. Kamau.

AS.379.152. Beginning Kiswahili II.
Instructor(s): J. Kamau.

AS.379.501. Indep Study Kiswahili.
Instructor(s): J. Kamau.

AS.379.502. Ind Study - Kiswahili.
Instructor(s): J. Kamau.

AS.380.101. First Year Korean.
Introduces the Korean alphabet, hangeul. Covers basic elements of the Korean language, high-frequency words and phrases, including cultural aspects. Focuses on oral fluency reaching Limited Proficiency where one can handle simple daily conversations. No Satisfactory/ Unsatisfactory. Cross-listed with East Asian Studies
**Prerequisites:** AS.380.101.
Instructor(s): J. Song.

AS.380.102. First Year Korean II.
Focuses on improving speaking fluency to Limited Proficiency so that one can handle simple daily conversations with confidence. It provides basic high-frequency structures and covers Korean holidays. Continuation of AS.380.101. Recommended Course Background: AS.380.101 or permission required.
**Prerequisites:** Prereq: AS.380.101 or equivalent.
Instructor(s): J. Song.

AS.380.201. Second Year Korean.
Aims for improving oral proficiency and confident control of grammar with vocabulary building and correct spelling intended. Reading materials of Korean people, places, and societies will enhance cultural understanding and awareness. Project due on Korean cities. Existing demonstrable skills in spoken Korean preferred.
**Prerequisites:** Prereqs: AS.380.101 and AS.380.102
Instructor(s): J. Song
Area: Humanities.

AS.380.202. Second Year Korean II.
Aims for improving writing skills with correct spelling. Reading materials of Korean people, places, and societies will enhance cultural understanding and awareness, including discussion on family tree. Continuation of AS.380.201. Recommended Course Background: AS.380.201 or equivalent.
**Prerequisites:** Prereq: AS.380.201 or equivalent.
Instructor(s): J. Song
Area: Humanities.

AS.380.301. Third Year Korean.
Emphasizes reading literacy in classic and modern Korean prose, from easy essays to difficult short stories. Vocabulary refinement and native-like grasp of grammar explored. Project due on Korean culture. Cross-listed with East Asian Studies
**Prerequisites:** AS.380.202 or equivalent.
Instructor(s): J. Song
Area: Humanities.

AS.380.302. Third Year Korean II.
Emphasizes reading literacy in classic and modern Korean prose. By reading Korean newspapers and professional articles in one's major, it enables one to be well-versed and truly literate. Continuation of AS.380.301. Cross-listed with East Asian Studies Prerequisite: AS.380.301 or equivalent.
**Prerequisites:** Prereq: AS.380.301 or equivalent.
Instructor(s): J. Song
Area: Humanities.
AS.381.101. First Year Hindi I.
Course focuses on acquisition of additional vocabulary and grammatical structures in culturally authentic contexts, listening, speaking, reading, and writing comprehension. No Satisfactory/ Unsatisfactory Lab Req’d.
Instructor(s): U. Saini.

AS.381.102. First Year Hindi II.
This course prepares students to function in everyday situations in the Hindi speaking world. Focuses on the acquisition of basic vocabulary and grammatical structures in culturally authentic contexts through listening, speaking, reading, and writing comprehension. Hindi reading and writing is taught in its original Dayva-nagari script. Oral-aural drills in class and work in the Language Lab is required.
Prerequisites: Prereq: AS.381.101 or equivalent.
Instructor(s): U. Saini
Area: Humanities.

AS.381.201. Second Year Hindi I.
Course provides refinement of basic language skills in cultural context. Emphasis will be on expansion of vocabulary and grammatical structures and further development of communicative skills. Recommended Course Background: AS.381.101, AS.382.102
Prerequisites: AS.381.102 or equivalent.
Instructor(s): U. Saini
Area: Humanities.

AS.381.202. Second Year Hindi II.
Course provides refinement of basic language skills in cultural context. Emphasis will be on expansion of vocabulary and grammatical structures and further development of communicative skills. Continuation of AS.381.201. Recommended Course Background: AS.381.201 or permission required.
Prerequisites: Prereq: AS.381.201 or equivalent.
Instructor(s): U. Saini
Area: Humanities.

AS.381.301. Third Year Hindi I.
Promotes the active use of Hindi in culturally authentic contexts. Development of fluency in oral and written communication is emphasized.
Prerequisites: AS.381.201 AND AS.381.202
Instructor(s): U. Saini
Area: Humanities.

AS.381.302. Third Year Hindi II.
This course is geared towards listening comprehension, enrichment of vocabulary and exposure to various social situations. Students will get an opportunity to learn to narrate and support their views in informal and formal styles. The course will promote a meaningful interaction to understand the cultural nuances.
Prerequisites: Prereq: AS.381.301 or equivalent.
Instructor(s): U. Saini
Area: Humanities.

AS.382.101. Beginning Persian I.
The basic modern Persian enables students to learn the Persian alphabet’s phonology, morphology, and the basic syntax. Students will also be reading, writing, and translating basic sentences. Course taught in Persian.
Instructor(s): D. Dehghan.

AS.383.112. Beginning Sanskrit II.
This course is a continuation of 381.111. Additional emphasis will be placed on listening, reading, and writing of the language. Basic sentences will be drawn from the Sanskrit Literature. Simple Vedic Mantras from the Vedas and Ishopanishad, verses from the Ghagavad Gita, and the sootras from the Yoga Sookas will be read.
Prerequisites: AS.383.111.

AS.384.115. First Year Hebrew.
Designed to provide reading and writing mastery, to provide a foundation in Hebrew grammar and to provide basic conversational skills. Cross-listed with Jewish Studies. Final day/time will be determined during the first week of classes based on students’ schedules.
Instructor(s): Z. Cohen.

AS.384.116. First Year Modern Hebrew II.
Designed to provide reading and writing mastery, to provide a foundation in Hebrew grammar and to provide basic conversational skills. Cross-listed with Jewish Studies.
Prerequisites: AS.384.115
Instructor(s): Z. Cohen
Area: Humanities.

AS.384.215. Second Year Hebrew.
Designed to enrich vocabulary and provide intensive grammatical review, and enhance fluency in reading, writing and comprehension. Cross-listed with Jewish Studies. Final day/time will be determined during the first week of classes based on students’ schedules.
Prerequisites: AS.384.116 or equivalent.
Instructor(s): Z. Cohen
Area: Humanities.

AS.384.216. Second Year Modern Hebrew II.
Designed to enrich vocabulary and provide intensive grammatical review, and enhance fluency in reading, writing and comprehension. Recommended Course Background: AS.384.215 or permission required.
Prerequisites: AS.384.215
Instructor(s): Z. Cohen
Area: Humanities.

AS.384.315. Third Year Hebrew.
Designed to maximize comprehension and the spoken language through literary and newspaper excerpts providing the student with the language of an educated Israeli. Cross-listed with Jewish Studies. Final day/time will be determined during the first week of classes based on students’ schedules.
Prerequisites: AS.384.216 or equivalent.
Instructor(s): Z. Cohen
Area: Humanities.

AS.384.316. Third Year Modern Hebrew II.
Designed to: maximize comprehension and the spoken language through literary and newspaper excerpts providing the student with the language of an educated Israeli. Recommended Course Background: AS.384.315 or permission required. Cross-listed with Jewish Studies.
Prerequisites: AS.384.315
Instructor(s): Z. Cohen
Area: Humanities.

AS.384.503. Summer Internship-Hebrew.
Instructor(s): Z. Cohen.
Cross Listed Courses

East Asian Studies

AS.310.316. First Year Classical Chinese: Language and Literature of the Ancient Period.
Readings in prose and poetic texts of the Zhou and Han Dynasties. Class emphasizes language acquisition, especially grammar and vocabulary memorization. In addition we will read and discuss works in western languages that treat the culture and writers of the Ancient period. Quizzes and Tests (Midterm and Final) will cover both language and cultural data. A short paper also required.
Instructor(s): V. Cass
Area: Humanities.

This course introduces the basic syntax, grammar and vocabulary of Classical Chinese or Literary Chinese (guwen/wenyen wen), the written language from Old Chinese to the early twentieth century. Classical Chinese, which differs substantially form modern colloquial Chinese, is the language in which traditional Chinese historical, philosophical, religious and literary works are written. The structure, grammar and vocabulary of Classical Chinese still has large influence on modern Chinese formal documents and newspaper. Therefore, studying Classical Chinese is crucial not only to those who wish to understand original Chinese texts correctly but also to anyone who wants to attain a high level of reading proficiency in modern Chinese.
Prerequisites: AS.373.111 OR AS.373.112 OR AS.373.115 OR AS.373.116 AND AS.373.211 AND AS.373.212 OR AS.373.215 OR AS.373.216
Instructor(s): F. Chao
Area: Humanities.

Major/Minor in Latin American Studies

Also see Requirements for a Bachelor's Degree (p. 20).

The Program in Latin American Studies (PLAS) coordinates a major and a minor in Latin American studies. It aims to provide undergraduate students with a broad understanding of the complexity and richness of Latin American political, social, and cultural phenomena. As a result of completing the major or the minor, students will have gained a deep understanding of Latin American politics, economy, society, and culture, as well as of the intricate relationship between the region and the United States.

Learning Goals:

Students who graduate with a major or a minor in Latin American studies from Johns Hopkins will be able to:

• Demonstrate command of either Spanish or Portuguese in order to read documents, literature, or view media at an advanced level.
• Write effectively and support their arguments with appropriate evidence.
• Demonstrate an understanding of research methodologies drawn from both the humanities and social sciences appropriate to the field of Latin American studies.
• Critically evaluate the position of Latin America in an increasingly globalized world
• Demonstrate an awareness of the variety of cultures in Latin America.
• Demonstrate familiarity with the Latin American literary tradition and be able to analyze and interpret literary texts.

Students who decide to major or minor in Latin American studies are required to study Spanish or Portuguese. Language requirements can be waived for those who demonstrate suitable knowledge of either Spanish or Portuguese, or in an Amerindian language such as Quechua or Guarani. The general "Introduction to Latin American Studies" course is required for the major.

Though students may choose to emphasize a particular area of specialization within Latin American studies (e.g., politics, public health, literature), the major and minor programs require a distribution of courses across a variety of areas.

Requirements for the Major

The requirements for a major in Latin American Studies are as follows:

• Four lower-level courses (100- and 200-level courses) dealing with Latin America, one of which must be the general introductory course (AS.361.130 Introduction to Latin American Studies) to Latin America.
• Five upper-level courses (300-level courses and above) focused on Latin America.
• Two electives courses (at any level) relevant or with reference to Latin America.
• Language proficiency (i.e., reading fluidity and basic conversational skills) through the advanced level in either Spanish or Portuguese will be required. Language requirements can be waived for those who demonstrate a suitable proficiency in either Spanish or Portuguese.
• No grade below C- will be accepted for the major requirements and courses may not be taken satisfactory/unsatisfactory.

http://krieger.jhu.edu/plas/
Language proficiency in Spanish or Portuguese through the advanced level *

AS.361.130 Introduction to Latin American Studies 3
Three 100- or 200-level courses relating to Latin America 9
Five 300-level or higher courses relating to Latin America 15
Two elective courses relating to Latin America chosen with advisor's approval. 9

Total Credits 36-58

* Language proficiency can be demonstrated by the completion of AS.210.312 Advanced Spanish II or AS.210.392 Advanced Portuguese: Language and Literature II or via placement exam.

Honors in the Major
To be eligible for honors in Latin American Studies, a 3.5 GPA in the major courses as well as the completion of a senior honors thesis in Latin American Studies is required.

Requirements for the Minor
The requirements for a minor in Latin American Studies are as follows:

- Four upper-level courses (300 or above) focused on Latin America.
- Intersession courses may not be used to fulfill this requirement.
- Two additional courses at any level dealing with Latin America.
  Note: 3-credit intersession or summer session non-language courses offered by JHU may be used to fulfill this requirement.
- Language proficiency through the intermediate level in either Spanish or Portuguese.
- No grade below C- will be accepted for the minor requirement and courses may not be taken satisfactory/unsatisfactory.

Language proficiency in Spanish or Portuguese through the intermediate level *
Two courses at any level relating to Latin America 6
Four courses at the 300-level or higher relating to Latin America 12

Total Credits 18-34

* Language proficiency can be demonstrated by the completion of AS.210.212 Intermediate Spanish II or AS.210.278 Intermed/Adv Portuguese or via placement exam.

For current course information and registration go to https://isis.jhu.edu/classes/

Latin American Studies

AS.361.124. Latin American Film: Mini-Course.
This course provides a brief, four-week, one-credit introduction to the cultural, political and aesthetic domains of Latin American cinema through thematically focused discussions of four feature-length films.
Instructor(s): E. Cervone
Area: Humanities, Social and Behavioral Sciences.

AS.361.130. Introduction to Latin American Studies.
This course provides an introduction to the study of Latin American cultures and societies from the vantage point of city life and urban representation. We will engage literatures from a variety of disciplines to discuss how issues such as modernization and urbanization processes; tradition, identity and ethnicity; class, marginality and urban social movements; gender and the changing status of women; arts and literature are experienced and represented in the Latin American urban environments.
Instructor(s): E. Gonzalez; G. Paquette; V. Procupez
Area: Humanities, Social and Behavioral Sciences.

Area: Humanities, Social and Behavioral Sciences.

Instructor(s): D. Poole; E. Gonzalez; G. Paquette; S. Castro-Klaren.

AS.361.550. Internship.
Instructor(s): D. Poole; G. Paquette
Area: Humanities, Social and Behavioral Sciences.

Cross-Listed Course Offerings

Anthropology

This course combines anthropological perspectives with the discussion and examination of technology-based interventions in the field of development and aid policies, with particular focus on activities related to water resources, sanitation, and hygiene. Readings and discussions analyze some of the theoretical, historically rooted, and practical issues that challenge those who hope to provide effective aid. A key aim of this course is to provide students with better understanding of cultural, social, environmental and economic issues relevant to technical intervention in developing countries.
Instructor(s): E. Cervone; W. Ball
Area: Humanities, Social and Behavioral Sciences.

Area: Humanities, Social and Behavioral Sciences.

German and Romance Languages & Literatures

AS.211.380. Modern Latin American Culture.
Taught in Spanish. This course will explore the fundamental aspects of Latin America culture from the formation of independent states through the present—in light of the social, political, and economic histories of the region. The course will offer a general survey of history of Latin America, and will discuss texts, movies, songs, pictures, and paintings, in relation to their social, political, and cultural contexts. May not be taken satisfactory/unsatisfactory.
Instructor(s): Staff
Area: Humanities.

AS.211.380. Modern Latin American Culture.
This course will explore the fundamental aspects of Latin America culture from the formation of independent states through the present—in light of the social, political, and economic histories of the region. The course will offer a general survey of history of Latin America, and will discuss texts, movies, songs, pictures, and paintings, in relation to their social, political, and cultural contexts. May not be taken satisfactory/unsatisfactory.
Instructor(s): Staff
Area: Humanities.
AS.211.394. Brazilian Culture & Civilization.
This course is intended as an introduction to the culture and civilization of Brazil. It is designed to provide students with basic information about Brazilian history, art, literature, popular culture, theater, cinema, and music. The course will focus on how indigenous Asian, African, and European cultural influences have interacted to create the new and unique civilization that is Brazil today. The course is taught in English, but ONE extra credit will be given to students who wish to do the course work in Portuguese. Those wishing to do the course work in Portuguese for 3 credits should register for section 02. The sections will be taught simultaneously. Section 01: 3 credits Section 02: 4 credits (instructor’s permission required)
Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

Study of the music and literature inspired by three groups of great liminal influence in the cultural and political affairs of their respective nations. Gauchos (Argentina), Afro Hispanics (Cuba, Puerto Rico, Santo Domingo), Gitanos (Spain). Attention given to popular and learned myths and stereotypes and the history of efforts to establish self-identity. Conducted in Spanish. Recommended Course Background: AS.210.326
Instructor(s): E. Gonzalez
Area: Humanities.

We will study the visual and textual arts, cinema, political culture, and blogosphere; reaching back to the first phases in the building of the revolutionary state apparatus and its sovereign mandate. Taught in Spanish.
Prerequisites: AS.210.312[C]
Instructor(s): E. Gonzalez
Area: Humanities.

Readings from colonial times to the present from three cultural legacies, Hispanic, English and French. Centered on slavery and its sequels.
Instructor(s): E. Gonzalez.

History

AS.100.438. Modern Mexico and the Mexican Revolution.
An examination of the political, social, and economic factors between 1810 and 2010 that produced incessant civil war in Mexico during the 19th century and a revolution in the early 20th century. Cross listed with PLAS
Instructor(s): F. Knight
Area: Humanities, Social and Behavioral Sciences.

AS.100.439. Cuban Revolution and the Contemporary Caribbean.
A lecture course dealing with the development of the Cuban Revolution and the tortuous history of the Caribbean during the 19th and 20th centuries.
Instructor(s): F. Knight
Area: Humanities, Social and Behavioral Sciences.

AS.100.440. The Revolutionary Experience in Latin America.
Comparative examinations of revolutionary political changes in Haiti, Mexico, Bolivia, and Cuba. Cross-listed with Latin American Studies
Instructor(s): F. Knight
Area: Humanities, Social and Behavioral Sciences.

AS.100.441. Society, Politics, and Economics in Latin America.
This course traces the complex relationship between politics, economics, and social changes in Latin America and the Caribbean since World War II.
Instructor(s): F. Knight
Area: Humanities, Social and Behavioral Sciences.

History of Art

AS.010.105. Art of the Ancient Americas.
Surveys the art of Olmec, West Mexico, Teotihuacan, Maya, and Aztec.
Instructor(s): L. Deleonardis
Area: Humanities.

AS.010.320. Art of Colonial Peru.
The visual arts of viceregal Peru (16th-18th c) are considered in historical context. Religious orders, art schools, artisan guilds and cofradía are examined as are the social and political implications of art patronage.
Instructor(s): L. Deleonardis
Area: Humanities.

AS.010.334. Problems in Ancient American Art.
Selected topics which may include collecting the pre-Columbian past and connoisseurship, the formation of national museums, post-Columbian appropriations. Collections study in museums. May also be used toward credit for the Archaeology major. Cross-listed with PLAS and Program in Museum and Society
Instructor(s): L. Deleonardis
Area: Humanities.

AS.010.365. Art of the Ancient Andes.
The visual arts of Andean South America and their respective cultural contexts form the basis of this seminar. Collections study in museums.
Instructor(s): L. Deleonardis
Area: Humanities.

History of Science

AS.140.390. Science and Technology in Latin America.
The course surveys the development of western science and technology in Hispanic America (1492 to the present). We begin studying the hybridization of scientific practices between European and Native American cultures during the early colonial era and end with the transfer of technologies and industrialization of the 20th century. We emphasize the role on science and technology in state formation, the acculturation of foreign ideas in colonial and postcolonial societies, and the role of intellectual elites in modernization programs.
Instructor(s): M. Portuondo
Area: Humanities, Social and Behavioral Sciences.
Political Science

AS.190.331. Comparative Racial Politics.
Students will learn to utilize qualitative, interpretive methods of comparative politics to examine dynamics of racial and/or ethnic politics in the nation-states of Cuba, Brazil, Britain and France, Germany, and the United States. Readings will emphasize the role of the state, political economy, national culture, racist ideologies and anti-racist politics in the formation, maintenance and transformation of conditions of race-based inequalities. Students will also become familiar with theories and concepts of race and ethnicity, and the histories of social movements in the aforementioned societies founded, in part, on racial and/or ethnic identification as a response to inequality. Formerly titled: Race and Racism in Comparative Perspective.
Instructor(s): M. Hanchard
Area: Social and Behavioral Sciences.

AS.190.392. Introduction to Latin American Politics.
Instructor(s): M. Keck
Area: Social and Behavioral Sciences.

A research seminar examining the politics of environmental issues in developing countries, with special focus on Latin America.
Instructor(s): M. Keck
Area: Social and Behavioral Sciences.

AS.190.419. Identity and Nations in Latin American Politics.
This seminar class explores formation and political mobilization of identities - group, ethnic, gendered, national, cosmopolitan - in Latin America. Although some of the reading will be broadly comparative, the spring 2013 version of the class will focus especially on Brazil. Requirements will include short response papers and a term paper. Portuguese or Spanish desirable but not required. Enrolled students must be juniors or seniors and must have taken at least one prior course in comparative politics.
Instructor(s): M. Keck
Area: Social and Behavioral Sciences.

Sociology

AS.230.343. Political Sociology of Latin America.
This course provides an overview of Latin America through its historical, economic, social, and political dimensions. Emphasis will be given to the analysis of social structures: class, race and ethnicity, and the contemporary social movements. The course begins with an overview of the pre-Columbian civilizations and colonial legacies that gave rise to the multiethnic societies and the ethnic conflicts which characterize contemporary Latin America. Cross-listed with Program in Latin American Studies and International Studies (CP)
Instructor(s): M. von der Heydt-Coca
Area: Social and Behavioral Sciences.

This course will offer an overview of Latin America's economic reality as an intertwined process of economic and political domestic factors within the constraints of the world economy. Latin American development will be analyzed from a historical perspective. The first half of the semester the course will focus on the analysis of the economic developmental patterns starting in the middle of the 19th century to the populist era in the middle of the 20th century. In the second half of the semester, we will analyze in depth the contemporary neoliberal approach to development. Globalization is the force that drives economic, social and political processes in Latin America. The course will include case studies as well the social conflicts generated by the increasing polarization of the society. Students will be exposed to important sociological theories.
Instructor(s): M. von der Heydt-Coca
Area: Social and Behavioral Sciences.

For current faculty and contact information go to http://anthropology.jhu.edu/plas/people.html

Faculty

Director
Gabriel Paquette Director, Program in Latin American Studies Professor, Department of History

Professors
Sara Castro-Klarén
(German and Romance Languages and Literatures): Latin American literature, colonial studies, discourse analysis, contemporary novel.

Lisa DeLeonardis
Austen-Stokes Professor (History of Art): Art and archaeology of the ancient Americas.

William Egginton
(German and Romance Languages and Literatures): Spanish and Latin American literatures; literary theory; and the relation between literature and philosophy.

Eduardo González
Latin American Literature and Cinema. (German and Romance Languages and Literatures): Spain, Latin America and Caribbean literature and cinema.

James D. Goodyear
Associate Director of Public Health Studies Program, Professor (History of Science, Medicine and Technology): history of medicine, Latin American history, Brazil.

Michael Hanchard
(Political Science): comparative politics, Latin American politics, and comparative racial politics.

Margaret E. Keck
(Political Science): comparative politics, Latin American politics, and the environment.

Deborah Poole
(Anthropology): visuality and representation in Latin America, Peru, and Mexico; race and ethnicity; violence, liberalism, and the state; law and judicial reform.

Beverly J. Silver
(Sociology): historical sociology, labor and social movements, political sociology, international development.

Lea Ybarra
(German and Romance Languages and Literatures): Chicano and Latino studies.

**Assistant Professors**

Nadia Altschul
Assistant Professor, Department of German and Romance Languages and Literatures

Clara Han
(Anthropology): Medical Anthropology, Health and the Economy, Public Health, Social Studies of Medicine and Technology, Inequality, Latin America, Chile.

Sebastian Mazzuca
Assistant Professor, Department of Political Science

Juan Obarrio
(Anthropology): Law, temporality and the political, state and economy, memory and subjectivity, magic, value and violence, Southern Africa, Latin America.

Cindy Parker
Assistant Professor, Department of Earth and Planetary Sciences

Maria Portuondo
(History of Science): science and exploration, science and technology in Latin America, early modern Spanish and Latin American Cosmography and geography.

Erin Rowe
Assistant Professor, Department of History

**Lecturers**

Flavia De Azeredo-Cerqueira
Portuguese Language Program Director and Lecturer in Portuguese

Magda von der Heydt-Coca
(Sociology): contemporary sociology, Andean region.

**Professors Emeriti**

Mary M. Bensabat-Ott
Lecturer, German and Romance Languages and Literatures

Richard Kagan
Professor, History

Franklin Knight
Professor, History Latin American and Carribbean

Lea Ybarra
Interdepartmental, cross-listed with: Romance Languages & Literatures, Political Science, History, Sociology and Chicano Studies

**Mathematics**

Mathematics, more than the fundamental language and underlying analytical structure of science and technology, is a formal way of thinking—an art that ties together the abstract structure of reason and the formal development of the logic that defines the scientific method. From the study of just how arguments and theories are formed in language and technology to the framework of quantitative and qualitative models of the natural and social sciences, mathematics is based upon the development of precise expressions, logical arguments, and the search for and exposure of pattern and structure.

The undergraduate program in the Department of Mathematics is intended both for students interested in attaining the proper preparation for graduate study and research in pure mathematics, and for students interested in using mathematics to define, properly pose, and solve problems in the sciences, engineering, and other areas. With either purpose, the focus of the program is to help those who wish to understand further the logical content, geometric meaning, and abstract reasoning of mathematics itself. A flexible program involving a broad selection of courses is a department tradition. The program begins by introducing students to the basics of algebra and mathematical analysis and then gives them the choice of exploring topics in theoretical mathematics or studying applications to physics, economics, engineering, computer science, probability, statistics, or mechanics.

The graduate program is designed primarily to prepare students for research and teaching in mathematics. It is naturally centered around the research areas of the faculty, which include algebraic geometry, algebraic number theory, differential geometry, partial differential equations, topology, several complex variables, algebraic groups, and representation theory. The program can be supplemented in applied directions by courses in theoretical physics, computer science, mechanics, probability, and statistics offered in other departments of the Krieger School of Arts and Sciences and in the Department of Applied Mathematics in the Whiting School of Engineering.

**Facilities**

The Mathematics Department resides in Krieger Hall on the Keyser Quad of Homewood. Adjacent to Krieger Hall, The University’s Milton S. Eisenhower Library has an unusually extensive collection of mathematics literature, including all the major research journals, almost all of which are accessible electronically. The stacks are open to students. The department also has a useful reference library, the Philip Hartman Library. Graduate students share departmental offices, and study space can also be reserved in the university library. Graduate students may access the department’s Linux and Windows servers, as well as computers in graduate student offices. The department also hosts numerous research seminars, special lectures, and conferences throughout the academic year.

**Math Course Placement and Sequencing for All Students**

There are different versions of Calculus I and II offered by the Mathematics Departments and students should select their first course in math at JHU based on their major intentions and placement. Students intending to major in mathematics, the physical sciences, or engineering are encouraged to begin with the AS.110.108 Calculus I - AS.110.109 Calculus II (For Physical Sciences and Engineering) sequence or AS.110.113 Honors Single Variable Calculus. Students majoring in other subjects may wish to take the AS.110.106 Calculus I - AS.110.107 Calculus II (For Biological and Social Science) sequence which relates the methods of calculus to the biological and social sciences. A one-semester pre-calculus course (AS.110.105 Introduction to Calculus) is offered for students who could benefit from additional
preparation in the basic tools (algebra and trigonometry) used in calculus.

Entering students may receive course credit for Calculus I or Calculus I and II on the basis of the College Board Advanced Placement (AP) or International Baccalaureate (IB) exams (p. 27). All students, regardless of completion of advanced placement exams previously, must take a departmental placement exam to determine their appropriate first course in mathematics. Additional placement information can be found here (http://www.mathematics.jhu.edu/new/undergrad/advising_placement.htm).

After completing a Calculus II course, the courses AS.110.201 Linear Algebra, AS.110.202 Calculus III, or AS.110.302 Diff Equations/Applic may be taken in any order. The department offers honors courses in both AS.110.212 Honors Linear Algebra and AS.110.211 Honors Multivariable Calculus.

Requirements for the B.A. Degree

In addition to the Requirements for a Bachelor's Degree (p. 20), a candidate for the bachelor's degree in mathematics is required to have completed the major requirements listed below. All courses used to meet these requirements must be completed with a grade of C- or better and may not be taken satisfactory/unsatisfactory.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.110.106</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>or AS.110.108</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>or AS.110.113</td>
<td>Honors Single Variable Calculus</td>
<td></td>
</tr>
<tr>
<td>AS.110.109</td>
<td>Calculus II (For Physical Sciences and Engineering)</td>
<td>4</td>
</tr>
<tr>
<td>or AS.110.201</td>
<td>Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>or AS.110.212</td>
<td>Honors Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>AS.110.401</td>
<td>Advanced Algebra I</td>
<td>4</td>
</tr>
<tr>
<td>AS.110.304</td>
<td>Elementary Number Theory</td>
<td>4</td>
</tr>
<tr>
<td>or AS.110.402</td>
<td>Advanced Algebra II</td>
<td></td>
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<tr>
<td>AS.110.405</td>
<td>Analysis I</td>
<td>4</td>
</tr>
<tr>
<td>or AS.110.415</td>
<td>Honors Analysis I</td>
<td></td>
</tr>
<tr>
<td>One additional course selected from:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>AS.110.311</td>
<td>Complex Analysis</td>
<td></td>
</tr>
<tr>
<td>or AS.110.406</td>
<td>Analysis II</td>
<td></td>
</tr>
<tr>
<td>or AS.110.413</td>
<td>Introduction To Topology</td>
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</tr>
<tr>
<td>or AS.110.416</td>
<td>Honors Analysis II</td>
<td></td>
</tr>
<tr>
<td>or AS.110.417</td>
<td>Partial Diff Equations</td>
<td></td>
</tr>
<tr>
<td>or AS.110.421</td>
<td>Dynamical Systems</td>
<td></td>
</tr>
<tr>
<td>or AS.110.427</td>
<td>Introduction Calculus of Variations</td>
<td></td>
</tr>
<tr>
<td>or AS.110.439</td>
<td>Introduction To Differential Geometry</td>
<td></td>
</tr>
<tr>
<td>or AS.110.443</td>
<td>Fourier Analysis</td>
<td></td>
</tr>
<tr>
<td>One 300-level or higher math course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Two courses in any one of the approved applications of mathematics or other courses approved by the Director of Undergraduate Studies</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

Total Credits: 16

* Majors are encouraged but not required to take honors variant.
** See table below for approved application courses.

Approved courses in areas of application:

**Physics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.171.204</td>
<td>Classical Mechanics II</td>
<td>4</td>
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<tr>
<td>AS.171.301</td>
<td>Electromagnetic Theory II</td>
<td>4</td>
</tr>
<tr>
<td>AS.171.303</td>
<td>Quantum Mechanics I</td>
<td>4</td>
</tr>
<tr>
<td>AS.171.304</td>
<td>Quantum Mechanics II</td>
<td>4</td>
</tr>
<tr>
<td>AS.171.312</td>
<td>Statistical Physics/Thermodynamics</td>
<td>4</td>
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</tbody>
</table>

**Chemistry**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AS.030.302</td>
<td>Physical Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>AS.030.345</td>
<td>Chemical Applications of Group Theory</td>
<td>3</td>
</tr>
<tr>
<td>AS.030.453</td>
<td>Intermediate Quantum Chemistry</td>
<td>3</td>
</tr>
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</table>

**Economics**

<table>
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<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>AS.180.301</td>
<td>Microeconomic Theory</td>
<td>4</td>
</tr>
<tr>
<td>AS.180.302</td>
<td>Macroeconomic Theory</td>
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</tr>
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</table>

**Computer Science**

<table>
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<tr>
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<tbody>
<tr>
<td>EN.600.435</td>
<td>Artificial Intelligence</td>
<td>3</td>
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<tr>
<td>EN.600.463</td>
<td>Algorithms I</td>
<td>3</td>
</tr>
<tr>
<td>EN.600.464</td>
<td>Randomized and Big Data Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>EN.600.488</td>
<td>Foundations of Computational Biology &amp; Bioinformatics</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements for a Minor in Mathematics

All courses used to meet the mathematics minor requirements must be completed with a grade of C- or better and may not be taken satisfactory/unsatisfactory. One course in the Applied Mathematics and Statistics Department (at the 300-level or above) may be substituted for one of the elective courses for the minor.

<table>
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</tr>
<tr>
<td>or AS.110.402</td>
<td>Advanced Algebra II</td>
<td></td>
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<tr>
<td>AS.110.405</td>
<td>Analysis I</td>
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</tr>
<tr>
<td>or AS.110.415</td>
<td>Honors Analysis I</td>
<td></td>
</tr>
<tr>
<td>One additional course selected from:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>AS.110.311</td>
<td>Complex Analysis</td>
<td></td>
</tr>
<tr>
<td>or AS.110.406</td>
<td>Analysis II</td>
<td></td>
</tr>
<tr>
<td>or AS.110.413</td>
<td>Introduction To Topology</td>
<td></td>
</tr>
<tr>
<td>or AS.110.416</td>
<td>Honors Analysis II</td>
<td></td>
</tr>
<tr>
<td>or AS.110.417</td>
<td>Partial Diff Equations</td>
<td></td>
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<tr>
<td>or AS.110.421</td>
<td>Dynamical Systems</td>
<td></td>
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<tr>
<td>or AS.110.427</td>
<td>Introduction Calculus of Variations</td>
<td></td>
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<tr>
<td>or AS.110.439</td>
<td>Introduction To Differential Geometry</td>
<td></td>
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<tr>
<td>or AS.110.443</td>
<td>Fourier Analysis</td>
<td></td>
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<tr>
<td>One 300-level or higher math course</td>
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</tr>
<tr>
<td>Three 300-level or above math courses</td>
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<td>12</td>
</tr>
</tbody>
</table>

Total Credits: 28

Honors Program in Mathematics

As a general guideline, departmental honors are awarded to recipients of the B.A. degree who have completed AS.110.311 Complex Analysis, as well as AS.110.401 Advanced Algebra I-, AS.110.415 Honors Analysis I-, AS.110.416 Honors Analysis II, and one more course at the 400-level or above with at least a 3.6 average in these six courses.

J.J. Sylvester Prize

The J.J. Sylvester Prize in Mathematics, which carries a cash award, is given each year to the one of two top-performing graduating seniors majoring in mathematics for outstanding achievement.
The B.A./M.A. Program

By applying the same courses simultaneously toward the requirements for the B.A. and M.A. degrees, an advanced student can qualify for both degrees in four years. Admission to the program is by the standard graduate application form, which should be completed in the junior year. At least a 3.0 average is required in the 400-level mathematics courses taken while resident at the university. Students may contact the graduate program assistant for further information.

Undergraduate Teaching Assistantships

The department awards many upper-level undergraduates the opportunity to act as recitation instructors to our freshman courses, enabling them to practice the art of teaching and talking mathematics and to earn a valuable credential while studying for their degree.

Admission

Admission to the Ph.D. program is based on academic records, letters of recommendation, and Graduate Record Examination scores. International applicants are required to submit a TOEFL or IELTS score if English is not their native language.

Basic Program

Graduate study is centered around three core areas:

**Analysis**
- AS.110.605 Real Variables
- AS.110.607 Complex Variables
- AS.110.608 Riemann Surfaces
- AS.110.631 Partial Differential Equations
- AS.110.632 Partial Differential Equations
- AS.110.645 Riemannian Geometry
- AS.110.646 Riemannian Geometry

**Algebra**
- AS.110.601 Algebra
- AS.110.602 Algebra
- AS.110.617 Number Theory
- AS.110.619 Lie Groups and Lie Algebras
- AS.110.643 Algebraic Geometry
- AS.110.644 Algebraic Geometry

**Topology**
- AS.110.615 Algebraic Topology
- AS.110.616 Algebraic Topology

These 600-level graduate courses are preliminary to research and are built upon the foundations constituted by the 400-level courses: AS.110.401 Advanced Algebra I, AS.110.402 Advanced Algebra II, AS.110.405 Analysis I, AS.110.406 Analysis II or AS.110.311 Complex Analysis, and AS.110.413 Introduction To Topology.

The 700-level courses are designed to bring students abreast of recent developments and to prepare them for research in the area of their choice.

Requirements for the M.A. Degree

Although the Mathematics Department does not admit students seeking a terminal M.A. degree, students in the Ph.D. program may earn an M.A. degree. Advanced undergraduate students may also apply to be admitted to the accelerated B.A./M.A. program.

M.A. candidates must complete:
- Four graduate courses given by the Johns Hopkins Mathematics Department;
- Two additional courses at the graduate or 400-level, other than AS.110.401, AS.110.405, and AS.110.415, given by the Johns Hopkins Mathematics Department, or, with the permission of the graduate program director, graduate mathematics courses given by other departments or universities.

All courses used to satisfy the requirements must be completed with a grade of B- or better. (Advanced graduate courses completed with a grade of P can also be used to satisfy the requirements.)

Requirements for the Ph.D. Degree

The departmental requirements for the Ph.D. degree are:

1. Candidates must show satisfactory work in Algebra (AS.110.601-AS.110.602), Real Variables (AS.110.605), Complex Variables (AS.110.607), Algebraic Topology (AS.110.615), and one additional mathematics graduate course in their first year. The seminars and qualifying exam preparation course cannot be used to fulfill this requirement. The algebra and analysis requirements can be satisfied by passing the corresponding written qualifying exam in September of the first year; these students must complete at least two courses each semester. Students having sufficient background in topology can substitute an advanced topology course for AS.110.615, with the permission of the instructor.

2. Candidates must pass written qualifying exams by the beginning of their second year in Analysis (Real and Complex) and in Algebra. Exams are scheduled for September and May of each academic year.

3. Candidates must show satisfactory work in at least two mathematics graduate courses each semester of their second year, and, if they have not passed their oral qualifying exam, in the first semester of their third year.

4. Candidates must pass a departmental oral qualifying examination in the student’s chosen area of research by April 8th of the third year. The topic of the exam is chosen in consultation with the faculty member who has agreed (provisionally) to be the student’s thesis advisor, who will also be involved in administering the exam.

5. There is no longer a Mathematics Department foreign language requirement. With the vast majority of articles written in English, the importance of having the capability of reading another language has diminished. However, important earlier literature in certain areas of mathematics may be written in French, German, or Russian. Moreover, some articles are still being written in French. It is now at the discretion of the student’s thesis advisor whether to impose a language requirement.

6. Candidates must produce a dissertation based upon independent and original research.

7. Candidates will gain teaching experience in mathematics as a teaching assistant for undergraduate courses. The student will be under the supervision of both the faculty member teaching the course and the director of undergraduate studies. First year
students are given a reduced TA workload in the spring semester (this is related to item #2).

8. After completion of the thesis research the student will defend their dissertation by means of the Graduate Board Oral Exam. The exam must be held at least three weeks before the Graduate Board deadline the candidate wishes to meet.

Financial Aid
Students admitted to the Ph.D. program receive teaching assistantships and full tuition fellowships. Exceptional applicants become candidates for one of the university’s George E. Owen Fellowships.

William Kelso Morrill Award
The William Kelso Morrill Award for excellence in the teaching of mathematics is awarded every spring to the graduate student who best exemplifies the traits of Kelso Morrill: a love of mathematics, a love of teaching, and a concern for students.

Excellence in Teaching Awards
Three awards are given each year to a junior faculty member and graduate student teaching assistants who have demonstrated exceptional ability and commitment to undergraduate education.

For current faculty and contact information go to http://www.mathematics.jhu.edu/new/people/people-faculty.htm

Faculty
Chair
Nitu Kitchloo
Professor; symplectic geometry, topology of Kac-Moody groups, classical algebraic topology.

Professors
Caterina Consani
Arithmetic geometry, number theory, and non-commutative geometry.

Hans Lindblad
Harmonic analysis, PDE, fluid dynamics and relativity.

Chikako Mese
Geometric analysis.

Jack Morava
Algebraic topology, mathematical physics.

Kate Okikiolu
Harmonic analysis, spectral theory, and geometry.

David Savitt
Number theory, Galois representations

Bernard Shiffman
Professor; several complex variables, complex geometry

Vyacheslav V. Shokurov
Algebraic geometry.

Yannick Sire
Harmonic analysis, real & complex geometry

Christopher Sogge

J.J. Sylvester Professor; fourier analysis, partial differential equations.

Joel Spruck
J.J. Sylvester Professor; partial differential equations, geometric analysis.

W. Stephen Wilson
Algebraic topology, and homotopy theory.

Steven Zucker
Hodge theory, algebraic geometry.

Assistant Professors
Jacob Bernstein
Minimal surface theory, mean curvature flow.

Benjamin Dodson
Partial differential equations, harmonic analysis.

Emily Riehl
Homotopy theory

Brian Smithling
Arithmetic and algebraic geometry.

Yi Wang
Geometric analysis, PDE, Harmonic Analysis, and Conformed Geometry

Associate Teaching Professor
Richard Brown
Director of Undergraduate Studies; dynamical systems, low-dimensional topology.

Emeriti
J. Michael Boardman
Differential and algebraic topology.

Philip Hartman
Differential equations and differential geometry.

Takashi Ono
Algebra, number theory, and algebraic groups.

J.J. Sylvester Assistant Professor
Giovanni DiMatteo
Number theory

Jesse Gell-Redman
PDE, microlocal analysis

Jesus Martinez Garcia
Birational geometry, algebraic surfaces.

Mona Merling
Homotopy Theory

Vamsi Pingali
Differential geometry, PDE, several complex variables.

YingYing Zhang
Geometric analysis, complex geometry

Jiuyi Zhu
PDE, harmonic analysis, geometric analysis.
Courses

AS.110.105. Introduction to Calculus.
This course starts from scratch and provides students with all the background necessary for the study of calculus. It includes a review of algebra, trigonometry, exponential and logarithmic functions, coordinates and graphs. Each of these tools will be introduced in its cultural and historical context. The concept of the rate of change of a function will be introduced. Not open to students who have studied calculus in high school.
Instructor(s): E. Wyman
Area: Quantitative and Mathematical Sciences.

AS.110.106. Calculus I.
Differential and integral calculus. Includes analytic geometry, functions, limits, integrals and derivatives, introduction to differential equations, functions of several variables, linear systems, applications for systems of linear differential equations, probability distributions. Many applications to the biological and social sciences will be discussed.
Instructor(s): J. Zhu
Area: Quantitative and Mathematical Sciences.

AS.110.107. Calculus II (For Biological and Social Science).
Differential and integral calculus. Includes analytic geometry, functions, limits, integrals and derivatives, introduction to differential equations, functions of several variables, linear systems, and applications for systems of linear differential equations, probability distributions.
Instructor(s): B. Dodson
Area: Quantitative and Mathematical Sciences.

AS.110.108. Calculus I.
Differential and integral calculus. Includes analytic geometry, functions, limits, integrals and derivatives, polar coordinates, parametric equations, Taylor's theorem and applications, infinite sequences and series.
Instructor(s): J. Bernstein
Area: Quantitative and Mathematical Sciences.

AS.110.109. Calculus II (For Physical Sciences and Engineering).
Differential and integral calculus. Includes analytic geometry, functions, limits, integrals and derivatives, polar coordinates, parametric equations, Taylor's theorem and applications, infinite sequences and series. Some applications to the physical sciences and engineering will be discussed, and the courses are designed to meet the needs of students in these disciplines.
Instructor(s): J. Gell-redman
Area: Quantitative and Mathematical Sciences.

AS.110.110. Calculus III.
Calculus of functions of more than one variable: partial derivatives, and applications; multiple integrals, line and surface integrals; Green's Theorem, Stokes' Theorem, and Gauss' Divergence Theorem.
Instructor(s): G. Di Matteo
Area: Quantitative and Mathematical Sciences.

AS.110.111. Honors Single Variable Calculus.
This is an honors alternative to the Calculus sequences AS.110.106-AS.110.107 or AS.110.108-AS.110.109 and meets the general requirement for both Calculus I and Calculus II (although the credit hours count for only one course). It is a more theoretical treatment of one variable differential and integral calculus and is based on our modern understanding of the real number system as explained by Cantor, Dedekind, and Weierstrass. Students who want to know the "why's and how's" of Calculus will find this course rewarding. Previous background in Calculus is not assumed. Students will learn differential Calculus (derivatives, differentiation, chain rule, optimization, related rates, etc), the theory of integration, the fundamental theorem(s) of Calculus, applications of integration, and Taylor series. Students should have a strong ability to learn mathematics quickly and on a higher level than that of the regular Calculus sequences.
Instructor(s): J. Paschke; N. Kitchloo
Area: Quantitative and Mathematical Sciences.

An interdisciplinary introduction to the history of infinity in mathematics, from Zeno's paradox to the development of calculus to the crisis in the foundations of mathematics in the early 20th century. We will read about history, discuss philosophy, and learn some mathematics (including a crash course in mathematical logic and proof, building up to the rigorous definition of limits). A previous course in calculus is not required, but some mathematical maturity will be necessary.
Instructor(s): V. Lorman.

Mathematics, like any field of study, was not created in a void. Understanding its history provides context and motivation for the concepts studied in other math classes. This course will present a survey of mathematical history from ancient to modern times. We will focus on major themes and problems, the role of mathematics in scientific advances, and the work of great mathematicians. The course will include lectures and discussions as well as student presentations.

AS.110.162. Notions of Proof and Godel's Incompleteness Theorem.
Using the notions of classical well formed formulas, we will investigate what exactly it means to mathematically prove something from a collection of axioms. We will closely examine the Peano Axioms and how they can be shown from the Zermelo-Franklin axioms and discuss the philosophical implications of Godel's incompleteness theorem.
Instructor(s): S. Cattell.

AS.110.201. Linear Algebra.
Prerequisites: Grade of C- or better in 110.107 or 110.109 or 110.113, or a 5 on the AP BC exam.
Instructor(s): G. Di Matteo
Area: Quantitative and Mathematical Sciences.

AS.110.202. Calculus III.
Calculus of functions of more than one variable: partial derivatives, and applications; multiple integrals, line and surface integrals; Green's Theorem, Stokes' Theorem, and Gauss' Divergence Theorem.
Prerequisites: Grade of C- or better in AS.110.107 OR AS.110.109 OR AS.110.113, or a 5 or better on the AP BC exam.
Instructor(s): V. Pingali
Area: Quantitative and Mathematical Sciences.
**AS.110.211. Honors Multivariable Calculus.**
This course includes the material in AS.110.202 with some additional applications and theory. Recommended for mathematically able students majoring in physical science, engineering, or especially mathematics. AS.110.211-AS.110.212 used to be an integrated yearlong course, but now the two are independent courses and can be taken in either order.

**Prerequisites:** Pre/Co-Requisite: 110.201 or 110.212

Instructor(s): Y. Zhang
Area: Quantitative and Mathematical Sciences.

**AS.110.212. Honors Linear Algebra.**
This course includes the material in AS.110.201 with some additional applications and theory. Recommended for mathematically able students majoring in physical science, engineering, or mathematics.

AS.110.211-AS.110.212 used to be an integrated yearlong course, but now the two are independent courses and can be taken in either order. This course satisfies a requirement for the math major that its non-honors sibling does not.

**Prerequisites:** Grade of B+ or better in 110.107 or 110.109 or 110.113, or a 5 on the AP BC exam.

Instructor(s): S. Zucker
Area: Quantitative and Mathematical Sciences.

**AS.110.260. Introduction to Lie Algebras.**
An understanding of Lie group representations is key to large areas of physics and math, and at the core of every Lie group is a Lie algebra. This course aims to equip students with the ability to understand and work with Lie algebra representations and to classify all semi-simple Lie algebras.

Instructor(s): S. Cattell
Area: Quantitative and Mathematical Sciences.

**AS.110.302. Diff Equations/Applic.**
This is an applied course in ordinary differential equations, which is primarily for students in the biological, physical and social sciences, and engineering. The purpose of the course is to familiarize the student with the techniques of solving ordinary differential equations. The specific subjects to be covered include first order differential equations, second order linear differential equations, applications to electric circuits, oscillation of solutions, power series solutions, systems of linear differential equations, autonomous systems, Laplace transforms and linear differential equations, mathematical models (e.g., in the sciences or economics).

**Prerequisites:** Grade of C- or better in 110.107 or 110.109 or 110.113, or a 5 on the AP BC exam.

Instructor(s): Y. Sire
Area: Quantitative and Mathematical Sciences.

**AS.110.304. Elementary Number Theory.**
This course is an introduction to the theory of functions of one complex variable. Its emphasis is on techniques and applications, and it serves as a basis for more advanced courses. Functions of a complex variable and their derivatives; power series and Laurent expansions; Cauchy integral theorem and formula; calculus of residues and contour integrals; harmonic functions.

**Prerequisites:** Grade of C- or better in 110.201 or 110.212

Instructor(s): W. Wilson
Area: Quantitative and Mathematical Sciences.

**AS.110.306. Honors Differential Equations.**
This course includes the material in 110.302 Differential Equations but with a strong emphasis on theory and proofs. Recommended only for mathematics majors or mathematically able students majoring in physical science or engineering.

**Prerequisites:** Grade of B+ or better in AS.110.107 or AS.110.109 or AS.110.113 or a 5 on the Advanced Placement BC exam.

Instructor(s): J. Gell-redman
Area: Quantitative and Mathematical Sciences.

**AS.110.311. Complex Analysis.**
This course is an introduction to the theory of functions of one complex variable. Its emphasis is on techniques and applications, and it serves as a basis for more advanced courses. Functions of a complex variable and their derivatives; power series and Laurent expansions; Cauchy integral theorem and formula; calculus of residues and contour integrals; harmonic functions.

**Prerequisites:** Grade of C- or better in 110.202 or 110.211

Instructor(s): J. Martinez Garcia
Area: Quantitative and Mathematical Sciences.

**AS.110.328. Non-Euclidean Geometry.**
For 2,000 years, Euclidean geometry was the geometry. In the 19th century, new, equally consistent but very different geometries were discovered. This course will delve into these geometries on an elementary but mathematically rigorous level.

Instructor(s): M. Merling
Area: Quantitative and Mathematical Sciences.

**AS.110.401. Advanced Algebra I.**
An introduction to the basic notions of modern algebra. Elements of group theory: groups, subgroups, normal subgroups, quotients, homomorphisms. Generators and relations, free groups, products, commutative (Abelian) groups, finite groups. Groups acting on sets, the Sylow theorems. Definition and examples of rings and ideals. Introduction to field theory. Linear algebra over a field. Field extensions, constructible polygons, non-trisectability.

**Prerequisites:** Grade of C- or better in 110.201 or 110.212

Instructor(s): S. Zucker
Area: Quantitative and Mathematical Sciences.

**AS.110.402. Advanced Algebra II.**
Splitting field of a polynomial, algebraic closure of a field. Galois theory: correspondence between subgroups and subfields. Solvability of polynomial equations by radicals.

Instructor(s): J. Kong
Area: Quantitative and Mathematical Sciences.

**AS.110.405. Analysis I.**
This course is designed to give a firm grounding in the basic tools of analysis. It is recommended as preparation (but may not be a prerequisite) for other advanced analysis courses. Real and complex number systems, topology of metric spaces, limits, continuity, infinite sequences and series, differentiation, Riemann-Stieltjes integration.

**Prerequisites:** Grade of C- or better in 110.201 or 110.212 and 110.202 or 110.211

Instructor(s): B. Smithling
Area: Quantitative and Mathematical Sciences.
AS.110.406. Analysis II.
This course continues AS.110.405 with an emphasis on the fundamental notions of modern analysis. Sequences and series of functions, Fourier series, equicontinuity and the Arzela-Ascoli theorem, the Stone-Weierstrass theorem, functions of several variables, the inverse and implicit function theorems, introduction to the Lebesgue integral.
Instructor(s): Y. Zhang
Area: Quantitative and Mathematical Sciences.

AS.110.413. Introduction To Topology.
Topological spaces, connectedness, compactness, quotient spaces, metric spaces, function spaces. An introduction to algebraic topology: covering spaces, the fundamental group, and other topics as time permits.
Prerequisites: Grade of C- or better in 110.202 or 110.211
Instructor(s): W. Wilson
Area: Quantitative and Mathematical Sciences.

AS.110.415. Honors Analysis I.
This highly theoretical sequence in analysis is reserved for the most able students. The sequence covers the real number system, metric spaces, basic functional analysis, the Lebesgue integral, and other topics.
Instructor(s): J. Spruck
Area: Quantitative and Mathematical Sciences.

AS.110.416. Honors Analysis II.
Prerequisites: Grade of C- or better in AS.110.415
Instructor(s): B. Shiffman
Area: Quantitative and Mathematical Sciences.

Prerequisites: Grade of C- or better in 110.202 or 110.211
Instructor(s): J. Spruck
Area: Quantitative and Mathematical Sciences.

AS.110.421. Dynamical Systems.
This is a course in the modern theory of Dynamical Systems. Topic include existence and uniqueness of general ODEs, nonlinear analysis and stability, including bifurcation theory and stable and center manifolds, smooth flows, limit sets, Hamiltonian mechanics, perturbation theory and structural stability.
Prerequisites: Grade of C- or better in 110.201 or 110.212 OR 110.202 or 110.211 and 110.302
Instructor(s): R. Brown
Area: Quantitative and Mathematical Sciences.

AS.110.422. Representation Theory.
This course will focus on the basic theory of representations of finite groups in characteristic zero: Schur's Lemma, Maschke's Theorem and complete reducibility, character tables and orthogonality, direct sums and tensor products. The main examples we will try to understand are the representation theory of the symmetric group and the general linear group over a finite field. If time permits, the theory of Brauer characters and modular representations will be introduced.
Prerequisites: Prereqs: ( AS.110.201 OR AS.110.212 ) AND AS.110.401
Instructor(s): M. Merling
Area: Quantitative and Mathematical Sciences.

AS.110.423. Lie Groups for Undergraduates.
This course is an introduction to Lie Groups and their representations at the upper undergraduate level. It will cover basic Lie Groups such as SU (2), U(n) , the Euclidean Motion Group and Lorentz Group. This course is useful for students who want a working knowledge of group representations. Some aspects of the role of symmetry groups in particle physics such as some of the formal aspects of the electroweak and the strong interactions will also be discussed. Recommended Course Background: AS.110.202; prior knowledge of group theory (AS.110.401) would be helpful.
Instructor(s): S. Zucker
Area: Quantitative and Mathematical Sciences.

The calculus of variations is concerned with finding optimal solutions (shapes, functions, etc.) where optimality is measured by minimizing a functional (usually an integral involving the unknown functions) possibly with constraints. Applications include mostly one-dimensional (often geometric) problems: brachistochrone, geodesics, minimum surface area of revolution, isoperimetric problem, curvature flows, and some differential geometry of curves and surfaces. Recommended Course Background: Calculus III
Prerequisites: Grade of B+ or better in AS.110.201 and AS.110.202.
Area: Quantitative and Mathematical Sciences.

AS.110.431. Knot Theory.
The theory of knots and links is a facet of modern topology. The course will be mostly self-contained, but a good working knowledge of groups will be helpful. Topics include braids, knots and links, the fundamental group of a knot or link complement, spanning surfaces, and low dimensional homology groups.
Instructor(s): C. McTague
Area: Quantitative and Mathematical Sciences.

Theory of curves and surfaces in Euclidean space: Frenet equations, fundamental forms, curvatures of a surface, theorems of Gauss and Mainardi-Codazzi, curves on a surface; introduction to tensor analysis and Riemannian geometry; theorema egregium; elementary global theorems.
Prerequisites: Grade of C- or better in (AS.110.201 or AS.110.212) and (AS.110.202 or AS.100.211)
Instructor(s): B. Shiffman
Area: Quantitative and Mathematical Sciences.
AS.110.443. Fourier Analysis.
Prerequisites: Grade of C- or better in (AS.110.201 OR AS.110.212) AND (AS.110.202 OR AS.110.211)
Instructor(s): Y. Wang
Area: Quantitative and Mathematical Sciences.

AS.110.503. Undergraduate Research in Mathematics.
Instructor(s): C. Sogge; S. Raymond; S. Zucker
Area: Quantitative and Mathematical Sciences.

AS.110.586. Independent Study.
Instructor(s): S. Zucker
Area: Quantitative and Mathematical Sciences.

AS.110.595. Internship.
Area: Quantitative and Mathematical Sciences.

AS.110.601. Algebra.
An introductory graduate course on fundamental topics in algebra to provide the student with the foundations for number theory, algebraic geometry, and other advanced courses. Topics include group theory, commutative algebra, Noetherian rings, local rings, modules, rudiments of category theory, homological algebra, field theory, Galois theory, and non-commutative algebras.
Instructor(s): C. Mese; V. Shokurov
Area: Quantitative and Mathematical Sciences.

AS.110.602. Algebra.
An introductory graduate course on fundamental topics in algebra to provide the student with the foundations for Number Theory, Algebraic Geometry, and other advanced courses. Topics include group theory, commutative algebra, Noetherian rings, local rings, modules, and rudiments of category theory, homological algebra, field theory, Galois theory, and non-commutative algebras. Recommended Course Background: AS.110.401-AS.110.402
Instructor(s): V. Shokurov
Area: Quantitative and Mathematical Sciences.

AS.110.605. Real Variables.
Measure and integration on abstract and locally compact spaces (extension of measures, decompositions of measures, product measures, the Lebesgue integral, differentiation, Lp-spaces); introduction to functional analysis; integration on groups; Fourier transforms.
Instructor(s): C. Mese
Area: Quantitative and Mathematical Sciences.

AS.110.607. Complex Variables.
Analytic functions of one complex variable. Topics include Mittag-Leffler Theorem, Weierstrass factorization theorem, elliptic functions, Riemann-Roch theorem, Picard theorem, and Nevanlinna theory. Recommended Course Background: AS.110.311, AS.110.405
Instructor(s): C. Mese.

AS.110.608. Riemann Surfaces.
Abstract Riemann surfaces. Examples: algebraic curves, elliptic curves and functions on them. Holomorphic and meromorphic functions and differential forms, divisors and the Mittag-Leffler problem. The analytic genus. Bezout’s theorem and applications. Introduction to sheaf theory, with applications to constructing linear series of meromorphic functions. Seprre duality, the existence of meromorphic functions on Riemann surfaces, the equality of the topological and analytic genera, the equivalence of algebraic curves and compact Riemann surfaces, the Riemann-Roch theorem. Period matrices and the Abel-Jacobi mapping, Jacobi inversion, the Torelli theorem. Uniformization (time permitting).
Instructor(s): B. Shiffman; C. Mese.

AS.110.615. Algebraic Topology.
Polyhedra, simplicial and singular homology theory, Lefschetz fixed-point theorem, cohomology and products, homological algebra, Künneth and universal coefficient theorems, Poincaré and Alexander duality theorems.
Prerequisites: AS.110.401 AND AS.110.413
Instructor(s): C. Mese; J. Morava.

AS.110.616. Algebraic Topology.
Polyhedra, simplicial and singular homology theory, Lefschetz fixed-point theorem, cohomology and products, homological algebra, Künneth and universal coefficient theorems, Poincaré&ecirc; and Alexander duality theorems.
Prerequisites: AS.110.401 AND AS.110.413
Instructor(s): E. Riehl
Area: Quantitative and Mathematical Sciences.

AS.110.617. Number Theory.
Topics in advanced algebra and number theory, including local fields and adeles, Iwasawa-Tate theory of zeta functions and connections with Hecke’s treatment, semisimple algebras over local and number fields, adeles geometry.
Instructor(s): C. Consani; C. Mese
Area: Quantitative and Mathematical Sciences.

AS.110.618. Number Theory.
Topics in advanced algebra and number theory, including local fields and adeles, Iwasawa-Tate theory of zeta-functions and connections with Hecke’s treatment, semi-simple algebras over local and number fields, adele geometry.
Instructor(s): C. Consani.

Lie groups and Lie algebras, classification of complex semi-simple Lie algebras, compact forms, representations and Weyl formulas, symmetric Riemannian spaces.
Prerequisites: AS.110.402
Instructor(s): C. Mese; J. Morava
Area: Quantitative and Mathematical Sciences.

An introductory graduate course in partial differential equations. Classical topics include first order equations and characteristics, the Cauchy-Kowalewski theorem, Laplace’s equations, heat equation, wave equation, fundamental solutions, weak solutions, Sobolev spaces, maximum principles.
Prerequisites: AS.110.605
Instructor(s): J. Spruck.
An introductory graduate course in partial differential equations. Classical topics include first order equations and characteristics, the Cauchy-Kowalevski theorem, Laplace’s equation, heat equation, wave equation, fundamental solutions, weak solutions, Sobolev spaces, maximum principles. The second term focuses on special topics such as second order elliptic theory.

AS.110.633. Harmonic Analysis.
Fourier multipliers, oscillatory integrals, restriction theorems, Fourier integral operators, pseudodifferential operators, eigenfunctions. Undergrads need instructor’s permission.
Instructor(s): C. Sogge
Area: Quantitative and Mathematical Sciences.

AS.110.635. Microlocal Analysis.
Microlocal analysis is the geometric study of singularities of solutions of partial differential equations. The course will begin by introducing the geometric theory of (Schwartz) distributions: Fourier transform and Sobolev spaces, pseudo-differential operators, wave front set of a distribution, elliptic operators, Lagrangean distributions, oscillatory integrals, method of stationary phase, Fourier integral operators. The second semester will develop the theory and apply it to special topics such as asymptotics of eigenvalues/eigenfunctions of the Laplace operator on a Riemann manifold, linear and non-linear wave equation asymptotics of quantum systems, Bochner-Riesz means, maximal theorems.
Instructor(s): C. Sogge.

AS.110.637. Functional Analysis.
Instructor(s): B. Dodson; C. Mese.

AS.110.643. Algebraic Geometry.
Affine varieties and commutative algebra. Hilbert’s theorems about polynomials in several variables with their connections to geometry. General varieties and projective geometry. Dimension theory and smooth varieties. Sheaf theory and cohomology. Applications of sheaves to geometry; e.g., the Riemann-Roch theorem. Other topics may include Jacobian varieties, resolution of singularities, geometry on surfaces, connections with complex analytic geometry and topology, schemes.
Instructor(s): C. Consani; C. Mese.

AS.110.644. Algebraic Geometry.
Affine varieties and commutative algebra. Hilbert’s theorems about polynomials in several variables with their connections to geometry. General varieties and projective geometry. Dimension theory and smooth varieties. Sheaf theory and cohomology. Applications of sheaves to geometry; e.g., the Riemann-Roch Theorem. Other topics may include Jacobian varieties, resolution of singularities, geometry on surfaces, schemes, connections with complex analytic geometry and topology.
Instructor(s): B. Smithling
Area: Quantitative and Mathematical Sciences.

AS.110.645. Riemannian Geometry.
Differential manifolds, vector fields, flows, Frobenius’ theorem. Differential forms, deRham’s theorem, vector bundles, connections, curvature, Chern classes, Cartan structure equations. Riemannian manifolds, Bianchi identities, geodesics, exponential maps. Geometry of submanifolds, hypersurfaces in Euclidean space. Other topics as time permits, e.g., harmonic forms and Hodge theorem, Jacobi equation, variation of arc length and area, Chern-Gauss-Bonnet theorems.
Instructor(s): C. Mese.

AS.110.646. Riemannian Geometry.
The goal is to give a self-contained course on mean curvature flow, starting with the basic linear heat equation in Euclidean space and – hopefully – getting to topics of current research. Mean curvature flow is a geometric heat equation that shares many properties with Ricci flow, harmonic map heat flow, Yang-Mills flow and the Navier-Stokes equations. Recommended Course Background: AS.110.605 and an undergraduate course in differential geometry; AS.110.645 and AS.110.631
Instructor(s): C. Mese.

AS.110.660. Qualifying Exam Problems.
Instructor(s): Staff.

AS.110.712. Topics in Mathematical Physics.
Instructor(s): J. Morava.

AS.110.726. Topics in Analysis.

AS.110.727. Topics/Algebraic Topology.
Instructor(s): C. Mese; E. Riehl.

AS.110.728. Topics in Algebraic Topology.
Instructor(s): N. Kitchloo.

AS.110.734. Topics in Algebraic Number Theory.
Instructor(s): T. Ono.

AS.110.735. Topics In Hodge Theory.
Instructor(s): S. Zucker.

AS.110.737. Topics Algebraic Geometry.
Instructor(s): C. Consani.

AS.110.738. Topics Algebraic Geometry.
Introduction to toric varieties. This class is a general introduction to toric varieties. Toric varieties are special kinds of algebraic varieties which can be described by lattices and convex sets. They provide a rich source of concrete examples in complex geometry or mathematical physics. If time permits, we discuss in the end the stability of toric embeddings. Students should know basic notions of algebraic geometry (schemes, sheaves, linear systems), as covered in AS.110.643.
Instructor(s): C. Mese; R. Brown; V. Shokurov
Area: Quantitative and Mathematical Sciences.

Instructor(s): H. Lindblad.

AS.110.742. Topics In Partial Differential Equations.
Instructor(s): J. Bernstein.

AS.110.744. Topics in Harmonic Maps.
Instructor(s): W. Minicozzi.

AS.110.748. Topics in Geometry.

AS.110.755. Topics in Fluid Dynamics.
Graduate students only.
Instructor(s): J. Bernstein
Area: Quantitative and Mathematical Sciences.

AS.110.758. Topics in Complex Geometry.
Instructor(s): B. Shiffman.

AS.110.761. Topics in Topology.
Instructor(s): N. Kitchloo
Area: Quantitative and Mathematical Sciences.

AS.110.762. Topics in Topology II.
Instructor(s): N. Kitchloo.
**Major Requirements**

**Introductory Level**
- Introduction to Medical Humanities (Fall 2015: Death and Dying in Art, Literature, and Philosophy)
- One course focusing on classic scientific and medical texts
  - Examples: History of Medicine, History of Modern Medicine, or Great Books at Hopkins II: The Sciences
- Other courses may apply with approval from the director of undergraduate studies

**Required Core Humanities Courses**
- At least 4 courses totaling at least 12 credits in one, pre-approved humanities department
- 6 credits must be at the 300-level or higher
- Approved humanities departments: Anthropology, Classics, English, German and Romance Languages and Literatures, History, History of Art, History of Science and Technology, Humanities Center, Near Eastern Studies, Philosophy, and the Writing Seminars

**Foreign Language**
- Through the intermediate level (second year at the college-level)

**Additional Courses in the Sciences and the Humanities**
- At least 6 courses totaling 18 credits in sciences and humanities;
  - at least 2 of these courses must be in the humanities and at least 2 must be science courses. Of the 6 courses, 4 must be at the 200-level or higher

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<th>Course Code</th>
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<tr>
<td>AS.145.101</td>
<td>Death and Dying in Art, Literature, and Philosophy: Introduction to Medical Humanities</td>
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- One course focusing on classic scientific and medical texts
- Four courses in one pre-approved humanities department
- Foreign language through the intermediate level
- Six additional courses in the humanities and sciences
  - Two must be in the humanities
  - Two must be in the sciences

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- Anthropology, Classics, English, German and Romance Languages and Literatures, History, History of Art, History of Science and Technology, Humanities Center, Near Eastern Studies, Philosophy, and the Writing Seminar. Six credits must be at the 300-level or higher.

- Four must be at the 200-level or higher.

**Additional Course Information**

**Study Abroad**

Courses taken abroad count toward the major only if approved by the director of undergraduate studies in consultation with your adviser. This should be arranged prior to travel.

**Thinking About Pre-Med?**

Johns Hopkins offers an undergraduate pre-med program, but it is not a major. It is an advising track program through the Office of Pre-Professional Advising (http://web.jhu.edu/prepro). Any Johns Hopkins undergraduate student pursuing any major may also pursue the pre-med advising track.
The pre-professional advisers work with the students, providing them with academic advising, assistance in selecting the proper courses, and help with the medical school application process. Please note that the MSH major does not fulfill all of the requirements for a pre-med course of study. Speak with your adviser for more information.

**Faculty**

**Director**

Charles Wiener  
Professor of Medicine and Physiology  
Director, Medicine, Science, and the Humanities Major

For current course information and registration go to https://isis.jhu.edu/classes/

**AS English Courses**

**AS.060.100. Introduction to Expository Writing.**

Introduction to “Expos” is designed to introduce less experienced writers to the elements of academic argument. Students learn to recognize the paradigm of academic argument as they learn to read and summarize academic essays, and then they apply the paradigm in academic essays of their own. Classes are small, no more than 10 students, and are organized around three major writing assignments. Each course guides students’ practice through pre-writing, drafting, and revising, and includes discussions, workshops, and tutorials with the instructor. In addition to its central focus on the elements of academic argument, each “Intro” course teaches students to avoid plagiarism and document sources correctly. “Intro” courses do not specialize in a particular topic or theme and are available to freshmen only.

Instructor(s): A. Brodsky; W. Evans  
Area: Humanities.

**AS.060.102. The Novel and the American Family.**

While America and the “American Dream” promise the possibility of unlimited individual development, the American family has often resisted this promise and cramped America’s style. In this course we will explore works by Philip Roth, Eudora Welty, Alice Walker, and Jonathan Franzen that dramatize this tension in devastating and hilarious ways. Against the backdrop of post-WWII America, these writers struggle with issues of race, sex, and the erosion of tradition, shedding light on the challenging relation between the individual and the family.

Area: Humanities.

**AS.060.103. Novels After 9-11.**

This course explores various novels written in English in the wake of the tragedy of 9-11, from various perspectives around the globe. It asks how the form of the novel responded to the events of that date and its aftermath, and in doing so, considers the role of art in shaping our understanding of global events, violence, and the forces that produce them. This course offers a greater appreciation of the novel and its role in history, as well as a framework for comparing different perspectives on a major historical event. It should improve your skills as a reader of fiction and analyst and judge of what you read. In the course of the semester you will: 1) Survey how novels from a variety of positions and perspectives represent and understand the events of 9-11. 2) Learn to analyze the form of the novel, its various elements, and its role in culture and history. 3) Read and evaluate reviews of major novels, from different contexts. 4) Learn to write an intelligent and informed review of a novel.

Instructor(s): M. Favret  
Area: Humanities.

**AS.060.104. Counterfactual Literature and Film.**

This course will concern the imagination of our unled lives—the lives we might have led but have not. Robert Frost’s “The Road Not Taken” is the most familiar instance of this preoccupation, but Frost is only one of many artists for whom unled lives have been an ongoing concern—Thomas Hardy, Henry James, Virginia Woolf, Phillip Larkin, Ian McEwan, and Sharon Olds are among the many others. Why are people so interested in what has not happened to them? And why should writers and film-makers in particular be so interested in these non-events?  
Instructor(s): A. Miller  
Area: Humanities.

**AS.060.107. Introduction to Literary Study.**

This course serves as an introduction to the basic methods of and critical approaches to the study of literature.

Instructor(s): J. Rosenthal; S. Achinstein  
Area: Humanities.

**AS.060.108. Time Travel.**

Why is time travel such a consistent and perplexing them in literature and film over the last 150 years? Why is modernity so concerned with peering backwards or forwards? This course will examine the history of time-travel fiction, from its beginning in utopian fiction through its box-office dominance in the 1980s, and into today. Writers will likely include Mark Twain, Edward Bellamy, Harold Steele Mackay, Ray Bradbury, Robert Heinlein, and Philip K. Dick. Movies will include *The Terminator*, *Back to the Future*, and *Primer*.

Instructor(s): J. Rosenthal  
Area: Humanities.

**AS.060.109. Inheriting Hamlet.**

This class will explore the legacy of Hamlet from critical theory to popular film; from Sigmund Freud to Arnold Schwarzenegger’s “Last Action Hero.” More than any other play by Shakespeare, Hamlet has been the mirror through which later eras have viewed their own image. We will consider these interpretations and, along the way, work to develop some of our own.

Instructor(s): D. Hershinow  
Area: Humanities.

**AS.060.110. The African American Novel.**

This course will survey classic novels by African-American writers. From slavery to freedom, from subjection to the qualified triumph of integration, we’ll examine several examples of black writers writing about what it means to be “black” in America, and what it means to be “white” from a “black” perspective.

Instructor(s): D. Tye  
Area: Humanities.
AS.060.111. How Not to Be Afraid of Poetry.
What is poetry? And why don’t we like it? This course will explore what makes poetry turn ordinary language into something extraordinary, into shapes and sounds so that sometimes we find it difficult to understand and sometimes we find it gives us great delight. This seminar will open up a range of poetry written in English, including some of the greatest writers of the English language. This course is designed for the students without a strong background in reading poetry but who have the desire to gain it; the main emphasis is exploration of the world and words of poetry and developing an appreciation and analytical understanding of the ways poetry can express, advocate, record, and move. Assignments will include reading poems, becoming an expert about a single poet, attending public poetry readings, creating poems, and writing short weekly assignments about poems. You will be expected to be an active member in classroom discussion and activities. Pre 1800 course.
Instructor(s): S. Achinstein
Area: Humanities.

AS.060.113. Expository Writing.
“Expos” is designed to introduce more confident student writers to the elements of academic argument. Students learn to apply the paradigm of academic argument in academic essays of their own. Classes are capped at 15 students and organized around four major writing assignments. Each course guides students’ practice through pre-writing, drafting, and revising, and includes discussions, workshops, and tutorials with the instructor. In addition to its central focus on the elements of academic argument, each “Expos” course teaches students to document sources correctly and provides its own topic or theme to engage students’ writing and thinking. Please note: Each course has a different topic. To check individual course descriptions, go to the EWP web site. “Expos” courses are available to freshmen, sophomores, and juniors, and to seniors by special permission.
Instructor(s): Staff
Area: Humanities.

AS.060.114. Expository Writing.
“Expos” is designed to introduce more confident student writers to the elements of academic argument. Students learn to apply the paradigm of academic argument in academic essays of their own. Classes are capped at 15 students and organized around four major writing assignments. Each course guides students’ practice through pre-writing, drafting, and revising, and includes discussions, workshops, and tutorials with the instructor. In addition to its central focus on the elements of academic argument, each “Expos” course teaches students to document sources correctly and provides its own topic or theme to engage students’ writing and thinking. Please see the following list of individual course descriptions to decide which sections of “Expos” will most interest you. “Expos” courses are available to freshmen, sophomores, and juniors, and to seniors by special permission.
Instructor(s): Staff
Area: Humanities.

This course will examine how British children’s fiction represents imperialism and national identity. How do these works ask children to think about nation, empire and their roles as gendered and national subjects? We will also consider popular American adaptations of these classics. Materials include both Rudyard Kipling’s and Disney’s The Jungle Book, Frances Hodgson Burnett’s The Secret Garden, J. M. Barrie’s Peter and Wendy and Disney’s Mary Poppins. Students will write a short paper at the end of the course.
Instructor(s): J. Valdez
Area: Humanities.

AS.060.116. Reading Muslims in Global Fiction and Film.
This course will explore representations of complex, fully-developed Muslim characters in fictions detailing experiences from the Balkans, the Indian Ocean, Britain, and the United States. These may include novels by Abdulrazak Gurnah, Orhan Pamuk, and Leila Aboulela, as well as films like A Separation (2011). In studying the way each text represents Muslims and their relationships to their faith, the class will analyze themes of belonging and identity politics, imagined relationships to geographies, and representations of individuality alongside rituals of belief. It will look at how race, socio-economic status, gender, and citizenship contribute to these representations, when and how these texts are read as political acts, and what contributions such fiction has made to aesthetics.
Instructor(s): N. Hashem
Area: Humanities.

AS.060.117. J.R.R. Tolkien.
Tolkien’s The Lord of the Rings trilogy has captured the imaginations of millions of readers since its initial publication in the 1950s. And part of the reason for its power is that Tolkien created much more than a story: in creating an extensive linguistic and mythological features as a background to his narrative, he imagined a new world. In this class, we are going to study that world at some length, through a close reading of The Lord of the Rings trilogy, an examination of The Hobbit and The Silmarillion as supplementary texts, and finally by drawing on some of Tolkien’s nonfictional writings. Students will write one five to six page paper.
Instructor(s): P. Fessenbecker
Area: Humanities.

AS.060.118. Asian American Literature and Film.
This course offers students a survey of Asian American literature, film and cultural politics. Throughout the course we will evaluate the literary and filmic productions of Asian Americans in order to ask a series of questions: Who is American? Who is Asian American? How does “Asian American” work as a category that uncovers contestations over the meaning of ethnic, sexual, and national identity? We will look at a diverse array of Asian American groups while paying attention to the formation of Asian American subjectivities across differences and the intersections of ethnicity, sexuality, class and gender. Cross-listed with Film and Media Studies.
Instructor(s): R. Neutill
Area: Humanities.

AS.060.119. Oscar Wilde.
At once superficial and profound, artificial and authentic, Oscar Wilde’s life and work are provocatively paradoxical. Reading his luminous literary work, we’ll discuss such topics as the aestheticist idea of life as fine art, the powers of wit, and the unexpected consequences of getting what you wish for. Readings: a selection of Wilde’s plays, poems, essays, and fiction including a new, uncensored edition of his novel, The Picture of Dorian Gray. Requirements: rigorous in-class discussion and 5-6 pages of writing.
Instructor(s): R. Day
Area: Humanities.
AS.060.120. The Nineteenth-Century Novella.
During the nineteenth century, a frequently overlooked mode of fiction—the novella—began to flourish in new ways. In this course we will examine the distinctive features of this genre that is at once too short to be a novel and too long to be a short story. In reading famous works by English and American writers along with excerpts from key texts in narrative theory, we will consider how the peculiar length of the novella facilitates its representation of social interaction and psychic alienation in ways distinct from novel- and story-length works. Works to be studied range from Herman Melville’s Bartleby the Scrivener (1853), “a story of Wall Street” that reverberates strongly in light of today’s Occupy Movement, to Robert Louis Stevenson’s Dr. Jekyll and Mr. Hyde (1886), the classic literary evocation of split personality disorder, to Kate Chopin’s The Awakening (1899), a work condemned upon its first publication for its “sordid” and “immoral” representation of female sexuality.
Instructor(s): J. Hann
Area: Humanities.

AS.060.121. The British Empire and 20th Century Fiction.
This course explores the ways in which the British Empire—which at its peak commanded a quarter of the world’s population and landmass—affected the development of British literature in the 20th century. In studying works set in Africa, South Asia, and the Caribbean, we will discuss themes of imperialism, culture, international development, and modernization. Authors include Rudyard Kipling, E.M. Forster, Graham Greene, Jean Rhys, and Arundhati Roy.
Instructor(s): R. Day
Area: Humanities.

AS.060.122. The Ethnic Gangster in American Cinema.
In this intersession course we will consider the rise (and fall) of some of America’s most notorious and beloved gangsters: Don Corleone (“The Godfather”), Frank Lucas (“American Gangster”), and Tony Montana (“Scarface”). With the help of short readings from Zizek, Freud, Hobsbawn, and Jameson, we consider what these films have to say about the difficulties and hopes of the immigrant experience, the codes of gangster morality, and the role of organized crime in the American imagination. We will explore the complicated interplay between domestic responsibility, male brotherhood, and violence that is the hallmark of the genre. Students will be asked to write a short paper at the conclusion of the term, and are required to view the movies outside of class time.
Instructor(s): A. Sisson; A. Wexler
Area: Humanities.

This course explores the history of prophecy from ancient Greek and Judaic sources to current intimations of technological singularity and ecological doom. We will focus on the influence of prophecy on the rise of science (and vice-versa). Readings will include texts by William Shakespeare, Francis Bacon, Mary Shelley, and Philip K. Dick.
Instructor(s): W. Miller
Area: Humanities.

Emerson famously exalted the power of the individual self: “To believe your own thought, to believe what is true for you is true for all men—that is genius.” Melville regarded such hubristic intoxication with “untraditional and independent thinking” as the condition of tragedy. Emily Dickinson’s poems neither extol the “greatness” of the individual nor decry his limitations. Rather her poems invent a language for experiences so solitary and apparently incommunicable that she called them “inner than the bone.” We shall examine the representations of self in the genre-bending writing of these three nineteenth-century giants—writing that forever redefined the essay, the novel, and the poem.
Instructor(s): S. Cameron
Area: Humanities.

AS.060.127. Muslim Science Fiction.
This course will explore the wondrous and mysterious world of Islamic Sci-Fi. Writers of Muslim Sci-Fi have asserted a long tradition of speculative fiction and fantasy dating back to the 13th century. We will look into this literary history, beginning with earlier texts like The Arabian Nights, al-Qizwini’s alien story Awaj bin Anfaq and Roquia Hussain’s Sultana’s Dream all the way through to modern texts like G. Willow Wilson’s Ali the Unseen and Saladin Ahmed’s Throne of the Crescent Moon. We will ask how this genre, as opposed to realism, might enable these writers to productively tackle themes of history, science, belief, and the politics of belonging and difference. We will pair our Muslim readings with more canonical science fiction works, such as Mary Shelley’s Frankenstein, H.G. Wells’s The Time Machine, and more recently, Kazuo Ishiguro’s Never Let Me Go, to think through the relationship of the SF writer to a particular cultural moment. We will also look at writers of afrofuturism and magical realism, like Octavia Butler and Gabriel García Márquez, to think about how other writers of color have employed fantasy and the fantastical, and to what ends.
Instructor(s): N. Hashem
Area: Humanities.

AS.060.129. Writing Africa Now.
This course surveys post-2000 literary and cultural production from sub-Saharan Africa. Topics will include debates over genre and fiction’s relevance to African experience, legacies of canonical written about independence, urban Africa as violent or “tragic” landscape, and problems of scale and geographical context. Readings by authors such as Adichie, Wainaina, Duiker, and Vladišlavić, and students will be introduced to the main print and online arteries of African intellectual discussion. This class is for non-majors and does not count towards the English major or minor.
Instructor(s): A. Sisson; A. Wexler
Area: Humanities.

AS.060.131. Law and Literature.
This course queries the nature of legal authority both formally and historically. What distinguishes between law and literature? Is law more authoritative? Is it more ethical? Is it more “real”? Avenues of inquiry will include the power of language to embody, inhabit, or represent law; the relationship between law and ideas about self, liberty, and love; and conflicts and confluences between literary and legal claims to autonomy. Readings may include Sophocles’ Antigone, Andreas Capellanus’ On Love, Shakespeare’s Measure for Measure, William Godwin’s Caleb Williams, and Franz Kafka’s The Trial. This course is for non-majors.
Instructor(s): M. O’Connor
Area: Humanities.
AS.060.132. Death in Twentieth-Century Literature.
A perennial literary motif, death pervades the works of modernist novelists and poets. This course will explore how several modernist writers create a rich inner life through their unique representations of different forms of death: slaughter in the war, suicide, and slow death, as well as the issue of mortality. The readings will include James Joyce’s “The Dead,” William Faulkner’s As I Lay Dying, and poems by W. H. Auden. Students are expected to write a 5-6 page paper for this course.
Instructor(s): N. Zhang
Area: Humanities.

AS.060.133. Medicine and Literature.
This course is designed to introduce students to a range of literary representations of illness. How does literature build upon but exceed the surrounding frame of medical knowledge to explore illness as political crisis, mystical experience, divine punishment, neurotic hallucination, or opportunity? Possible texts include: "The Book of Job"; William Shakespeare, "Hamlet"; Moliere, "La Malade Imaginaire" (The Imaginary Invalid); Virginia Woolf, "On Being Ill"; Thomas Mann, "Death in Venice"; Susan Sontag, "Illness as Metaphor"; David Feldshuh, "Miss Evers' Boys"; Audre Lord, "The Cancer Journals"; Thom Gunn, "The Man with Night Sweats". This course does not count toward the English major or minor.
Instructor(s): A. Daniel
Area: Humanities.

AS.060.134. Franz Kafka.
An introduction to one of the 20th century's most eccentric and important writers. From his German-speaking Jewish background in Austrian-controlled Prague, Franz Kafka managed to overturn the conventions of modern fiction. Both bleak and zany, both logical and absurd, his writing shows the struggle of the individual against the modern institutional world. Discussion topics will include the political and religious views informing Kafka's work, the role of bureaucracies in everyday life, and the impossibility of living within the law. Reading: short stories; his famous novella, The Metamorphosis; and two novels, The Trial and Amerika—all in English translation.
Instructor(s): R. Day
Area: Humanities.

AS.060.136. Literature of the American South.
This course considers the development of southern identity in twentieth-century American fiction. Reading works from authors of different races, genders, and classes, students will explore the importance of region in determining ways of being and modes of expression.
Instructor(s): E. Steedley
Area: Humanities.

All our stories point to Heaven and to Hell: the good are rewarded, the wicked punished. Only, for the storyteller, Heaven is boring; our imaginative power better exercised in the other direction. In this course, we’ll think about what that says about us, along with other issues of justice, compassion, conflict, creativity, and moral failure raised by four major writers’ literary visions of Hell: Dante Alighieri (Catholic), John Milton (Protestant), Jean-Paul Sartre (atheist), and William Blake (entirely beyond definition).
Instructor(s): A. Sisson
Area: Humanities.

AS.060.138. No "I" in "News": The New Journalism, Hunter S. Thompson to David Foster Wallace.
In 1972, Tom Wolfe noticed a trend in magazine reporting that he called “a ‘new’ journalism, a ‘higher’ journalism.” This novel breed of reporting, he claimed, was “causing panic, dethroning the novel as the number one literary genre, starting the first new direction in American literature in half a century.” It goes without saying that Wolfe considered himself on the cutting edge of the revolution. With no pretense of objectivity, the new journalists unapologetically wrote themselves into stories, stylizing their narratives with the techniques of fiction and recasting fact to suit their intended effect. This course will survey the field of new journalism, from Hunter S. Thompson’s drug-fueled, “gonzo” exposé of Southern culture, “The Kentucky Derby is Decadent and Depraved,” to mild-mannered George Plimpton’s chronicle of his tenure as a middle-aged professional football player, Paper Lion: Confessions of a Last-String Quarterback. We’ll also consider some of the movement’s precursors and heirs, from Stephen Crane’s efforts to brave the heat of battle as a war correspondent to David Foster Wallace’s attempt to understand the mild pleasures (and existential terrors) of a cruise ship vacation, “A Supposedly Fun Thing I’ll Never Do Again.”
Instructor(s): D. Tye
Area: Humanities.

Telling stories is one of the first and most important ways that human beings try to make sense of the world and their experience of it. The narrative art informs fiction and nonfiction alike, is central to the writing of history, anthropology, crime reports and laboratory reports, sports stories and political documentaries. What happened? The answer may be imagined or factual, but it will almost certainly be narrative. This course focuses on the narrative essay, a nonfiction prose form that answers the question of “what happened” in a variety of contexts and aims to make sense not only of what happened but how and why. We will begin by summarizing narrative essays, will move to analyzing them, and in the second half of the course you will write two narrative essays of your own, the first based on a choice of topics and sources, the second of your own design. Authors may include James Baldwin, Annie Dillard, Chang Rae Lee, Danielle Ofri, George Orwell, Richard Rodriguez, Richard Selzer, and Abraham Verghese. You will learn the power of narrative to inform and persuade as you test that power in your own writing.
Instructor(s): P. Kain
Area: Humanities.

AS.060.140. The Ethnic Gangster in the American Cinema.
In this intersession course we will consider the rise (and fall) of some of America’s most notorious and beloved gangsters: Don Corleone (The Godfather), Henry Hill (GoodFellas), and Tony Montana (Scarface). With the help of short readings from Freud, Warshow, and Jameson, we consider what these films have to say about the difficulties and hopes of the immigrant experience, the codes of gangster morality, and the role of organized crime in the American imagination. And we will explore the interplay between domestic responsibility, male brotherhood, and violence that is the hallmark of the genre. Students will be asked to write a short paper at the conclusion of the term, and are required to view the movies outside of class time.
Instructor(s): A. Wexler
Area: Humanities.
AS.060.142. Censorship and Modern Literature.
Whether because of its religious or political dissent, sexual deviance, or corrupting effects on readers, literature has often been perceived as threatening the social order. In this course, we will read a variety of famous literary works, which have each been censored, banned, or subject to public outrage. Alongside each work, we will also read documents related to that work’s suppression, such as reviews, court proceedings, and statements by the authors themselves. We will consider the ways in which literature is both the result of individual artistic achievement, and shaped by its social context. Possible authors include Oscar Wilde, Djuna Barnes, D.H. Lawrence, Vladimir Nabokov, Allen Ginsberg, Salman Rushdie, and Brett Easton Ellis. (This course is for non-majors)
Instructor(s): R. Day
Area: Humanities.

AS.060.145. Literature, Science, and Technology.
This class will consider a range of reactions to scientific discoveries in literature, from electricity in the nineteenth century to bioengineering today. We’ll pay special attention to the utopian hope, doomsaying despair, and radical reconceptions of reality technological breakthroughs seemed and seem to provide. Authors will include Mary Shelley, Wells, LeGuin, Ishiguro.
Instructor(s): E. Tempesta
Area: Humanities.

AS.060.146. Detective Fiction.
This course will look at the history of English-language detective fiction through the nineteenth and twentieth centuries. We will pay special attention to the way clues and suspense operate, the role of the reader in figuring out the mystery, and the complicated relationship of the detective with official authority. Authors will likely include some selection of Wilkie Collins, Edgar Allan Poe, Arthur Conan Doyle, Agatha Christie, Dashiell Hammet, and Raymond Chandler. This class is for non-majors.
Instructor(s): J. Rosenthal
Area: Humanities.

“No man needs sympathy because he has to work, because he has a burden to carry,” Theodore Roosevelt proclaimed in his “Square Deal” speech of 1903. “Far and away the best prize that life offers is the burden to carry,” Theodore Roosevelt proclaimed in his “Square Deal” speech of 1903. “Far and away the best prize that life offers is the chance to work hard at work worth doing.” Hard work is at the heart of the American dream, but with unemployment rates at historic highs and the global economy proceeding at a rapid clip, Roosevelt’s words resurrect old questions in a new world: What work is worth doing? Who gets the chance to do it? And what happens when people find themselves doing work that isn’t worth doing? In this course we will consider the meaning and consequences of work, from the heroic to the tragic, through a selection of American literature from the last days of slavery to the present. This course will consider work in all its forms, from the plantation to the boardroom, to help us develop the tools to interpret the varieties and values of labor in modern society.
Instructor(s): E. Tempesta
Area: Humanities.

AS.060.150. Freshman Seminar: Milton’s Paradise Lost: Contexts and Conversations.
This course undertakes an in-depth study of what is arguably the greatest long poem in the English tradition, John Milton’s Paradise Lost. The poem, first published in 1667, is Milton’s take on the Judeo-Christian story of the Fall found in the Bible. Paradise Lost does not merely retell the biblical account, however. By expanding three chapters of Genesis into a twelve-book epic meant to rival its classical forbears—most importantly Virgil’s Aeneid—Milton’s poem makes room for new readings of an old story. This course encourages students to find their own new readings of the Genesis story by considering the historical contexts of the poem’s production as well as the conversations Paradise Lost continues to provoke to this day. In addition to reading and discussing the poem, students will become familiar with ongoing sites of critical debate, such as the representations of Satan and of Eve. To help negotiate these conversations, students will complete a guided research project that makes use of the materials available through the library’s Department of Special Collections, housed in Brody Learning Commons. In addition to early editions of Paradise Lost, this treasure trove of rare books offers a wide variety of materials which may deepen an encounter with Milton’s poem, from biblical illustrations to gardening manuals to marriage advice. Students will use the collection to ask questions such as: “How does Milton’s representation of Satan differ from earlier traditions of imagining the devil?” and “Does Milton’s approach to Eve reinforce or revise conventional ideas about women?” Sufficient class time will be dedicated to introducing students to Special Collections so as to facilitate their individual work over the course of the semester.
Instructor(s): R. Buckham
Area: Humanities.

AS.060.151. American Literature, Race, and Civil Rights.
The course will explore the role played by literature in advancing and reflecting upon the African American pursuit of freedom and civil rights over the course of the twentieth century, from the era of harsh segregation through the post-Civil Rights era. Although we will focus primarily on fiction, we will also consider essays, autobiography, and poetry. Writers to be considered, mostly black but some white, may include James Weldon Johnson, Ralph Ellison, Richard Wright, Ann Petry, James Baldwin, William Faulkner, Harper Lee, William Melvin Kelley, Malcolm X, Amiri Baraka, Toni Morrison, and Paule Marshall. This class is for non-majors.
Instructor(s): E. Sundquist
Area: Humanities.

As the moniker "The city that reads" might indicate, Baltimore has a long and distinguished tradition of literary production. In this course, we will focus on two of Baltimore’s most famous writers: Edgar Poe and H.L. Mencken, both of whom were widely read and fiercely discussed in their day. We will read a variety of works from both, including a number of Poe’s short stories and Mencken’s coverage of the Scopes trial, and visit some of the Baltimore institutions dedicated to them. These include Poe’s grave and possibly his house, and the Mencken collection at the Enoch Pratt Free Library.
Prerequisites: Students may enroll in one B'More course only.
AS.371.189 AND AS.270.119 AND AS.270.118 AND AS.060.126 AND AS.100.197 AND AS.300.100 AND AS.360.176 AND AS.220.116 AND AS.280.205 AND AS.230.116 AND AS.220.190 AND AS.220.194
Instructor(s): P. Fessenbecker
Area: Humanities.
AS.060.154. Zombies.
Why does the zombie figure so prominently in modern literary and cinematic texts? What particular anxieties does this figure of mindless violence disclose? Why does the zombie genre so often lend itself to political allegory? How do we make historical sense of this figure’s original association with Afro-Atlantic religions like Haitian voodoo? This course is designed for non-majors interested in developing critical reading and writing skills by investigating this surprisingly rich topic. Texts, literary and cinematic, may include: first-hand accounts of the Atlantic slave trade, Mary Shelley’s “Frankenstein”, Edgar Allan Poe’s short stories, Rudolph Fisher’s “The Conjure-Man Dies”, “The Invasion of the Body Snatchers” (dir. Don Siegel), “The Serpent and the Rainbow” (dir. Wes Craven), “Pontypool” (dir. Bruce McDonald), and “Zombieland” (dir. Ruben Fleischer).
Instructor(s): J. Hickman
Area: Humanities.

The “Research Paper” is designed to introduce experienced student writers to the fundamental skills of the research process. These include asking research questions, evaluating the usefulness of sources to answer them, synthesizing sources, reading sources critically, and developing arguments that deliver an original thesis. Students will work with a research librarian at the Eisenhower Library, with whom they will learn to navigate traditional databases as well as new media sources. “The Research Paper” is topic-based and divided into three linked units of instruction. The course culminates with a paper of 12-15 pages that draws upon the cumulative skills of the semester. Each course is capped at ten students and available only to those who have taken “Expository Writing.”
Prerequisites: AS.060.113 OR AS.060.114
Instructor(s): A. Watters
Area: Humanities.

AS.060.156. Introduction to Poetry.
This is a beginner’s guide to the varieties of poetry in English from the Anglo-Saxons to today, with a few detours, here and there, into poetry from other languages in translation. We will study how patterns of sound, image, rhythm, and ideas allow us to become better tuned-in to poetry. You should leave the class with a better appreciation of poetry, some improvement in your writing skills, and a new favorite poem. This course does not count toward the English major or minor.
Instructor(s): E. Tempesta
Area: Humanities.

J.R.R. Tolkien’s “The Lord of The Rings” trilogy can honestly be said to have initiated a new genre: a novel-based epic narrative set in a fantasy world. Since Tolkien’s works were first published in the 1940’s, there has been a massive flowering in similar works, as later authors expanded and developed the notion of the multi-volume fantasy narrative. However, these later texts are also, importantly, creative responses to the models Tolkien developed. In this course, we are going to study this genre, identify its history and formal features, and consider the nature of fantasy fiction more generally. What do authors hope to achieve by setting plots and characters in a completely imagined world? What narrative possibilities does such a decision enable, and what possibilities does it foreclose? Does the fantasy genre mask certain ideologies, and how can we uncover them? Authors will include Tolkien, Robert Jordan, George R.R. Martin, and Steven King, and may also include selections from Brandon Sanderson, David Eddings, Patrick Rothfuss, Ursula K. LeGuin, and Elizabeth Moon. This course is for non-majors. (Limit 18)
Instructor(s): P. Fessenbecker
Area: Humanities.

AS.060.158. Advertising and Literary Modernism.
To say that certain modernist authors were skeptical about the growing power of advertising would be an understatement. H.G. Wells described it as a form of “legalized lying,” while F. Scott Fitzgerald quipped that “its constructive contribution to humanity is exactly minus zero.” Such views on marketing were hardly uncommon, as many modernist authors saw advertising as an enemy to true artistic creation. The modernist response to this form of popular culture, however, was not uniformly hostile. Avant-garde artists, who rejected mainstream commercial values, often turned to newspaper ads and posters for the material that they would repurpose for their own work. In the stream of consciousness epic Ulysses, the protagonist works in advertising and his eye is often drawn to the notices and promotions that cover the streets of Dublin. Virginia Woolf even pauses her narrative to depict a fictional crowd of Londoners contemplating an airplane writing an ad in smoke letters. This course will explore the variety of stances toward advertising in the modernist period, as well as provide historical context. Novels include: “Sister Carrie”, “The Ambassadors”, “Mrs. Dalloway”, “Turnabout”, as well as selections from Ulysses. Critical sources include: Benjamin, Adorno, Williams, Moretti, Brown, and Butler. This course is for non-majors.
Instructor(s): K. Wedekind
Area: Humanities.

AS.060.159. James Joyce’s Ulysses.
Ulysses is often described as impossible to read (it isn’t) and as the greatest novel in the English language (it just might be). A monumental book set in a single day, Ulysses seems to have it all: a panoply of literary styles, religions, philosophies, histories, emotions, and even a wide variety of bodily functions. In addition to offering an up-close look at the novel itself, this course examines the novel’s use of mythology, meditations on Irishness, reflections on capitalism, and its place in “modernism.” By the end of the course, not only will you have read the famously difficult and important Ulysses; you will have understood it, too.
Instructor(s): R. Day
Area: Humanities.
**AS.060.168. Literature and the Civil Rights Movement.**
The course will examine the role of literature in the American civil rights movement. Both non-fiction and fiction played an essential role in motivating protest and shaping public views. Our focus will be on works that entered into the debates over race, rights, and freedom, and introduced a new vocabulary of cultural pride into African American discourse. Works to be studied will include Martin Luther King, Jr., selected speeches and Why We Can’t Wait (including “Letter from Birmingham Jail”); Malcolm X, selected essays and Autobiography of Malcolm X; James Baldwin, Notes of a Native Son; William Melvin Kelley, A Different Drummer; Ralph Ellison, selected short fiction and essays; William Faulkner, Intruder in the Dust; Amiri Baraka (LeRoi Jones), selected poetry and Dutchman; John Howard Griffin, Black Like Me; Paule Marshall, Praisesong for the Widow. This course does not count toward the English major or minor.
Instructor(s): E. Sundquist
Area: Humanities.

**AS.060.171. Russian Classics & Their Afterlives.**
The idea of the “Russian Soul” has long been a source of captivation to English-language writers. How has their imagination of the dense nineteenth-century works for which Russian literature is best known evolved in the era of globalization? This course reads three major Russian novels in tandem with recent works that invoke them: Tolstoy’s Anna Karenina with Nilo Cruz’s 2003 Pulitzer Prize-winning play Anna in the Tropics; Dostoevsky’s Demons with J.M. Coetzee’s 1994 novel Master of Petersburg; and Turgenev’s Fathers and Sons with Tom Stoppard’s 2002 Coast of Utopia trilogy. We will attend both to the aspects of Russian writing that find perennial appeal, and to the nuances of Russian intellectual history that get lost in the clamor to claim it as universal.
Instructor(s): J. Jackson
Area: Humanities.

**AS.060.176. The Russian Novel: Tolstoy and Dostoyevsky.**
If there is no God, how can I be a captain?" We’ll examine this and other religious, philosophical, and historical questions in Tolstoy’s and Dostoevsky’s titanic novels. Readings (in translation) include War and Peace and The Brothers Karamazov. No prerequisites. Substantial reading; 6-8 page paper; 10 page paper; weekly exercises and quizzes.
Freshman/sophomore seminar. This class is for non-majors.
Instructor(s): S. Cameron
Area: Humanities.

**AS.060.180. Introduction to the Gothic.**
Intended as a survey of American and British Gothic fiction (with some excursions into poetry, film, and television), this course will introduce students to the genre of the Gothic and some of its key terms via a selection of major works of Gothic literature from the 19th and 20th Centuries, as well as some of its more popular incarnations (True Blood, the Twilight series). By the end of the course students should have a better understanding of why the Gothic mode continues to play such an important role in our cultural imagination and be better equipped to think and write critically about any manifestation of Gothic terror, from In Cold Blood to True Blood. Students will write short (1-2 page) weekly response papers along with one longer 5-7 page paper.
Instructor(s): A. Zecca; E. Steedley
Area: Humanities.

**AS.060.201. The Nineteenth Century British Novel.**
Reading major novelists from the nineteenth century including Austen, C. Brontë, Dickens, Eliot, Hardy, and Conrad. We will pay attention to formal conventions, and relation to social and historical context.
Instructor(s): J. Rosenthal
Area: Humanities.

**AS.060.202. What is Tragedy?.**
This course is an introduction to tragedy. What is a tragedy? How has the genre been defined and redefined over its long and varied existence? And why do authors and audiences keep returning to these spectacles of pity and fear? To consider these questions, we’ll examine plays including Sophocles’ Oedipus Rex, Shakespeare’s Hamlet, Racine’s Phèdre and Beckett’s Endgame, ending with the Coen Brothers’ film No Country for Old Men.
Instructor(s): W. Miller
Area: Humanities.

**AS.060.204. Satan in Literature.**
What is it about Satan that has captured the literary imagination? From moral opposition to God in the Book of Job, to divine punishment in Dante’s Inferno, from political revolution in Milton’s Paradise Lost to irreverence of tradition in Salman Rushdie’s The Satanic Verses, this class will examine the ways in which Satan has been used in literature to represent a variety of moral, political and social forces, from Ancient, Medieval, Renaissance and Modern eras.
Area: Humanities.

**AS.060.206. Friends and Enemies in Jane Austen.**
Jane Austen’s novels are often treated as forms of escape from our complicated world to a simpler, more rational time. Arguably, however, her novels originally helped readers navigate profound social problems, particularly the difficulty of knowing friends from enemies. In this course, we will consider depictions of friendship and enmity in four of Austen’s major novels. We will compare these novels to four recent films inspired by her works.
Instructor(s): W. Miller
Area: Humanities.

**AS.060.207. Shakespeare.**
Reading the major comedies, histories and tragedies alongside the narrative poem “Venus and Adonis” and the sonnets, this survey course considers Shakespeare’s hybrid career as poet and playwright. Pre 1800 course.
Instructor(s): A. Daniel; J. Hickman
Area: Humanities.

**AS.060.208. Brit Lit I.**
This lecture course tracks the development of vernacular literature in English from the medieval period to the close of the early modern period. Texts include Chaucer’s Canterbury Tales, Spenser’s The Faerie Queene, Milton’s Paradise Lost and Alexander Pope’s “The Rape of the Lock.
Instructor(s): A. Daniel; C. Scozzaro; J. Childers; R. Best
Area: Humanities.
AS.060.209. The American Novel since World War II.
This course surveys the formal and thematic developments of the American novel from 1945 to the present. Against the backdrop of American post-war triumphalism, we consider how contemporary writers, struggling with issues of identity, race and authenticity, express different and deeply troubled accounts of the American dream. We will pay particular attention to the relationship between fiction and history; the tension between individual and collective identity; the changing role of literature in American culture, and the gradual emergence of postmodernism as a significant force in American literary life. Possible authors include: Richard Wright, Flannery O’Connor, Jack Kerouac, J.D. Salinger, Thomas Pynchon, Philip Roth, Cormac McCarthy, Toni Morrison, John Barth, Saul Bellow, Maxine Hong Kingston.
Instructor(s): A. Wexler
Area: Humanities.

AS.060.211. British Literature I.
What is British Literature? Beginning in the fourteenth century and concluding in the eighteenth century, this survey course examines the time period in which the notion of vernacular English literature, the corporate body of “Great Britain” as a national framework, and, with it, “British-ness” as an imaginary, synthetic identity, were all created. Participants will read a representative group of Geoffrey Chaucer’s “The Canterbury Tales”, Book I of Edmund Spenser’s “The Faerie Queene”, the entirety of John Milton’s “Paradise Lost”, and Alexander Pope’s “The Rape of the Lock.” The course is designed as an introductory level lecture course and is open to all students curious about the beginnings of the English literary canon. It is recommended that students follow this course with its sequel, Professor Mao’s “British Literature II,” which will be offered the following semester. Pre-1800 course
Instructor(s): A. Daniel
Area: Humanities.

AS.060.212. British Literature II: 18th Century to the Present.
A survey of major authors such as Wordsworth, Keats, Austen, Tennyson, Dickens, Wilde, Woolf, Joyce, and Rushdie. Substantial attention to formal conventions as well as stylistic innovation, to aesthetic value as well as social meaning.
Instructor(s): D. Mao
Area: Humanities.

AS.060.213. The Novel and Globalization.
Novels have long been classified by the national origin of their author, and, for the most part, the great works of the nineteenth and twentieth centuries take place primarily in one country. In the postcolonial era of the 1980s and 90s, many prominent writers explored the process of diasporic movement from one country to another. Recently, though, there has been a lot of talk about a new kind of “rootless” novel that jumps between many locales around the globe. This course reads some of the prime examples of this genre in relation to its immigrant predecessors, identifying its key formal and thematic attributes (such as perspectival and geographical range, multi-stranded plots, and an acute consciousness of linguistic and generic hybridization). We will discuss the trade-offs inherent in developing many places rather than one in terms of style and character development, as well as the political and even ethical implications of abandoning the concept of “home.” Primary works by Abdurrazak Gurnah, Caryll Phillips, David Mitchell, Taiye Selasi, Chimamanda Adichie, and Imraan Coovadia.
Instructor(s): J. Jackson
Area: Humanities.

AS.060.216. Wilde to Eminem: A Literary History of the Obscene.
What is obscene? What is indecency? Where is the line between public and private? How have the answers to these questions changed over the past century? This course will examine artworks and performances from a variety of media which have been publicly accused of indecency or obscenity. Wilde, Joyce, Nabokov, Ginsberg, Bruce, Carlin, Kubrick, Serrano, Lynne, Prince, and Eminem among others will provide the materials for our inquiry.
Instructor(s): J. Chilton
Area: Humanities, Social and Behavioral Sciences.

AS.060.217. American Literature Since World War II.
This is a survey lecture covering American literature since about 1945, focusing on fiction from Saul Bellow, and James Baldwin to Toni Morrison and Don DeLillo, poetry from Robert Lowell, Sylvia Plath, Adrienne Rich, John Ashbery, and an array of and political journalism from the 1960s to today.
Instructor(s): C. Nealon
Area: Humanities.

AS.060.219. American Literature to 1865.
A survey course of American literature from contact to the Civil War.
Instructor(s): J. Hickman
Area: Humanities.

AS.060.220. What is the Great American Novel?.
This course will investigate the curiously persistent idea of the “Great American Novel” (GAN) through a close engagement with three exemplary candidates for the title that span American literary history (Moby-Dick, Song of Solomon, and Freedom). Students will also read several critical essays to provide both a history of the concept as well as criteria for what might make an American novel “great.” Through analyses of the individual novels, students will be encouraged to reflect on the persistence, efficacy, and validity of the GAN.
Instructor(s): G. Shreve
Area: Humanities.

AS.060.221. Coming of Age Novels.
In this course, we will consider how “coming of age” is depicted in the novels of British and American modernism. We will discuss questions of family, sexual love, education, work, and religion contribute to an individual’s personal development in the novels of Virginia Woolf, James Joyce, F. Scott Fitzgerald, Virginia Woolf, and James Baldwin. We will also reflect on how the form of the coming of the age novel in the early to mid twentieth century engages with important social and historical developments that protected adolescence as a stage of life, such as labor and education reform. Writing requirements include two 4-5 page papers.
Instructor(s): C. Gannon
Area: Humanities.

AS.060.222. American Literature, 1865 to today.
This course is a survey of major developments in American poetry and narrative fiction from the end of the Civil War to the present day. Authors to be covered may include Mark Twain, Willa Cather, Henry James, James Baldwin, Toni Morrison, Emily Dickinson, Walt Whitman, Wallace Stevens, and John Ashbery.
Instructor(s): C. Nealon
Area: Humanities.
This course covers the British novel from the late nineteenth century to the present, with a particular focus on the decades around World War I. We'll balance attention to formal innovations and experiments with consideration of social and historical context, exploring issues such as gender, empire, psychology, the city, and war. Our goal will be to understand what makes these novels “modern” and sets them apart from their predecessors; to this end, we'll examine how many important authors also wrote extensively on the craft and aims of fiction. Readings will include representative selections by authors such as Henry James, James Joyce, Ford Madox Ford, E.M. Forster, Virginia Woolf, Jean Rhys, and Ian McEwan.
Instructor(s): A. Grener
Area: Humanities.

AS.060.228. Occupy Street Walls: Street Art, Public Space, and Law.
Is the unauthorized placement of artworks in public space vandalism or an aesthetic reclamation of public space? Does street art thrive on illegality? What is the relationship between the law, public space, and street art? This course will situate these questions in the contexts of cultural geography, public space theory, and the long history of art as protest and dissent. Artworks by Banksy, Shepard Fairey, Invader, Murad Sobay, and other artists will be considered.
Instructor(s): J. Chilton
Area: Humanities, Social and Behavioral Sciences.

Although it's common to think of literature a source of ethical wisdom, literary history is actually full of proud, often cynical, figures who lack respect for conventional norms and compel attention by their sheer force of will. This course constructs an abbreviated history of the anti-hero by exploring works of art that both privilege and criticize anti-heroic villains—including Heathcliff (from Wuthering Heights), Mr. Hyde (from Dr. Jekyll and Mr. Hyde), and Walter White (from Breaking Bad).
Instructor(s): M. Flaherty
Area: Humanities.

AS.060.231. Novels Into Film.
What does it take to turn a novel into film? How different are the demands and possibilities of these two forms? Why do some novels repeatedly attract filmmakers? And how should we evaluate films that adapt novels? Beginning with the novel Frankenstein and its various film progeny, we will look at a series of pairings between novels and films. These may include Austen’s Pride and Prejudice, Dickens’ Great Expectations, Tarkington’s The Magnificent Ambersons, Stoker’s Dracula and McEwan’s Atonement along with various critical readings about the genre of the novel and the medium of film.
Instructor(s): M. Favret
Area: Humanities.

Although it’s common to think of literature a source of ethical wisdom, literary history is actually full of proud, often cynical, figures who lack respect for conventional norms and compel attention by their sheer force of will. This course constructs an abbreviated history of the anti-hero by exploring works of art that both privilege and criticize anti-heroic villains including Heathcliff (from Wuthering Heights), Mr. Hyde (from Dr. Jekyll and Mr. Hyde), and Walter White (from Breaking Bad).
Instructor(s): M. Flaherty
Area: Humanities.

AS.060.253. The Real Jungle-Book: Imperial Kipling.
The Real Jungle-Book: Rudyard Kipling and the British Empire. Rudyard Kipling’s children’s stories of Mowgli and Shere Khan, of Rikki-Tikki-Tavi, and so forth have passed in many ways into the common English literary culture, as the film versions of his works indicate. Yet they represent a particular time and place: the British Empire at the end of the nineteenth century, when its imperial power was both nearing its height and showing its cracks. They arguably serve, moreover, an imperial purpose, validating English assumptions about the legitimacy of its political control over the countries in the empire. In this class, we’ll read a selection of Kipling’s works against a background of knowledge of the British Empire.
Instructor(s): P. Fessenbecker
Area: Humanities, Social and Behavioral Sciences.

AS.060.255. The Bible as Literature.
This course looks at the Bible’s influence on literature by examining the use and impact of the most common biblical stories on canonical literary works. Pre 1800 Course
Instructor(s): M. Thompson
Area: Humanities.

AS.060.260. Ethnic American Literature.
This class is an introductory course in ethnic American literature. We will read Native American, Chicano, Latino, Asian American, and African American literatures. The class will pose questions such as: Why ethnic American literature? Why not simply American? What are the dissonances and similarities between these literary voices? We will explore themes such as identity, otherness, and the construction of race and Americaness. Readings in post 1945-course will include works by authors such as James Baldwin, David Henry Hwang, Toni Morrison, Sherman Alexie, Junot Diaz, Sandra Cisneros, Maxine Hong Kingston, and Jhumpa Lahiri.
Instructor(s): R. Neutill
Area: Humanities.

AS.060.262. Literature and Knowledge.
Can poems, plays, and imaginary narratives teach us something about the real world? Or does their fictional status make them unreliable as sources of knowledge? This course explores these questions by examining classical and contemporary discussions of the topic in conjunction with major works of literature. Primary sources include works by Shakespeare, Jane Austen, and William Golding, while the criticism will be represented among others by Aristotle, Dr. Johnson, and Martha Nussbaum.
Instructor(s): R. Maioli dos Santos
Area: Humanities.

Reading major novelists from the nineteenth century including Austen, C. Brontë, Dickens, Eliot, Hardy, and Conrad. We will pay attention to formal conventions, and relation to social and historical context.
Instructor(s): J. Rosenthal
Area: Humanities.
AS.060.276. Modern Drama.
An introduction to drama of the late-19th and 20th centuries, with an emphasis on its ideological and political contexts. In modern drama, we find vivid accounts of key aspects of modernity: urbanization, industrialization, migration, war, democracy, capitalism, fascism, communism, and nationalism, to name a few. We will read a selection of plays that ask timely questions about the limits of human subjectivity and integrity in a modern, often dehumanizing world. Modern drama is shaped by, and responds to, social and political changes, such as the demise of the aristocracy, the ambitions of the middle class, totalitarian conquest of Europe, apartheid in South Africa, and the AIDS epidemic in the United States. This course also charts how major debates, movements, and theories in the arts have motivated drama's diverse forms and themes. Playwrights may include Henrik Ibsen, Oscar Wilde, Anton Chekhov, Bertolt Brecht, Eugene O'Neill, Tennessee Williams, Samuel Beckett, Athol Fugard, Edward Albee, Caryl Churchill, and Tony Kushner. Secondary readings by the playwrights themselves, in addition to Georg Lukacs, T.S. Eliot, Raymond Williams, Eric Bentley, and more recent scholars and critics.
Instructor(s): R. Day
Area: Humanities.

AS.060.278. Social Climbers and Charlatans in American Literature.
"It's good to be shifty in a new country," declares Johnson Hooper's swindling vagabond Simon Suggs. The ability to speak in many voices—to play many roles—is one key facet of the rags-to-riches American ideal of not only making something of one's self, but of making one's self. But how much social mobility or personal fluidity is too much? In this course, we'll consider the problem of fashioning a self that is both flexible and authentic, both capacious and individual, as it is represented in a broad swath of American literature. We'll begin with Benjamin Franklin's Autobiography, in which Franklin reimagines his life into an intricate web of fact and fabrication. From there, we'll explore the Transcendentalist ideal of the "Moral Sense," in the form of Emersonian self-reliance and Thoreau's revolutionary militancy, and its dark side in Poe's "Imp of the Perverse." After this, we'll account for the great showman P.T. Barnum, who splits the difference between legitimate businessman and devious swindler. We'll see what happens when, in order to make yourself, you first have to steal yourself in "The Narrative of the Life of Frederick Douglass, American Slave". In Mark Twain's "Pudd'nhead Wilson" and Nella Larsen's "Passing", we'll investigate how, why, and with what consequences black Americans might try to pass for white. As the semester winds down, we'll reconsider the rise and fall of Fitzgerald's Jay Gatsby, the mobster made good (if only for a while), before ending with Nathanael West's "A Cool Million", a dark comedy about a man who writes an advice column as a woman. The course will explore some of the fine lines—between honest art and heinous hoaxing, belief and delusion, entrepreneurship and charlatanry—relentlessly worked over in American literature since the nation's inception. Throughout, we'll take stock of the possibilities and pitfalls lurking in the seemingly incompatible goals of novelty and authenticity, fluidity and authority. Dean's Teaching Fellowship course.
Instructor(s): D. Tye
Area: Humanities.

AS.060.279. Law and Literature.
This course queries the nature of legal authority both formally and historically. What distinguishes between law and literature? Is law more authoritative? Is it more ethical? Is it more "real"? Avenues of inquiry will include the power of language to embody, inhabit, or represent law; the relationship between law and ideas about self, liberty, and love; and conflicts and confluences between literary and legal claims to autonomy. Readings may include Sophocles' "Antigone", Andreas Capellanus' "On Love", Shakespeare's "Measure for Measure", William Godwin's "Caleb Williams", and Franz Kafka's "The Trial".
Pre-1800 Course
Instructor(s): M. O'Connor
Area: Humanities.

AS.060.280. The Modernist Novel and the Question of Culture.
"The man ain't got no culture!" declare Simon & Garfunkel, of someone who is so unhip as to confuse Bob Dylan with Dylan Thomas. How is such a statement possible, and what does "culture" mean? In some contexts, culture is something you can get by learning about art, music, and literature. But in other contexts, culture is something that everyone already has; we all live in the "culture" of our everyday habits and customs. Out of the tangle of these two meanings, we get concepts like "cultural districts" in cities, "cultural relativism" about moral issues, and even "multiculturalism." In this course, we'll read a selection of novels related to modernism, a literary and artistic movement preoccupied with the difference between the two forms of life that "culture" can name—a life of intellectual refinement, and a life of organic connection to one's community. Along the way, we'll discuss notions of prestige, sophistication, the relation of religion to the arts, the cultural life of imperialism, and the role of education in forming and reflecting students' cultural aspirations. Background readings from Matthew Arnold, Walter Pater, Raymond Williams, Pierre Bourdieu, and Francis Mulhem; novels by Oscar Wilde, E.M. Forster, James Joyce, Virginia Woolf, Evelyn Waugh, and V.S. Naipaul.
Dean's Teaching Fellowship course.
Instructor(s): R. Day
Area: Humanities.

Thieves, prostitutes, and murderers populate the early English novel. This course will examine the rise of the novel alongside the emergence of law enforcement and the legal profession in the eighteenth century. We will examine how the novel as a genre coalesces around characters that are placed in risky situations and the legal fictions that develop around them (forms such as testimony, confession, and the arguing of a case). This will require a focus on individual laws (such as the 1662 Poor Relief Act and the 1753 Hardwicke Marriage Act), on the psychologies of guilt and innocence, and on the formal literary challenges of representing transgression and justice. We will also examine critical interpretations of several of the major works, paying special attention to the way they address the primary text's engagement with law and the legal system. Readings from Defoe, Fielding, Goldsmith, and Austen.
Dean's Teaching Fellowship course. Pre 1800 course
Instructor(s): S. Hershinow
Area: Humanities.
Can novels ask philosophical questions? What do literary narratives and moral arguments have to do with each other? Everyone who has read a novel recognizes that it is in part an expression of ideas: characters, narrators, authors, and so forth say and do things that express a way of thinking. In this course we’ll examine the connections between moral philosophy and literature in nineteenth-century England in a series of four units, each of which pairs a novelist and a philosopher. The novelists will be Jane Austen, Charles Dickens, George Eliot, and E.M. Forster; the major philosophers will include Edmund Burke, John Stuart Mill, Immanuel Kant, and G.E. Moore, and we’ll read excerpts from Jeremy Bentham, Ludwig Feuerbach, F.H. Bradley, and Henry Sigwick. Assignments will include reading quizzes, response papers, and a final essay with a research component. Dean’s Teaching Fellowship course. Pre 1800 course.
Instructor(s): P. Fessenbecker
Area: Humanities.

AS.060.290. Literary Theory.
This course will provide a survey of many of the major theoretical positions that have been directly or indirectly influential for literary studies. We will read selections from the following: Russian Formalism (Propp, Shklovsky, Bakhtin), structuralism (Levi-Strauss, Barthes), deconstruction (Derrida, de Man), speech act theory (Austin, Butler), Marxism (Jameson), queer theory (Sedgwick, Miller), and distant reading (Moretti). Recommended Course Background: three courses in the English Department.
Instructor(s): F. Ferguson
Area: Humanities.

AS.060.302. Theology of the Narrative.
Everything happens for a reason." "I guess it wasn’t meant to be." People often impose a narrative logic on life events by reference—however attenuated—to a transcendent order of meaning. This course asks two basic questions: How do theological concepts such as God’s omniscience, Providence, predestination, and prophecy get translated into particular narrative structures? How does narrative experimentation function as a critique of traditional theological viewpoints, particularly around the question of how divine agency is related to the existence of evil? Course texts may include: The Book of Job, Denis Diderot, Jacques the Fatalist; Olaudah Equiano, Interesting Narrative; Herman Melville, Moby-Dick; James Agee and Walker Evans, Let Us Now Praise Famous Men; James Baldwin, Go Tell It on the Mountain; Marilynne Robinson, Gilead and Home; Scarlett Thomas, Our Tragic Universe; Terrence Malick, dir., The Tree of Life.
Prerequisites: AS.060.107 Intro to Literary Study, English Lecture Course, or Instructor approval.
Instructor(s): J. Hickman
Area: Humanities.

AS.060.303. Literature of London.
Ian Watt famously linked the rise of the novel with the rise of the city in his seminal work, The Rise of the Novel. This course will survey British literature from the late eighteenth through the early twentieth century that features the the city of London. Students will consider how the city and urban life change over the course of the nineteenth century and how they transform literary depictions and understandings of selfhood and the social imagination. They will examine how nineteenth-century literature represents the space of the city and how these efforts to depict the city cause formal and stylistic innovations. How does the compressed space of the city and its intense stimuli affect characters’ sense of identity? Students will also consider the ways in which the city affects understandings of gender, class and race in these texts. The course will focus on the novel, but it will also include excerpts from newspapers, poetry and essays. Students will read Our Mutual Friend over the course of the semester in order to mimic the experience of nineteenth-century serial reading. Other readings will include Evelina, The Secret Agent, and A Study in Scarlet.
Instructor(s): J. Valdez
Area: Humanities.

AS.060.304. Large Novels.
This course will look at novels that are not only large in size, but which also think about the meaning and methods of trying to capture huge segments of the world into a piece of art. How much can be fit into a novel? What is gained and what is lost? How large is too large? We will read Charles Dickens’s “Bleak House”, Lev Tolstoy’s “War and Peace”, and Thomas Pynchon’s “Gravity’s Rainbow”.
Instructor(s): J. Rosenthal
Area: Humanities.

This course will look at the development of the novel form, from its earliest incarnations. We will pay special attention to questions of how changes in social, cultural, and economic context played a part in the growing popularity and relevance of the novel form. Authors will likely include Miguel de Cervantes, Daniel Defoe, Samuel Richardson, Henry Fielding, Jane Austen, and Henry James. [This course satisfies the pre-1800 requirement]
Instructor(s): J. Rosenthal
Area: Humanities.

AS.060.307. Training/Writing/Consulting.
A one credit course for those undergrads who have been nominated as Writing Center tutors. Permission required.
Instructor(s): E. Steedley; R. Day
Area: Humanities.
**AS.060.308. The Novelty of the Novel.**
The English novel has been traditionally regarded as having originated in the eighteenth century, with the works of Defoe, Richardson, and Fielding. This view of the novel's origins owes much to the influence of Ian Watt's *The Rise of the Novel* (1957). Watt claims that the prose fiction written by these three authors is defined and distinguished from other varieties by its "formal realism" – a set of procedures that made the novel much more lifelike than picaresque tales, courtly novellas, or the romance. Watt's view of the canon is now taken to be too restrictive, but his thesis concerning what was novel about the novel remains influential. In this course students will engage with two aspects of Watt's argument that have been criticized by later critics but still retain some of their original force: the idea that eighteenth-century prose fiction marks a break with the past and that the tradition emerging at that point has English origins. We will be testing these two theses by reading and contrasting older and newer forms of prose fiction from England, France, and Spain, comparing their formal procedures, and discussing how satisfactorily Watt accounts for them. We will also be reading critiques and defenses of Watt by critics including Michael McKeon, J. Paul Hunter, Margaret Anne Doody, and Nicholas Seager. Primary sources will include excerpts from Roger Boyle's romance *Parthenissa* (1651) alongside Defoe's *Moll Flanders* (1722); the picaresque tale *Lazarillo de Tormes* (1554) together with Fielding's road epic *Joseph Andrews* (1742); and the conjugal drama of Madame de Lafayette’s *La Princesse de Clèves* (1678) together with Richardson’s treatment of a similar topic in *Pamela* (1740). As we read the primary sources we will be also reading the relevant chapters of The Rise of the Novel. By gaining a first-hand view of the actual changes in prose fiction students will be able to appreciate the force of Watt’s thesis as well as its limitations. Toward the end of the course they will also engage with the provocative final chapter of Watt’s book, which claims that the problems raised by formal realism as practiced by Richardson and Fielding are finally resolved in the work of Jane Austen. Sense and Sensibility should provide the testing ground for this thesis.

Pre 1800 course.
Instructor(s): R. Maioli dos Santos
Area: Humanities.

**AS.060.309. Home and Wanderlust in Modernist Literature.**
This course will examine forms of wanderlust and tensions between rootedness in one’s own culture and a cosmopolitan orientation in Henry James, Joyce, Tagore, Hemingway, Isak Dinesen, and Hualing Nieh.
Dean’s Teaching Fellowship course.
Instructor(s): N. Zhang
Area: Humanities.

**AS.060.310. Work and Worth in American Literature.**
This course will engage contemporary discussions of economics, labor, and vocation with representations of people at work in the writings of Douglass, Melville, Hurston, Steinbeck, Frost, Yates, Springsteen, and others. Dean’s Teaching Fellowship Course
Instructor(s): E. Tempesta
Area: Humanities.

**AS.060.311. On "Moral Insanity": Self-Control in Victorian Philosophy, Psychology, and Fiction.**
Standard utilitarianism, the dominant philosophical account of moral agency in the Victorian period, has a surprisingly unsophisticated account of self-control: both Jeremy Bentham and John Stuart Mill thought it was relatively straightforward, insofar as agents reliably pursued whatever end appeared to promise the greatest gain in happiness with little psychic effort. But other forms of intellectual life in the period—the now-forgotten "Intuitionist" school, the pre-Freudian psychologists, and perhaps most importantly, an important series of Victorian novelists—recognized that agency was much more complex, and tried to work through the problem that J.C. Prichard called "moral insanity." Conceiving it as a situation where agents cannot for some reason pursue their own reflectively endorsed goals, these authors developed a variety of richly complex accounts of and treatments for the loss of self-control. In this class, we are going to explore those accounts at some length. To start with the utilitarian model as a backdrop to the more complex accounts, we will read selections from Jeremy Bentham and John Stuart Mill in which they lay out their pleasure/pain account of agency, and then work through a set of theoretical materials for use throughout the course. First, we'll examine the intuitionist views of agency from William Whewell and John Grote, who held that moral action essentially required mastering oneself in such a way as to perceive and act upon moral intuitions; then, we'll turn to analyses from Prichard, Forbes Winslow, Henry Mausley, and other early forerunners in the developing field of psychology, and situate these arguments within the philosophical context. With this theoretical frame in place, we will spend the bulk of the course reading a series of novels that address the question of self-control. Beginning with Jane Austen and Charlotte Bronté, we’ll consider the ways in which these novels represent the relationship between desire, reflection, and gender. Turning to George Eliot’s *Romola* and Anthony Trollope’s *Can You Forgive Her?*, we’ll consider the way Eliot and Trollope analyze the nature of practical rationality. Finally, we’ll conclude with two important challenges to the belief in the moral value of self-control, in Thomas Hardy’s *Tess of the d’Urbervilles* and Oscar Wilde’s *The Picture of Dorian Gray.*

Instructor(s): P. Fessenbecker
Area: Humanities.
Primo Levi's well-known essay "The Gray Zone" describes complex states of complicity and moral erosion between the categories of "victims," "perpetrators," and "bystanders" during and after the Holocaust. Literature written at the time or in the immediate aftermath, whether memoir, commentary, or fiction, contains many illustrative examples, but even more have arisen at one or another remove from the events, as later generations have confronted an atrocity frequently taken to be historically and morally unique. How did the Holocaust become a touchstone for both extremities of human behavior and problems of representation? When did the Holocaust become available to literature or to the once unthinkable strategies of satire, post-modernism, and even pornography, and can these strategies be considered examples of "the gray zone"? The course will deal with the testimonies of perpetrators such as Rudolf Höss (commandant of Auschwitz) and historical documents setting forth plans for genocide; with memoirs of prisoners such as Filip Müller forced into participation in the Holocaust; and more particularly with literary depictions of life in "the gray zone." The sequence of readings will be organized mainly around literary texts, but these will be paired, sometimes in two-week sequences, with historical and critical materials that take up the problem of complicity through various perspectives: the role of Jewish leaders during the Holocaust; attempts to fictionalize extremities of evil (e.g., Hitler); the aestheticizing of atrocity; the moral responsibility of bystanders; and the extension of genocidal paradigms to other dimensions such as slavery and animal rights. Texts to be studied (mostly, though not exclusively, written first in English) may include: Primo Levi, The Drowned and the Saved; Rudolph Hoess, Commandant of Auschwitz; Tadeusz Borowski, This Way to the Gas, Ladies and Gentlemen; George Steiner, The Portage to San Cristobal of A. H.; Leslie Epstein King of the Jews; Sylvia Plath, selected poems; Philip Roth, The Plot against America; D. M. Thomas, The White Hotel or Pictures An at Exhibition; Caryl Phillips, The Nature of Blood; and J. M. Coetzee Elizabeth Costello.
Instructor(s): E. Sundquist
Area: Humanities.

AS.060.313. Edmund Spenser.
After a diagnostic introduction to his early poetry, this reading intensive seminar will concentrate upon Edmund Spenser’s masterwork, The Faerie Queene (1590/1596), which we will read in its entirety. Over the course of its sprawling Six Books and its concluding Mutability Cantos, The Faerie Queene marshals an enormous cast of characters (knights, ladies, magicians, giants, monsters) in order to allegorically represent the virtues of Holiness, Temperance, Chastity, Friendship, Justice and Courtesy. Through this framework, his text models the ethical regulation of the body, the aesthetic construction of gender, the politics of national myth-making, and the ongoing processes of colonial violence in which Spenser was himself complicit. But across its vast yet incomplete expanse, Spenser’s text is always centrally concerned with the task of reading. Accordingly, students should emerge from their encounter with this demanding but rewarding poem with a deeper understanding of the task of interpretation itself. As a group we will collectively traverse the surface of the text, and work together to construct a functional account of allegory’s effects. You will be asked to respond to the challenge of Spenser’s work in class discussion, weekly short responses, and three analytic papers.
Instructor(s): A. Daniel
Area: Humanities.

AS.060.314. Social Media Fictions.
Writers around the world are now searching for ways to incorporate new modes of social interaction - e.g. Facebook, Twitter, text messaging, and Skype - into their print work. This course explores the various techniques they have adopted for this purpose, with an eye to critically evaluating their implications for narrative structure and its "reality effect." From Teju Cole's very public experiments with the Twitter novel to a Zimbabwean writer's attempt to capture plot turns through SMS, we will discuss the ways in which narrative is helped or hindered by the ubiquity of social media. Writers studied will include Tendai Huchu, Zadie Smith, Jonathan Franzen, and Eben Venter.
Instructor(s): J. Jackson
Area: Humanities.

AS.060.315. Poetry by Other Means.
In this course, we explore the makings of a new genre: the poet’s novel. Reaching back to the modernist works of Gertrude Stein and Djuna Barnes to look for its resources and its models, searching for antecedents in the queer avant-gardes of the 1970s, and finally delving into the key poets’ novels of just the last five or ten years—including works written by Eileen Myles, Juliana Spahr, Ben Lerner, and Bhanu Kapil—we will collectively develop an account of its yet-uncharted territory and some of its attractions. Our work will open onto a series of questions about both the category of poetry and the significance of narrative, while following thematic threads of friendship, gender and sexuality, self-reflection, feeling, crisis, and utopia.
Instructor(s): C. Westcott
Area: Humanities.

AS.060.316. Mapping the Global Metropolis.
Cities have long taken on a central role in literature, but much of our reading about urban space is confined to a few Western hubs. And while the city has traditionally been a space for fictional characters to develop into national subjects, much of the most innovative contemporary writing sees the city as a character of its own. This course will address the representational challenges of globalization through fiction and genre-bending memoir about contemporary metropolises that act as its microcosm: Johannesburg, Lagos, Delhi, London, and New York. We will read primary works by Ivan Vladislavic, Chris Abani, Aravind Adiga, Zadie Smith, and Teju Cole, as well as supplementary excerpts from books including Capital, by Rana Dasgupta, Mike Davis’ Planet of Slums, Ata Quayson’s Oxford Street, Accra, and Loren Kruger’s Imagining the Edgy City. Finally, the course will include theoretical readings about globalization and representation, such as Fredric Jameson’s essay on “Cognitive Mapping” and Arjun Appadurai’s seminal book Modernity at Large.
Instructor(s): J. Jackson
Area: Humanities.

AS.060.317. Time Well Wasted: Reading Fiction in the 18th Century.
Is reading fiction just escapism? Or can novels speak to us about real life? We will discuss this question by reading classic works by Defoe, Swift, Fielding, and Sterne. Dean’s Teaching Fellowship Course. Pre 1800 course
Instructor(s): R. Maioli dos Santos
Area: Humanities.
AS.060.318. The Theology of Narrative.
Everything happens for a reason." "I guess it wasn't meant to be." People often impose a narrative logic on life events by reference—however attenuated—to a transcendent order of meaning. This course asks two basic questions: How do theological concepts such as God's omniscience, Providence, predestination, and prophecy get translated into particular narrative structures? How does narrative experimentation function as a critique of traditional theological viewpoints, particularly around the question of how divine agency is related to the existence of evil? Texts may include: "The Book of Job" (4th century B.C.E), Voltaire's "Candide" (1759), Olaudah Equiano's "Slave Narrative" (1789), Herman Melville's "Moby-Dick" (1851), Rebecca Harding Davis's "Life in the Iron-Mills" (1861), James Agee's "Let Us Now Praise Famous Men" (1941), and Scarlett Thomas's "Our Tragic Universe" (2010). Recommended Course Background: AS.060.107, a lecture course (200-level) in the English department, or instructor approval.
Instructor(s): J. Hickman
Area: Humanities.

AS.060.319. Values and Gender in Nineteenth-Century British Literature.
The course considers how nineteenth-century British authors—including Ruskin, Gaskell, Eliot, and Wilde—engage and oppose various sets of values in their representations of gender.
Instructor(s): M. Flaherty
Area: Humanities.

AS.060.320. Icons of Feminism.
This course looks at four crucial figures who have haunted feminist thought and responses to feminism over the centuries. Sappho, known as the first female poet, remains an enigmatic icon of feminine desire and creativity; Antigone, the daughter of Oedipus and the heroine of Sophocles's play Antigone, still inspires feminist analyses of women's relationship to law, the state and civil society; and Joan of Arc, the militant maid of Orleans, troubles thinking about women and violence as well as women, religion and spirituality. The last figure is Mary Wollstonecraft, often cited as the first modern feminist. The course will examine literary works written about these iconic figures, as well as contemporary feminist writing about their influence and viability as models for the future of feminism.
Instructor(s): M. Favret
Area: Humanities.

In this class, we’re going to briefly survey the major poets of the Victorian era: Alfred, Lord Tennyson, Robert and Elizabeth Barrett Browning, Dante Gabriel Rossetti and his sister Christina, Matthew Arnold, George Meredith, and others. Moreover, we’ll try to situate them in the social, political, and intellectual contexts that gave rise to their works, and investigate the questions that stimulated them and which their works address: we will, for instance, follow Arnold in thinking about the place of religion in the modern world, Meredith in thinking about the nature of moral egoism, and Elizabeth Barrett Browning in recovering the voices of oppressed classes. We’ll also try to address the various formal innovations of poetry in the Victorian era, attending to—for example—Tennyson’s complex re-imaginations of the verse of the Arthurian legends and Robert Browning’s development of sophisticated forms of irony. Specific poems to be studied include Tennyson’s “Ulysses” and “The Lady of Shalott,” George Meredith’s “Modern Love,” and Christina Rossetti’s “Goblin Market.”
Instructor(s): P. Fessenbecker
Area: Humanities.

AS.060.322. Indian Ocean.
This course will explore the development of a cosmopolitan ethos in postwar fiction from the Indian Ocean region, with particular focus on South Africa, South Asia, and the Malay Archipelago. Authors will include Aravind Adiga, Pramoedya Ananta Toer, Lloyd Fernandez, Tan Twan Eng, and J.M. Coetzee.
Instructor(s): J. Haley
Area: Humanities.

In this course, students will consider the emergence and development of modern British poetry. Beginning with Hopkins and Hardy, two of the forebears of modernist literature, students will read and discuss the war poems of Owen and Sassoon before turning to major modernist poets like Eliot, Pound, and Auden. By reading pertinent critical pieces by and biographical information about these poets, students will acquire an understanding of modernism’s concern with form, its interest in experimentation, and its navigation of both tradition and modernity. Over the course of the semester, students will be asked to write three five-to-seven-page essays on the works previously covered in class.
Instructor(s): E. Steedley
Area: Humanities.

AS.060.326. Spectral Evidence.
Rising to its greatest prominence during the 1692 Salem Witch Trials, “spectral evidence” refers to a category of evidence that involves supernatural claims—dreams, visions, etc. Even in 1692 within the largely homogeneous Euro-American Puritan community, the category raised profound questions about what should count as evidence in legal settings, and, more broadly, about the ontological status of the supernatural—to what extent are certain experiences of the supernatural mediated by private subjectivity and thus difficult to transmit or even illegible in the public sphere? These questions only intensify in cross-cultural contexts like the colonial Americas and postcolonial Australia and South Africa and often get reconfigured into debates about the limits of cultural relativism. This course will examine historical, literary, and filmic sites at which the question of “spectral evidence” comes into play. Texts may include: documents pertaining to the Salem Witch trials; Inquisition records; the novels of Charles Brockden Brown; Nathaniel Hawthorne, “The Scarlet Letter” and other fiction; Edgar Allan Poe, “The Tell-Tale Heart,” “The Pit and the Pendulum,” and other fiction; the spiritualist medium Fox sisters’ confessions; Mark Twain, “Personal Recollections of Joan of Arc”; Arthur Miller, “The Crucible”; Peter Weir, dir., The Last Wave; Gavin Hood, dir., A Reasonable Man; Scott Derrickson, dir., The Exorcism of Emily Rose. Recommended Course Background: AS.060.107, 200-level English course, or instructor approval.
Instructor(s): J. Hickman
Area: Humanities.
AS.060.327. **Best Sellers in the Early Nineteenth Century: Sir Walter Scott, Lord Byron, and Jane Austen.**
Sir Walter Scott and Lord Byron were the best-selling authors of their day by a significant margin. In this course, we’ll attempt to come to terms with their unprecedented success, which was felt within the business of the publishing industry as much as it was in the minds of their fellow writers. Readings include Scott’s poems set in Scotland’s legendary past, Byron’s scandalous and heroic poems (including his masterpiece, Don Juan), as well as a novel by their less-popular contemporary, Jane Austen, whose formally elegant novels must be understood as drawing on and competing with the works of her age’s most dominant literary figures. Additionally, we’ll place a strong emphasis on understanding how the workings of the publishing industry affected not only the habits of reading, but also of writing, during this crucial period in literary history. Secondary readings will help to situate the authors and primary texts in their historical and literary context, and provide practical tools for literary analysis. Assignments will include reading quizzes, response papers, and three longer papers. Required Texts: Walter Scott, The Poetical Works of Walter Scott (Wildside Press) Walter Scott, Waverley (Broadview) Lord Byron, The Major Works (Oxford) Jane Austen, Persuasion (Oxford)
Instructor(s): N. Bujak
Area: Humanities.

AS.060.328. **Restoration and 18th Century Literature.**
This course is a survey of the major authors and genres in English from 1660-1800. Topics include the rise of the novel, politics and satire, gender and women writers, landscape and ecological consciousness, philosophy, science and literature.
Prerequisites: AS.060.107
Instructor(s): J. Kramnick
Area: Humanities.

AS.060.329. **Prophecy after Science.**
Prophets and their prophecies are everywhere: whether preached by evangelical visionaries of Rapture, opined by primetime sports forecasters, or sold at hourly rates by countless fortunetellers and astrologers. Our dizzying era, predicated economically, technologically, and politically on objective methods of prediction, comfortably accommodates and even welcomes pre-scientific, prophetic modes of futurity. We look up our horoscopes on our smartphones. How did we come to balance these futures so blithely? Do we – and should we – think of these modes as continuous or separate, complementary or conflicting? This course explores the history of prophecy, from ancient Greek and Judaic sources to current intimations of technological singularity and ecological doom, with a focus on the effect of the rise of science in shaping the course of prophetic writings. The majority of texts in this course come from the literature of 1600-1800 – centuries that witnessed the emergence of our modern scientific disciplines, and the recasting of prophecy in terms of the human imagination.
Instructor(s): W. Miller
Area: Humanities.

AS.060.330. **The Contemporary Novel.**
This course will survey a variety of novels written since 2000, from literary novels to best-sellers, both in English and in translation (into English). We’ll pay attention to formal and aesthetic questions -- what counts as a good story, at this point in history? -- and we’ll hone our skills in recognizing narrative patterns and motifs across different fictional styles. Authors likely to be considered include Arundhati Roy, Junot Diaz, Roberto Bolano, Muriel Barbery, Marlene van Niekerke, David Mitchell, and Amitav Ghosh.
Instructor(s): C. Nealon
Area: Humanities.

AS.060.331. **Poetry and Perfect Worlds.**
A seminar exploring poetic representations of ideal realms. Beginning with classical pastorals, we will move on to medieval and Renaissance arcadias, Romantic geographies, modernist utopias, and the ecopoetics and necropastoral of the twenty-first century. We will consider in detail what makes a place Edenic or utopian and how the fabrication of an imaginary world relates to the construction of a poetic text. Writers studied may include Theocritus, Virgil, Chaucer, Spenser, Milton, Shelley, Tennyson, T. S. Eliot, W. H. Auden, Lisa Robertson, and Juliana Spahr.
Instructor(s): D. Mao
Area: Humanities.

AS.060.332. **Jewish American Fiction.**
This course will consider the development of Jewish American fiction over the past century through an examination of major authors and topics, with particular attention to novels whose historical trajectories reach geographically back and forth from America to Europe, and temporally back and forth across the Holocaust, the century’s defining event. These novels thus frequently have multiple settings and treat familial, communal, and intellectual life, along with topics such as emigration, anti-Semitism, and religious belief, over a span of several generations. The list includes authors whose works first appeared in Yiddish (Lamed Shapiro and Isaac Bashevis Singer) and authors whose sensibilities are decidedly American, but all write with attention to the tenuous assimilation, dislocation, trauma, and linguistic complexity that often marked twentieth-century Jewish life, no less in the United States at times than in Europe. Works studied will include: Dara Horn, In the Image; Rebecca Goldstein, Mazel; Bernard Malamud, The Fixer; Lamed Shapiro, The Cross and Other Jewish Stories; Isaac Bashevis Singer, Shosha; Cynthia Ozick, The Shawl; Nicole Krauss, A History of Love; Jerzy Kosinski, Steps; Philip Roth, Nemesis; Shalom Auslander, Hope: A Tragedy: A Novel
Instructor(s): E. Sundquist
Area: Humanities.
Through readings of Scripture, medieval and early modern drama and prose fiction, and modern political theory and environmental writing, this course explores the complex and overlapping status of oaths, pledges, promises, pacts, and contracts. Starting with an examination of speech act theory, this upper division seminar will consider a range of literary "scenes of obligation" in which verbal promises or written contracts bind persons together. We will look at how promises and contracts mediate relationships between humanity and inhuman forces (pledges to God, pacts with the Devil), how they consolidate bonds between human beings (business contracts, marriage contracts), and how they are fulfilled, broken, or re-negotiated. Possible texts include: J. L. Austin, "How to Do Things with Words"; John Searle, "Speech Acts"; Anon., "The Building of the Ark"; "The Flood" (York Corpus Christi Plays); Anon., "Arden of Feversham"; Christopher Marlowe, "Doctor Faustus"; William Shakespeare, "The Merchant of Venice"; Margaret Cavendish, "The Contract"; and chapters from Jean Jacques Rousseau, "The Social Contract"; Carole Pateman, "The Sexual Contract"; and Michel Serres, "The Natural Contract". Pre 1800 course.
Instructor(s): A. Daniel
Area: Humanities.

This course will study the idea of modernity, a term that has been of continuing use in trying to understand ourselves and our society. We will focus on the major works of prose and poetry that attempted to come to terms with modernity in Victorian Britain. Texts are likely to include non-fiction prose by Mill, Arnold, Darwin, Nightingale, and Pater; Eliot's novel Middlemarch; and poetry by Elizabeth Barrett and Robert Browning, Tennyson, Emily Bronte, Christina Rosetti, Hopkins, and Hardy.
Instructor(s): A. Miller
Area: Humanities.

AS.060.337. James Joyce.
A seminar covering the oeuvre of James Joyce, including but not limited to Dubliners, A Portrait of the Artist as a Young Man, Ulysses, and parts of Finnegans Wake. Selected readings in other writers and in relevant historiography; some attention to Joyce criticism.
Instructor(s): D. Mao
Area: Humanities.

AS.060.338. Literary Scenes.
From Paris in the 1920s to San Francisco in the 1960s and beyond, this course will cover literature produced within major and minor literary "scenes" of the 20th Century. Authors include Hemingway, Stein, Woolf, Ginsberg, Kerouac, and others. Dean's Teaching Fellowship course.
Instructor(s): A. Zecca
Area: Humanities.

Focusing on the long nineteenth century, we will examine how major Anglo-American poets treat the complex relationship between madness, passion, and genius. Additional readings in philosophy and psychoanalysis. Dean's Teaching Fellowship course.
Instructor(s): J. Hann
Area: Humanities.

This seminar will trace the historical development of the slavery debate in the Atlantic world through examination of key texts from a host of genres and locations—Quaker religious tracts, political documents like the Haitian Declaration of Independence, Cuban antislavery novels, slave narratives, and "classics" of American literature like Melville's Benito Cereno. We will consider how the institution of Atlantic slavery was variously represented, justified, and criticized, discovering in the process the deep structures of modern slavery discourse. Texts may include: Aphra Behn, "Oroonoko"; John Woolman's "Journal"; Robert Wedderburn, "The Horrors of Slavery and Other Writings"; Gertrudis Gomez de Avellaneda, "Sab"; Frederick Douglass, "My Bondage and My Freedom"; Herman Melville, "Benito Cereno"; Harriet Beecher Stowe, "Dred"; Antonio Castro Alves, "The Slaves".
Instructor(s): J. Jackson
Area: Humanities.

AS.060.341. Milton.
This class will study Milton's poetry and prose across the whole of his writing career, with special attention to Paradise Lost, the great epic poem retelling the story of the fall of humankind. We will consider Milton's literary background, his contemporary political and social milieu, as well as critical debates that surrounding the poet, who was accused of being 'of the devil's party.' Pre-1800 course.
Instructor(s): S. Achinstein
Area: Humanities.

The novel of ideas is often traced to 18th century French or 19th century Russian writing, but it has come broadly to signify works of robust philosophical contemplation. The inherently slippery term seems to indicate a work in which "form" is subsidiary to "content," or at least, in which narrative structures adapt to prioritize thought rather than style, image, or even character. But how, exactly, and about what, do novels "think?" In large part, the novel of ideas is now conflated with a rote and recognizable brand of social realism. This course asks what might qualify as a novel of ideas today, both in terms of the novel's changing relation to geographical space (and thereby the formal spaces in which philosophy might lurk), and of the particular "ideas" it critiques or puts forth. We will read novelists including J.M. Coetzee, Marlene van Niekerk, Jonathan Franzen, Teju Cole, and Ronan Bennett within a longer literary-philosophical tradition, with reference to works such as Candide, War and Peace, Thus Spoke Zarathustra, and Kierkegaard's Diary of a Seducer.
Instructor(s): J. Jackson
Area: Humanities.

This course examines John Milton's commitment to liberty in its many varieties, both public and private, as articulated in his early prose writings and as imagined in his poetic works. Dean's Teaching Fellowship Course. Pre 1800 course.
Instructor(s): R. Buckham
Area: Humanities.
**AS.060.344. The American Renaissance in Technicolor.**
The American Renaissance refers to the boom in U.S. literary production between the 1830s and the 1860s that gave us the American writers who have achieved the greatest stature in the popular mind—Emerson, Thoreau, Hawthorne, Melville, Whitman. This work was in large part animated by literary nationalism—by the self-conscious effort to produce a distinctively “American” literature that could take its rightful place on the world stage. As such, questions about the meaning of American history and the nature of American identity were central to this work both as implicit impetus and explicit theme. Importantly, these questions were being asked during the heyday of “Manifest Destiny”—of Euro-American westward expansion, which displaced Native peoples and Hispanic settlers and perpetuated the enslavement of African Americans. The goal of this course is to read some of the major works of the period’s canonical Euro-American male writers in conjunction with works by African, Native, Latino, and female American writers in order to gain a fuller picture of literary and cultural history during this formative moment. Texts may include: Ralph Waldo Emerson’s essays and antislavery lectures; the anonymous historical romance of the Aztec conquest, Xicotencatl; William Apsell, A Son of the Forest; "Eulogy on King Philip"; Frederick Douglass, My Bondage and My Freedom; Henry David Thoreau, Walden; "Slavery in Massachusetts," "Plea for Captain John Brown"; Harriet Beecher Stowe, Uncle Tom’s Cabin; Herman Melville, "Hawthorne and His Mosses," Benito Cereno, Moby-Dick; Nathaniel Hawthorne, tales and sketches, The Blithedale Romance; Walt Whitman, Leaves of Grass (1855 edition). 
**Prerequisites:** AS.060.107 or English department lecture, or instructor permission. 
Instructor(s): J. Hickman 
Area: Humanities.

**AS.060.345. Mapping Victorian England.**
The landscape of England changed dramatically during the course of the nineteenth-century, from the unprecedented expansion of the British Empire and the rapid growth of cities and urban environments, to the increasing psychological investment in more confined spaces like the home. In this course, we’ll explore how Victorian literature “maps” these various spaces and, perhaps more importantly, the connections between them. The bulk of our reading will be novels by authors such as Charles Dickens, Elizabeth Gaskell, George Eliot, Anthony Trollope, Thomas Hardy, and Rudyard Kipling, though we’ll also turn to poems, non-fiction prose, and short theoretical readings to enrich our understanding of how Victorian writers attempted to represent the spatial, social, and economic geography of their nation. In addition to examining the “horizontal” connections drawn by these novels—between, for example, the country and the city, the colonies and the capital, the home and the nation as a whole—we’ll also explore how these novelists draw on intellectual developments like the emerging Darwinian worldview and incorporate what we might call “vertical” mapping to understand how the past shapes the present. Throughout, we’ll pay careful attention to how these writers represent the specificity of place and investigate the influence of environment on character and personal development. 
Instructor(s): A. Grener 
Area: Humanities.

**AS.060.346. Major British Authors: George Eliot.**
In this course we will read the major novels of George Eliot, one of the most significant writers in the history of British fiction. Her novels addressed a number of compelling moral and social issues through powerful narratives about fallen women, disappointed love, tense family dramas, and individual struggles to find meaningful vocation. We will read the works carefully, examining their formal features in relation to philosophical, social, and historical context. To read Eliot is necessarily to enter into a rich engagement with nineteenth-century culture and thought, and in order to further our understanding of her oeuvre, we will read a number of key critical appraisals of individual novels, as well as some of Eliot’s own essays on various topics. Novels will include “Adam Bede”, “The Mill on the Floss”, “Felix Holt”, “Middlemarch”, and “Daniel Deronda”. 
Instructor(s): A. Anderson 
Area: Humanities.

**AS.060.347. American Bibles.**
This course will examine texts drawn from across the Americas—from Mather’s Magnalia Christi Americana to Melville’s Moby-Dick to Euclides da Cunha’s Os Sertões (Rebellion in the Backlands) to Kushner’s Angels in America—that are fundamentally biblical in their inspirations, aspirations, proportions, and allusions. We will consider these texts’ attempts, in the face of globalizing and secularizing forces like Atlantic slavery and German higher criticism, to affirm, undermine, appropriate, and redirect the authority of the ur-canonical text. Recommended Course Background: AS.060.107 or lecture course in English department. 
**Prerequisites:** AS.060.107 or a lecture course in the English department. 
Instructor(s): J. Hickman 
Area: Humanities.

**AS.060.348. Virginia Woolf and Bloomsbury.**
An exploration of the achievements and investments of one of the most influential coteries in the history of Britain. In addition to delving into key fictions by Virginia Woolf, we will examine novels by Leonard Woolf and E. M. Forster, art criticism by Roger Fry and Clive Bell, biographical essays by Lytton Strachey, economic writings by John Maynard Keynes, and poetry by T. S. Eliot. 
Instructor(s): D. Mao 
Area: Humanities.
This course will introduce students to experimental, conceptual, and constraint-generated literature. In some cases, the texts we will read were created through the application of some particular premise, constraint, or rule-governed system. In other cases, practices of appropriation, creative re-use, or sampling were involved in the generation of textual material (sometimes subjected to editing and transformation, sometimes presented “as is”). What happens to literary meaning, genre identification, and the author/reader contract under these conditions? Can an experiment be evaluated as a success or failure as literature? What’s so “conceptual” about this practice, anyway? And why are the results—often typcast as difficult or resistant to understanding—frequently so funny? In search of answers, we will read widely in experimental and conceptual literature and in the manifestos and critical analyses that surround this work, and we will look at the overlap between experimental and avant-garde literary movements and concurrent processes of “dematerialization” in print within the related domain of the visual arts. Finally, we will consider the importance of digital tools, search engines, and databases in the construction of experimental literature at the present time. Possible authors/texts include Raymond Queneau “Exercises in Style”, Raymond Roussel “How I Wrote Certain of My Books”, Georges Perec “A Void”, Harry Matthews “Oulipo Compendium”, Walter Abish “Alphabetical Africa”, Marjorie Perloff “Unoriginal Genius”, William S. Burroughs “The Cut-Up Method”, Charles Bernstein, “The L=A=N=G=U= A=G=E Book”, Vanessa Place “Notes on Conceptualisms”, Kenneth Goldsmith “The Weather”, Gary Sullivan “The Flarf Files”, Aaron Kunin “The Sore Throat”, Christian Bok “Eunoia”, and David Trinidad and D. A. Powell’s “By Myself, An Autobiography”. 
Instructor(s): A. Daniel
Area: Humanities.

AS.060.351. Theory of the Novel.
We all know a novel when we see one, but it’s surprisingly hard to say just what one is. This seminar will introduce the theory of the novel by reading a number of novels along with the works of central thinkers about the novel. We will look at the connection of the rise of the novel form with historical and cultural changes and investigate key stylistic elements. Novelists will likely include Miguel de Cervantes, Johann Wolfgang von Goethe, Jane Austen, Gustave Flaubert, and Virginia Woolf.
Instructor(s): J. Rosenthal
Area: Humanities.

This course takes stock of how the current hot topic of “world literature” has evolved from Immanuel Wallerstein’s work on world-systems theory over the course of the last three decades. We will read work by a wide range of literary critics engaged with the topic of world literature, including Franco Moretti, Pascale Casanova, David Damrosch, Emily Apter, and Alex Beecroft, as well as major “world” novels by Herman Melville, Amitav Ghosh, and Chimamanda Adichie. Students will also be introduced to critical approaches that offer a conceptual alternative to the world literature framework, for example, Edward Said’s ideas on worldliness and contrapuntalism, Gaston Bachelard’s phenomenology of the home, Fredric Jameson’s concept of cognitive mapping, and Eric Hayot’s work on literary “world-creation.” We will ask just how broadly the field can be defined before it loses its critical cohesion. In other words, does world literature exist?
Instructor(s): J. Jackson
Area: Humanities.

AS.060.354. Marlowe and Shakespeare’s History Plays.
The first folio of Shakespeare’s works groups his plays into three categories: “Comedies,” “Tragedies,” and “Histories.” This course will consider what a Renaissance history play was. What are the consequences of basing literature on real historical events? How do the ways in history has been dramatized on stage relate to renaissance understandings of history and to how we understand history today? We will read all ten of the plays classed as Histories in the Folio, along with two other Shakespeare plays based on British historical chronicles (King Lear and Cymbeline) and Christopher Marlowe’s Edward II. We will also look at the chronicles and histories that served as sources for the playwrights, and theoretical discussions of the purpose and nature of history and literature from the early modern period. Pre 1800 course
Instructor(s): M. Vinter
Area: Humanities.

This course surveys major authors, genres, and literary movements from 1690-1800. Topics to be discussed include the gendered division of labor, ecological consciousness, British imperialism, the rise of capitalism, and the relation between literary and material labor. We will be reading a variety of texts in poetry, prose, drama, and the novel from authors including Alexander Pope, Daniel Defoe, Jonathan Swift, Eliza Haywood, Stephen Duck, Mary Collier, Mary Leaper, Samuel Richardson, Thomas Gray, Oliver Goldsmith, William Wordsworth, Anna Laetitia Barbauld, and William Blake. Texts will be supplemented with historical, philosophical, and theoretical materials where appropriate. A pre-1800 course.
Instructor(s): K. O’Brien
Area: Humanities.

A comparative study of major works by the South African Nobel Laureates Nadine Gordimer and J.M. Coetzee. Special attention to critical essays by both writers about each other, as well as about issues of shared historical and literary concern. Topics will include the role of the public intellectual in apartheid-era South Africa, competing scales of literary reception and evaluation (e.g. national, international, and universal), and the relationship between politics, form, and genre.
Instructor(s): J. Jackson
Area: Humanities.

AS.060.357. The Novels of Jane Austen.
An intensive study of Austen’s six major novels, read in their literary and historical context.
Instructor(s): J. Kramnick
Area: Humanities.
AS.060.358. Prophecy and Enlightenment.
This class considers the relationship between prophecy and enlightenment. These two knowledge regimes, the revelatory and the rational, are often assumed to be opposed, with rationality triumphing over revelation in the seventeenth and eighteenth centuries. In recent years, notably post-9/11, we have seen a resurgence of this view from a variety of perspectives, whether that of the new atheism or that of historians of enlightenment. We will turn to a number of important primary texts associated with major enlightenment thinkers in order to interrogate more closely the opposition of prophecy and enlightenment at the point of its supposed origin. Doing so should help at once to clarify and complicate the important contemporary narrative pitting science against religion and vice versa. Later in the semester, we will turn to a number of twentieth-century thinkers who bring quite different perspectives to the role of revelation in the history of reason. Pre-1800s course.
Instructor(s): W. Miller
Area: Humanities.

AS.060.359. Posthumanist Literature.
Much of the attention surrounding posthumanism has centered upon a late twentieth-century archive of speculative fiction. This 300-level course would take a longer view, tracing a prehistory of literary and critical discourses that challenge the distinction between humanity and its nonhuman others from the late enlightenment to the present day. Students will begin with sections from Jonathan Swift’s Gulliver’s Travels and A Modest Proposal, then progress through texts that link the humanist themes of exploration and conquest to problems of consumption and divergent forms of life, including Herman Melville’s Typee and Thomas M. Disch’s The Genocides. Next they will turn to the link between the bildungsroman, human enhancement, and the concept of “bare life.” Readings in this section include Neal Stephenson’s The Diamond Age, Philip K. Dick’s Do Androids Dream of Electric Sheep, Franz Kafka’s “The Hunger Artist,” and Primo Levi’s If This Is a Man. We will then consider the link between “monstrosity,” hetero-normativity, and sexual abjection. Readings include Mary Shelley’s Frankenstein, James Baldwin’s Another Country, and Margaret Atwood’s Handmaiden’s Tale. The course will conclude with two units on posthuman ethics. The first of these, on the concept of “singularity,” will include J.G. Ballard’s The Drowned World and William Gibson’s Neuromancer. Finally, students will consider what Donna Harraway has termed “companion species,” with readings to include Franz Kafka’s The Metamorphosis and J.M. Coetzee’s Elizabeth Costello. Critical readings will include selections from Katherine Hayles, How We Became Posthuman; Donna Harraway, “A Cyborg Manifesto”; Friedrich Nietzsche, Human, All Too Human; Michel Foucault, The History of Sexuality, vol. I; Giorgio Agamben, The Coming Community and Homo Sacer; Jean Jacques Rousseau, Emile; H.G. Wells, Anticipations and Mankind in the Making; Nick Bostrom, Human Enhancement and Global Catastrophic Risks; Alan Weisman, The World Without Us; Peter Singer, Animal Liberation; J.M. Coetzee, The Lives of Animals; and introductory essays by Andy Miah and Neil Badmington.
Instructor(s): J. Haley
Area: Humanities.

All of Austen’s completed novels, as well as a selection of her letters. We will examine both her influence on the novel form, and her work’s relation with her social context. We will also consider why Austen has such unprecedented cultural authority today.
Instructor(s): J. Rosenthal
Area: Humanities.

AS.060.361. Literature, War, Trauma.
With a focus on the post-World War II period, a world redefined by the cataclysmic events of the Holocaust and the atomic bombing of Hiroshima and Nagasaki (as well as the more widespread strategic aerial bombing of civilian targets in Europe and Japan), the course will consider the nexus of literature, war, and trauma across a range of modern works in English, supplemented by some works in translation. What does it mean to live in the shadow of the Holocaust and the ever-present threat of nuclear war? How can annihilation on such a scale be accommodated to historical, theological, and ethical understanding? What is the role of the imagination in addressing such questions? What if the war had had a different outcome? We will investigate the consequences for literature as it attempted to address such questions in fiction, memoir, and commentary. In addition to a range of historical and theoretical readings, we will concentrate on literary works of several kinds: as a point of departure a few primary works by figures such as Primo Levi “The Drowned and the Saved” and John Hersey “Hiroshima”; fictional and non-fictional ruminations on the war’s legacy by figures such as Kurt Vonnegut “Slaughterhouse Five”, D. M. Thomas “The White Hotel”, Msuji Iibus “Black Rain”, and W. G. Sebald “On the Natural History of Destruction”; counterfactual narratives about the world that might have been, had the Axis powers prevailed, by figures such as Philip K. Dick “The Man in the High Castle”, Ira Levin “The Boys from Brazil”, Philip Roth “The Plot against America”, and Michael Chabon “The Yiddish Policeman’s Union”; and works in which the impact of catastrophic destruction is absorbed into other cultural arenas by figures such as Toni Morrison “Beloved”, Don DeLillo “White Noise”, and J. M. Coetzee “Elizabeth Costello”. Readings are tentative and may be modified. Requirements: class participation, short writing exercises, and two longer papers.
Instructor(s): E. Sundquist
Area: Humanities.

AS.060.362. Art and the Arab Spring.
Much has been made of the political ramifications of the Arab Spring: the potential move towards democratic representation, the realization of minority and gender rights, the economic liberalization of markets, the jockeying by world powers to assert influence in the region, and the revitalization of dissident movements. This course will turn its attention to the role of artistic representation in the Arab Spring in order to complicate these political discussions. We will explore widely, considering works of prose, poetry, film, music, performance art, and visual art, from photography to graffiti. We will think through how these mediums are used and to what end, whether as evidence of atrocities, as inspiration and mobilization of dissent, as satirical commentary, or to revitalize appreciation for artistic expression. We will also think about the impact of social media on distribution possibilities and implied audience and track how certain art forms invoke and are invoked by liberal or conservative discourses in complex ways.
Instructor(s): N. Hashem
Area: Humanities.

A reading of the major novels. Recommended Course Background: AS.060.107 or two lower level literature courses.
Instructor(s): S. Cameron
Area: Humanities.
**AS.060.364. Utopias.**

This course examines how writers have imagined perfect, or at least vastly improved, human societies from antiquity through our own day. Topics of particular interest will be the relation between individual liberty and social cohesion in utopian schemes, views on the nature of happiness and justice, and speculations about the ease or arduousness with which utopia might be created or maintained. Authors to be studied may include Plato, Thomas More, Edward Bellamy, William Morris, Charlotte Perkins Gilman, H. G. Wells, E. M. Forster, and Ursula K. LeGuin.

Instructor(s): D. Mao
Area: Humanities.

**AS.060.365. Literature and Modern Philosophy.**

Does literature have moral value? How might we begin to answer such a question? This course will survey major attempts by both writers and philosophers to understand the relation between morality and literature, especially fiction. Course will be taught by incoming professor Andrew Miller.

Instructor(s): A. Miller
Area: Humanities.

**AS.060.366. Ellison.**

After his landmark novel "Invisible Man" appeared in 1952 and won the National Book Award, Ralph Ellison was one of the most highly regarded and influential American writers. Although his writing—beginning with the powerful short stories and criticism that he published in the 1930s and 40s—was steeped in African American history, literature, music, and folklore, he also thought of himself as part of the great tradition of American, European, and classical literature, from Homer through Joyce. He quickly set to work on a second novel dealing with the assassination of a racist senator during the height of the Civil Rights movement, but he came to the end of his life in 1994 without having completed the novel to his own satisfaction. This massive book, which appeared posthumously in a very abbreviated form as Juneteenth and more recently in the much longer Three Days before the Shooting, reveals the work of a master while at the same time it leaves critics and readers with an exceptional puzzle: What would his final intention have been? Why was he unable to complete the novel? How does it speak to the key issues of African American identity, freedom, and the American ideal that Ellison grappled with all his life? At the same time that he worked on his second novel, Ellison became one of the most prolific and important essayists of the twentieth century, and wrote brilliantly about American race relations from the era of segregation through the twentieth century. Even as he was celebrated by the literary establishment, however, Ellison at times found himself as odds with younger black writers and thinkers who felt that public activism, not just artistic greatness, was required of the African American writer. Using Ellison as a lens through which to see the course of American race relations from slavery to the present, the course will include study of all of Ellison's major work: the short stories collected in "Flying Home"; "Invisible Man"; the essays collected in "Shadow and Act" and "Going to the Territory", as well as others; and "Three Days before the Shooting".

Instructor(s): E. Sundquist
Area: Humanities.

**AS.060.367. Emerson, Thoreau, Poe.**

We shall examine what "divinity," "nature," "Being in general" and "personal identity" differently mean in the writings of Ralph Waldo Emerson, Henry Thoreau, and Edgar Allan Poe, and consider the genres (essay, excursion, homocosmography, tale, and treatise) in which these authors write. Finally, taking seriously Thoreau's question --"Why do precisely these objects we behold make a world?"—we'll ask how these nineteenth-century American authors construct worlds out of their sustained visions of the intuitive (Emerson), the natural (Thoreau), and the perilous (Poe). Junior/Senior seminar. Recommended Course Background: AS.060.107 or two lower level literature courses.

Instructor(s): S. Cameron
Area: Humanities.

**AS.060.368. Aesthetic Play in the Contemporary Global Novel.**

This seminar will explore the role of aesthetic play within contemporary world literature in order to ask the question: what challenges to global issues such as imperialism, racial and identity politics, gender parity and socioeconomic disparities are being made not only through subject matter, but through novel approaches to form? We will read short stories, novels, graphic novels, and watch films which subvert expectations about the structure of storytelling: these may include works by Mohsin Hamid, Margaret Atwood, China Miéville, Haruki Murakami, J. M. Coetzee, and Marjane Satrapi. We will also read critical scholarship on the subject of world literature like Pascale Casanova's World Republic of Letters and Aamir R. Mufti's "Orientalism and the Institution of World Literatures."

Instructor(s): N. Hashem
Area: Humanities.

**AS.060.371. Major American Authors: Philip Roth.**

Over the course of his long career Philip Roth has struck a precarious balance between identification as a Jewish American novelist and insistence that his art escapes such ethnic enclosures. This tension lies at the heart of his work, as indeed some would argue it lies at the heart of the American Jewish experience of the twentieth century. Having emerged as a decidedly rebellious figure who shocked the Jewish community and the nation at large in the 1950s and 60s, Roth has written more than twenty-five novels exploring issues that range from conflicts over assimilation to the roles of the Holocaust and Israel in American Jewish life to the countercultural turbulence of the 1960s to the identity politics of the 1990s. Roth has revelled in forms of fictive autobiography—"counter-lives," "counter-plots," and counterfactual histories—that have enlarged the scope of fiction while still grappling with the tensions and dangers of modern life. Works to be read include: "Goodbye, Columbus"; "Portnoy's Complaint"; "Operation Shylock"; "American Pastoral"; "The Ghost Writer"; "The Anatomy Lesson"; "The Plot Against America"; "The Human Stain"; "The Facts"; "The Counterlife"; "Sabbath's Theater"; and "Nemesis". Requirements: two 8-10 page papers, a class presentation, and participation in discussion.

Instructor(s): E. Sundquist
Area: Humanities.
We will read major fiction by Poe, Melville, and Hawthorne, and consider how conceptions of identity are treated as psychological, philosophical, and historical problems in the writings of these authors. We will also be concerned with the formal inventions that accompany these mid-nineteenth century American investigations of personal identity, and with topics such as gothic horror; divinity; and the status of explanation. 
Prerequisites: Prereq: AS.060.107 OR one lower level English course.
Instructor(s): S. Cameron
Area: Humanities.

AS.060.373. Literary Theory.
Two great arguments structure literary criticism and theory: what makes something literature, and what makes something good literature? These arguments will surely never end; but to participate in them can be a great pleasure, and it can sharpen your appreciation of literary writing across the ages. This course will introduce you to the long conversation that has come to be called “literary theory,” with the aim of helping you learn to love not only reading literature, but describing it. Our readings will range from Plato and Aristotle to Kant, Hegel, and Schleiermacher, on to Marx, Freud, and Nietzsche, and finally to a range of recent thinkers.
Instructor(s): C. Nealon
Area: Humanities.

The rise of “creative nonfiction”, in tandem with the acceleration of “reality hunger” in recent years, has shifted scholarly attention (and book sales) in the direction of that which is perceived to be real or true rather than merely imagined or fabricated. But how fictional is “faction”, and through what narrative means is the “real” produced? If nonfiction is a journey that involves the simultaneous opening and occulting of the real, then how does travel writing stitch together its quilts of place and emplacement? These are the kinds of questions we will be asking in this course, based on readings of celebrated contemporary nonfiction writers from across the globe: Haruki Murakami (Underground: The Tokyo Gas Attack and the Japanese Psyche), Katherine Boo (Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity), Bruce Chatwin (The Songlines), Jonny Steinberg (A Man of Good Hope), Paul Theroux (The Great Railway Bazaar), and V.S. Naipaul (The Enigma of Arrival). Only open to English Major/minors and Writing Seminars Majors
Instructor(s): L. de Kock
Area: Humanities.

AS.060.375. Literature of the Holocaust.
The course will focus on reactions to, and representations of, the Holocaust in European, Israeli, and American literature. In moving from the initial response of eyewitness testimony, through the emergence of fiction as one means to test the adequacy of historical accounts and memoirs, and on to more recent reflections on the problem of adequately “remembering” the event, we will consider how the Nazi genocide has entered into world consciousness. What does it mean to have an artistic or aesthetic response to such an event? Why has the Holocaust assumed so a significant role in contemporary life that there are entire genres of literature and film devoted to it? We will also look at some more contemporary writers whose work deals indirectly with the after-effects of the Holocaust. Readings may include: Levi, Survival in Auschwitz; Borowski, This Way for the Gas, Ladies and Gentlemen; Delbo, Auschwitz and After; Kosinski, The Painted Bird; Grossman, See Under: Love; Ozick, The Shawl; Epstein, King of the Jews; Roth, The Plot against America; Appelfeld, Baddenheim 1939; Coetzee, Elizabeth Costello; Phillips, The Nature of Blood. Cross-listed with Jewish Studies.
Instructor(s): E. Sundquist
Area: Humanities.

AS.060.381. 2500 Years of Tragicomedy.
Spanning an arc from ancient Greek drama to the bleeding edge of contemporary literature, this course gathers together representative examples of a hybrid dramatic mode which has been derided by philosophers and dramatic theorists but beloved by audiences for millennia: tragicomedy. Various understood as a comic play with dark elements or a dark play with a happy outcome, tragicomedies raise challenging questions about the nature of genre taxonomy, and the slippery relationship between authorial “tone,” artistic intention, and emotional temperaments. As such, tragicomedies offer a particularly revealing insight into both the history of drama and philosophical questions about the nature of spectatorial pleasure. Grounding ourselves with a reading of Aristotle’s Poetics and a consideration of Plautus’ Amphitryon”, we will read a broad swathe of plays divided evenly between a first half which focuses upon the ancient and early modern period and a second half focusing on the last century, possibly including: Euripides “Alcestis”, Christopher Marlowe “The Jew of Malta”, Anonymous, “Arden of Faversham”, William Shakespeare “Hamlet” and “All’s Well That Ends Well”, John Fletcher “The Faithful Shepherdess”, John Dryden “The Maiden Queen”, Samuel Beckett “Endgame”, Tom Stoppard “Rosencrantz and Guildenstern Are Dead”, Harold Pinter “The Caretaker”, Joe Orton, “The Eppingham Camp”, Young Jean Lee “The Shipment.” Pre-1800 course.
Instructor(s): A. Daniel
Area: Humanities.

Although the robust presence of Jane Austen in popular culture attests to the broad historical appeal of her work, her novels are nevertheless deeply concerned with political, philosophical, and aesthetic questions of her own historical moment. In this course, we’ll read Austen in the context of the late eighteenth-century novel in order to understand how she engages with her literary predecessors. We’ll focus in particular on Austen’s innovations in narrative form and technique, innovations that led one of her early critics to claim that she constituted a “new school of fiction.” Readings by Austen will include “Northanger Abbey”, “Sense and Sensibility”, and “Pride and Prejudice” (all of which Austen conceived and began drafting in the 1790s), along with her “juvenilia.” Other readings will include works by Ann Radcliffe, Mary Wollstonecraft, Frances Burney, Charlotte Smith, and Edmund Burke. Pre 1800 course
Instructor(s): A. Grener
Area: Humanities.
AS.060.386. Narrative, the Mind, and Human Experience.
This course will explore how narratives operate as vehicles for organizing and communicating human experience. We’ll begin by examining the basic mechanics of narratives -- What makes a story a story? How do stories organize experience into meaningful sequences? -- before considering how narratives reflect patterns of human evolution and the development of consciousness. Indeed, our primary interest will be these cognitive elements of narrative; we will consider how narratives relate to the structure of the human brain, as well as their capacity to immerse us in the minds of other individuals, both fictional and real. By the end of the semester, then, you’ll not only have a better understanding of how narratives create meaning (and a robust set of terms and concepts with which to approach them), but also a heightened appreciation for how narratives relate to the architecture of your mind and your daily life. Primary texts include novels by Jane Austen, Raymond Chandler, Ford Madox Ford, Kazuo Ishiguro, and Virginia Woolf.
Instructor(s): A. Greener
Area: Humanities.

AS.060.388. Old World/New World Women.
This course considers women’s experiences in British North America during the period 1620-1773 as a three-way encounter between Europeans, Africans, and First-nations peoples of America. We will focus on three great women writers, Anne Bradstreet, Aphra Behn, and Phyllis Wheatley, supplementing their contribution to literary tradition with many sources. Pre-1800 course
Instructor(s): S. Achinstein
Area: Humanities.

AS.060.391. Early American Literature.
This course is an introduction to literatures drawn from across the Americas, although primarily the British North America colonies that would eventually become the United States, from first contact in 1492 up through the American wars of independence. Our readings are roughly organized according to chronology and genre. We will think about the adapted and emergent generic forms through which “the New World” was ongoingly invented, including genres like the Indian captivity narrative and the slave narrative that arguably make their debut in world literary history in the Americas during this time frame. We will conclude by attending to the rather late emergence of the novel in American literary history, reading four novels that appeared in the early US national period. The objective of the course is simply to contextualize and analyze a wide array of texts, each of which richly rewards the engaged reader, in order to trace the origins of American literatures. Course texts may include contact narratives (Columbus, Caminha, Smith, Hennepin); conquest narratives (Mather, Las Casas, Poma de Ayala); Indian captivity narratives (Cabeza de Vaca, Rowlandson, Staden); slave narratives (Gronniosaw, Jea, Cugoano); revolutionary polemics (Paine, Bolivar); and the earliest American novels: William Hill Brown, The Power of Sympathy; Hannah Webster Foster, The Coquette; Leonora Sansay, Secret History or, the Horrors of Santo Domingo; Charles Brockden Brown, Arthur Mervyn. Fulfills the pre-1800 requirement.
Instructor(s): J. Hickman
Area: Humanities.

AS.060.394. Class Fictions.
This seminar investigates one of the central concerns of nineteenth-century fiction: social and economic class. Why did raising oneself from humble beginnings and falling into poverty, become such familiar stories? And why are they still so familiar today? We will look at how a number of writers approached the topic of class mobility, each with a unique blend of excitement and anxiety. Authors will likely include Jane Austen, Honoré de Balzac (in translation), Charles Dickens, and William Dean Howells. In order to understand our topic better, we will also look at a selection of theoretical work on the nature of class.
Instructor(s): J. Rosenthal
Area: Humanities.

A traveling salesman turns into a giant cockroach, an American adman switches bodies with his wife, a Brazilian philosopher may or may not be reincarnated as his beloved dog, and a British scientist creates half-animal humanoids on a secluded island. These are just a few examples of the fantastical, allegorical, comical, dreamlike, grotesque, and bizarre stories that were produced throughout the world during the modernist period. Modernism has often been associated with social and political change; colonial rule was waning, cosmopolitanism emerging, and new modes of production were affecting social organization. In literature, modernist authors broke from the realist style and turned instead to myths, folktales, and new forms of expression. In this class, we will consider a range of cultural and historical conditions that inform these stories of transformation. Do these stories reveal anxieties about dehumanization in an increasingly high-pressure workplace or do they reveal fantasies about idleness? Are they nostalgic for a local folkloric tradition in an age of cosmpolitanism or are they creating a kind of mythic universalism? How do these character transformations allow for reassessments of identity in terms of gender construction, sexuality, or in terms of human and animal relations? Authors include: Edgar Allan Poe, Nickolai Gogol, Franz Kafka, H. G. Wells, Virginia Woolf, Rebecca West, Machado de Assis, T. S. Eliot, Charlotte Gilman Perkins, Thorne Smith, and James Joyce. Throughout the semester, the primary texts will be supplemented with secondary reading and critical interpretations. Primary Texts: Machado de Assis, “Philosopher or Dog” T. S. Eliot, “The Wasteland” Charlotte Gilman Perkins, “Herland” Nikolai Gogol, “The Nose Franz Kafka, “The Metamorphosis” Ovid, selections from “Metamorphoses” Edgar Allan Poe, selections Thorne Smith, “Turnabout” H. G. Wells, “Island of Dr. Moreau” Rebecca West, “The Return of the Soldier” Virginia Woolf, “Orlando”
Instructor(s): K. Wedekind
Area: Humanities.

AS.060.397. Thomas Pynchon.
This course is a study of the fiction of Thomas Pynchon. We will likely focus on two novels, Gravity’s Rainbow (1973) and Against The Day (2009). Along the way, we will discuss Pynchon’s particular interpretation of what character should look like, what the novel’s relationship to history might be, and whether and how his writing examples something called “postmodernism.
Instructor(s): C. Nealon
Area: Humanities.
In order to log on to JHU’s GuestNet you must “agree that your activities on the Guest Network shall not...[among other things] be obscene.” But what is obscene? What does the law determine as obscene today, and how has that determination changed over the past century? These questions will lead us to considerations of publicity and privacy, morality and standards of decency. This course will examine artworks and performances in a variety of media that have been publicly accused of indecency or obscenity. We will consider legal judgments of obscenity and discuss their implications for figures such as Wilde, Joyce, Miller, Ginsberg, Bruce, Carlin, Prince, 2 Live Crew, and others.
Instructor(s): J. Chilton
Area: Humanities.

AS.060.402. The Literature of Atlantic Revolution.
This course will consider how political revolutions in the Atlantic World, from the English Civil War of the 1640s to the European revolutions of 1848, were represented and theorized in contemporary literary texts and how those revolutions in turn affected literary history. We will consider questions like: What is revolution? Can revolution be represented? How do literature and history inform each other? Texts may include: John Milton’s tracts; Thomas Paine’s writings; US and Haitian founding documents; Edmund Burke’s “Reflections on the Revolution in France”; Leonora Sansay’s novel, “Secret History, or the Horrors of Santo Domingo”; selected Hawthorne and Melville short stories; Martin Delany’s “Blake, or the Huts of America”. Pre 1800 course
Instructor(s): J. Hickman
Area: Humanities.

AS.060.408. Rising and Falling in Marlowe and Jonson.
This course considers the problem of negativity within two of the great “success stories” of English Renaissance literature: Christopher Marlowe and Ben Jonson. In praising “the sweet fruition of an earthly crown” or humbly recommending that one “keep thy shop, and thy shop will keep thee”, these authors both seem to extol tangible visions of worldly advancement. Yet each author’s work can also be read as a savage moral critique of those very ambitions and energies. What can the fierce competitions staged within the urban, masculine world of their plays and poems teach us about the lures and limits of success? Tracking their movements in and out of prison, in and out of royal favor, and in and out of critical fashion, we will read either one play or a substantial group of poems per week. Students will be asked to craft two short papers and an extended final essay. Possible texts include: “Tamburlaine”, “The Jew of Malta”, “Edward II”, “The Tragical History of Doctor Faustus”, “Sejanus His Fall”, “Volpone”, “The Alchemist”, “Catiline His Conspiracy”, “The Masque of Blackness”, and “Bartholomew Fair”. Pre 1800 course
Instructor(s): A. Daniel
Area: Humanities.

Instructor(s): Staff
Area: Humanities.

AS.060.502. Independent Study.
Instructor(s): M. Thompson; Staff.

AS.060.505. Internship - English.
Instructor(s): D. Mao; Staff.

AS.060.506. Internship-English.
Instructor(s): Staff.

AS.060.509. Senior Essay.
The English Department offers qualified majors the option of writing a senior essay. This is to be a one-semester project undertaken in the fall of the senior year, resulting in an essay of 30-35 pages. The senior essay counts as a three-credit course which can be applied toward the requirements for the major. Each project will be assigned both an advisor and a second reader. In addition, students writing essays will meet as a group with the Director of Undergraduate Study once or twice in the course of the project. The senior essay option is open to all students with a cumulative GPA of 3.6 or higher in English Department courses at the end of the fall term of their junior year. Project descriptions (generally of one to two pages) and a preliminary bibliography should be submitted to a prospective advisor selected by the student from the core faculty. All proposals must be received at least two weeks prior to the beginning of registration period during the spring term of the junior year. Students should meet with the prospective advisor to discuss the project in general terms before submitting a formal proposal. The advisor will determine whether the proposed project is feasible and worthwhile. Individual faculty need not direct more than one approved senior essay per academic year. Acceptance of a proposal will therefore depend on faculty availability as well as on the strength of the proposal itself. When completed, the senior essay will be judged and graded by the advisor in consultation with the second reader. The senior essay will not be part of the Department’s honors program, which will continue to be based solely on a cumulative GPA of 3.6 in English Department courses.
Instructor(s): Staff
Area: Humanities.

AS.060.570. Independent Study.
Instructor(s): Staff.

AS.060.572. Internship-Intersession.
Instructor(s): Staff.

AS.060.597. Independent Study.
Instructor(s): E. Sundquist; F. Ferguson; J. Rosenthal.

AS.060.598. Internship-English.
Instructor(s): Staff.

AS.060.606. Renaissance Comedy.
Why is comedy so easy to enjoy and so hard to think about? Is “the comic” a genre, a mode, an affective state, a social practice, or none/ all of the above? What does comedy have to do with the body? What does it have to do with social location? What historical accidents, psychological barriers and cultural taboos must be re-considered in order to address these questions? Starting from classic texts in genre theory and psychoanalysis, this course tries to put Aristotle and Freud into dialogue with recent early modern critical scholarship on affect, drama and the body. Possible texts/authors include: Aristotle’s Poetics; Sigmund Freud, Jokes and Their relation to the Unconscious; Rosalie Colie The Resources of Kind; Gail Kern Paster, The Body Embarrassed: Drama and the Disciplines of Shame in Early Modern England; Will Stockton, Playing Dirty: Sexuality and Waste in Early Modern Comedy; Julia Kristeva, Powers of Horror: An Essay on Abjection; Alenka Zupancic, The Odd One In: On Comedy, and others. The historical spine of the course will be a weekly sequence of classical and early modern comic plays by Plautus, Terence, Aristophanes, Peele, Lyly, Shakespeare, Jonson, Beaumont, Wycherley, Etheredge, and Behn.
Instructor(s): A. Daniel
Area: Humanities.
AS.060.607. Lives and Afterlives of Anti-Humanism.
This seminar will offer a preliminary history of the 20th-century critique of “humanism” -- a critique that has continued to take new forms, long after we might imagine humanism to have been laid to rest. Beginning with Heidegger and Carl Schmitt, we will spend time with Sartre, Althusser, the phenomenologists, and key post-structuralists, before moving on to the current variety of post- and anti-humanisms in philosophy (object-oriented ontology, speculative realism), and cultural and critical theory (eco-criticism and queer theory). Why has it been important to critique “humanism”? What is the ongoing appeal of making that critique?
Instructor(s): C. Nealon
Area: Humanities.

AS.060.610. What is Reading?.
What is reading? The question is not meant metaphorically. “We take for granted,” Mark Taylor writes, “our capacities to invent and interpret, and devote ourselves to exercising those capacities and publishing the results.” Yet, he continues, “It is the capacities themselves that need explaining. Reading is not giving a reading... Giving readings is important and could be done better if we understood reading.... The most amazing phenomenon our profession confronts, and the one for which we have the least explanation, is that a reader can make sense of a text, and that there are certain regularities across the individual senses made of a given text” (Taylor 19). This seminar aims to bring us close to understanding the “most amazing phenomenon our profession confronts,” drawing on recent work in cognitive psychology, history of the book, disability studies, and theories of media new and old. We will consider debates about modes of reading as different as paleography, Braille, and scanlation, and reckon with the possibility of non-human reading. I hope to invite in faculty from Cognitive Science and Informatics, Disabilities Studies, Classics and Library Science to explain what they mean when they talk about reading. But the final goal of the seminar is to help us identify the importance of literary studies in that conversation. To what extent does the literary object teach us about reading?
Instructor(s): M. Favret
Area: Humanities.

AS.060.611. Early/Modern/Violence.
This course looks at the intertwining of the categories of secular and religious in the English literature of violence in the early modern period. Literary representations of, and meditations upon, violence will be considered in Spenser, Nashe, Marlowe, Milton and Behn. Early modern thinkers will include humanists, theologians and philosophers (Augustine, Ficino, Calvin, Hobbes, Spinoza, Locke). We will consider such topics as: How religion is (or is not) a ‘transhistorical’ category; how the Enlightenment’s critique of religion was founded on the experience of the ‘wars of religion’; the creation of religious Others; the connection between religion and the rise of the modern state; the war-peace distinction; the friend-enemy distinction; how the sacredness of human life is understood; the links between violence and humanitarianism (indeed, what is the human?); torture; ‘violence’ as a transhistorical category; the pairing of violence to justice. There will be engagement with contemporary thought of Arendt, Derrida, Benjamin, Zizek, Anidjar, Asad, Tilly, Virilio, Schmidtt, Girard, Scarry, Taylor and others.
Instructor(s): S. Achinstein
Area: Humanities.

AS.060.615. The Literary and the Secular.
Embedded in many theses of secularization is an implicit process of tropologization—the sign that secularization is underway is precisely when sacred forms and contents begin to circulate as figures unmoored from their original devotional contexts and thereby become subject to everything from blasphemous parody to heterodox elaboration to blasé immanentization, in a word, to the whims of the literary imagination. This seminar will examine theories of secularization that reflect and reflect upon this tacit linkage of the secular and the literary and also trace crucial developments in the literary and intellectual history of Atlantic Romanticism (with a special focus on the distinctive genre of the American romance) that might offer alternative views of undeniable transformations perhaps ineffectively referred to the rubric of “secularization.” Secondary texts may include T.E. Hulme, “Romanticism and Classicism”; Carl Schmitt, Political Theology; Hans Blumenberg, The Legitimacy of the Modern Age; M.H. Abrams, Natural Supernaturalism; Charles Taylor, A Secular Age; Roberto Calasso, Literature and the Gods; Michael Kaufmann, “The Religious, the Secular, and Literary Studies”; Colin Jager, Unquiet Things: Secularism in the Romantic Age. Primary texts may include selected poetry of William Blake, Percy Shelley, Friedrich Hölderlin, and others; canonical theoretical definitions of the “romantic” from the Schlegels, Coleridge, etc.; Joseph Smith, The Book of Mormon; Edgar Allan Poe, Arthur Gordon Pym; Nathaniel Hawthorne, prefaces, selected tales, The House of Seven Gables, The Marble Faun; Herman Melville, Mardi; Harriet Beecher Stowe, Dred; Martin Delany, Blake or, the Huts of America.
Instructor(s): J. Hickman
Area: Humanities.

AS.060.616. Milton.
A seminar covering the career of John Milton, including all his major poetry and much of his prose. There will be attention to the history of printing, publication and concepts of reading and writing, as well as to current issues and topics within early modern studies that bear on Milton (e.g. materialism, secularization, ‘surface’ reading, political theology, quantitative vs hermeneutic methods, actor-network theory). As such, the course will also be an introduction to various methods in early modern studies.
Instructor(s): M. Thompson; S. Achinstein
Area: Humanities.

AS.060.617. Poetry and Social Organization.
This course will consider how poets writing in English have described, imagined, and critiqued orderings of persons and institutions since the eighteenth century: texts examined will include poems, critical essays, and manifestos as well as writings in several non-literary disciplines. One matter of continuing interest will be the relationship between poems’ internal organization and the organization of societies; another will be the implications of thinking of societies as ordered or subject to ordering. Poets to be studied may include Pope, Wordsworth, Shelley, Eliot, Zukofsky, Oppen, Niedecker, Walcott, and Ronald Johnson.
Instructor(s): D. Mao
Area: Humanities.
AS.060.618. Modernism and Authenticity.
Could modernism as we know it have emerged absent anxiety about what it means really to live, really to feel, really to think? We will explore this question through a range of texts—long and short, fictional and non-fictional, poetic and in prose—by authors such as Friedrich Nietzsche, Oscar Wilde, Gabriele D’Annunzio, W. B. Yeats, T. E. Hulme, E. M. Forster, Mina Loy, T. S. Eliot, F. T. Marinetti, Gertrude Stein, Virginia Woolf, William Carlos Williams, Nella Larsen, Wallace Thurman, Walter Benjamin, Theodor Adorno, and Lionel Trilling. Topics to be considered will include decadent imposture, the attenuation of experience, enchanted and disenchanted violence, and technology-driven alienation.
Instructor(s): D. Mao
Area: Humanities.

AS.060.619. The Time is Out of Joint: Shakespearean Temporalities.
This course is designed to serve a double purpose: first, we shall read and analyze a substantial body of Shakespearean drama and poetry for its resources as a means for thinking about time, temporality, and historical change. Concurrently, we shall read and respond to debates in recent early modern literary scholarship about secularity, modernity and the problem of “presentism” as a critical orientation towards the past. If a previous critical generation enlisted Shakespeare into service as an exemplar of an incipient modernity based upon a tacit assumption of a secular bias, has that assumption been complicated by recent evidence and fresh readings? How might we rethink the relationship between religious discourse and academic periodization?
In the process of answering these questions, it is hoped that a plurality of other Shakespeares—whether medieval, untimely, recusant Catholic, crypto-atheist, queer, anachronistic, or “presentist”- might emerge. In addition to Shakespeare, possible critical and secondary authors include Augustine, Henri Bergson, Johannes Fabian, Jan Kott, Madhavi Menon, Elizabeth Freeman, Kathleen Davis, Agnes Heller, Paul Kottman, Eric Mallin, Hugh Grady and Stanley Cavell.
Instructor(s): A. Daniel
Area: Humanities.

This course offers a critical and historical introduction to the Frankfurt School.
Instructor(s): M. Thompson
Area: Humanities.

AS.060.621. Perspectiv
Perspective, or point of view, is a seemingly inescapable term in critical work on fiction. In this course we will study this concept as it has been developed in literary studies and, contrastively, in art history and film studies. We’ll enter two overlapping areas of study, one theoretical, one critical. The first concerns the concept of perspective as developed in literary theory, art theory, and film theory; the second concerns a set of fictions, paintings, and films. Our aims will be to develop a more adequate understanding of the concept and to assess the implications of our current usage of it.
Instructor(s): A. Miller
Area: Humanities.

This seminar will be an experiment in training graduate students to develop an awareness of scholarship outside their own historical period, so as to re-think contemporary questions of periodization and modernity, as well as genre and form. The course will be organized around literary-critical readings from recent scholarship from the classical period to the 21st century, and around visits from scholars, especially junior scholars, working in those periods.
Instructor(s): C. Nealon
Area: Humanities.

AS.060.623. Modernism and Sacrifice.
Instructor(s): M. Thompson
Area: Humanities.

AS.060.624. Literature of the Holocaust.
The seminar will focus on reactions to, and representations of, the Holocaust in literature. In moving from eyewitness testimony and survivor memoir, through the emergence of fiction as one means to test the adequacy of such accounts or extend them into a new register, and on to more recent reflections on the problem of adequately “remembering” the event in which memory is constantly at issue, we will consider how the Nazi genocide has entered into world consciousness. Although the focus of the course will be on literature, primary readings will be studied with close attention to historical contexts as they bear on questions of authorship, representation, and reception, and to the theoretical vocabularies that have emerged from successive stages of post-Holocaust inquiry. American works will be emphasized but not the sole concern. Primary readings (all in English) will include some of the following: Elie Wiesel, “Night”; Primo Levi, “Survival in Auschwitz”; Charlotte Delbo, “Auschwitz and After”; Tadeusz Borowski, “This Way for the Gas, Ladies and Gentlemen”; John Hersey, “The Wall”; Leon Uris, “Exodus”; Jerzy Kosinski, “The Painted Bird”; Jorge Semprun, “The Long Voyage”; Imre Kertesz, “Fatelessness”; David Grossman, “See: Under Love”; Leslie Epstein, “King of the Jews”; Cynthia Ozick, “The Shawl”; Philip Roth, “The Plot against America”; and William Gass, “The Tunnel”, with various historical and theoretical works in accompaniment. Requirements: a circulated discussion paper; reports on critical/theoretical works; participation in discussion; a research paper.
Instructor(s): E. Sundquist
Area: Humanities.
AS.060.629. Poetry and Poetics after The 'Linguistic Turn'.
This seminar will canvas a few of the many developments in English-language poetry, and in poetic theory, that have emerged since the heyday of post-structuralism, on the one hand, and "language"-driven poetry, on the other. The readings will include recent critical work by Joel Nickels, Ruth Jennison, Oren Izenberg, Maria Damon, and others; the poetry will be a combination of recent volumes by contemporary writers, and individual poems.
Instructor(s): C. Nealon
Area: Humanities.

AS.060.632. Sovereignty, Community, and 17th Century Literature.
Can we think sovereignty and community together? How might the vertical axis of sovereignty and the horizontal axis of community complicate or multiply each other? What conversations are possible when we attempt to reconcile these two contrary formations, and how does the early modern theory and practice of absolutism infect contemporary theory? In this course we will read texts from across the seventeenth century (from Shakespeare and Ford to Milton, Dryden and Behn) in which the person of the monarch, sovereign, leader or judge and the larger structural institution of sovereignty slip out of alignment with each other. We will then read early modern political texts about sovereign power and the constitution of state power and monarchical authority from Jean Bodin, James I, and Thomas Hobbes. This early modern sequence will be placed in dialogue with contemporary theorists of sovereignty and/or community: potential authors include Schmitt, Nancy, Agamben, Esposito, Derrida, Blanchot, and De Landa.
Instructor(s): A. Daniel
Area: Humanities.

This course is about the poetics of the lens and the mirror. From Wordsworth to Hardy, from Anna Barbauld to ‘Michael Field’ (the pseudonym of two women), poetry is haunted by the virtual image. Lens-made technologies, developed in the late Enlightenment, from the ‘high’ science of the telescope and microscope to the popular culture of the magic lantern and optical toys, created for a mass public for the first time a newly mobile screened image that could be thrown from one surface to another. This was a non-mimetic image made with the aid of the glass lens by light out of light. From this arose the screen practices of the phantasmagoria, diorama, panorama, kaleidoscope, and a host of optical toys exploiting visual ambiguities. The course explores the immanent presence of these in Romantic and Victorian poetry, studying poems and concurrently the documents of visual and optical theory generated by the new technologies. It includes work by male and female poets. We will consider how poets explored the philosophical implications of the poetics of the lens and a new epistemology. Technologies of the lens and mirror had repercussions across aesthetics and politics.
Instructor(s): I. Armstrong
Area: Humanities.

AS.060.642. Readings in Aesthetics.
This course offers a general survey of twentieth-century aesthetics, with particular emphasis on (but not limited to) the Interbellum (1919-1939) and its immediate aftermath. Some of the authors under consideration are: Heidegger; Levinas; Sartre; Blanchot; Bataille; Merleau-Ponty; Benjamin; Adorno; and Gadamer.
Instructor(s): M. Thompson
Area: Humanities.

AS.060.644. The Trouble with 'Modernity.'
This course will offer some genealogies and critiques of the various modernity-theses that provide us ready-to-hand (and perhaps too easy) periodizations in the humanities. Readings will include Hans Blumenberg, Martin Heidegger, Marshall Berman, Perry Anderson, Hans-Robert Jauss, Larry Norman, Charles Taylor, and Ellen Meiksins Wood.
Instructor(s): C. Nealon
Area: Humanities.

AS.060.646. Transnational American Studies.
This seminar will consider the "transnational turn" in American studies in particular and the humanities more generally. What, if anything, is at stake in this turn? What sort of a corrective does it mean to offer? What political fantasies drive it? Half of the course will be dedicated to reconstructing the genealogy of the turn and will involve reading primarily theoretical and critical texts. Texts may include: Wai-Chee Dimock, "Through Other Continents"; Laura Doyle, "Towards a Philosophy of Transnationalism," Eric Lott, "Anti-American Studies"; Donald Pease, The New American Exceptionalism". The other half will be dedicated to reading American literary texts that have invited or might invite transnationalist readings. Texts may include: Joel Barlow, "The Vision of Columbus"; Herman Melville, "Moby-Dick"; Martin Delany, "Blake, or the Huts of America"; Leslie Marmon Silko, "Almanac of the Dead"; Karen Tei Yamashita, "Tropic of Orange". We will ask to what extent these texts are already doing something like "transnational American studies" and how the longstanding figuration of American nationality (not just the US but other American nations) as a species of transnationality ("a nation of nations") might cause us to reconsider the cultural work of recent transnational American studies.
Instructor(s): J. Hickman
Area: Humanities.

This seminar will explore George Eliot’s major novels alongside selections from the considerable body of criticism that has grown up around her oeuvre. Topics of discussion will be determined in part by seminar participants, but we will certainly address the following: the nature of her idealism (and its relation to her realism), her long argument with religion, the tension between her larger theories of the moral life and her treatment of embedded, struggling individuals, and the larger relations among her sociological, philosophical, and existential perspectives. Eliot was a polymath, and we will need to situate her thinking and her art in relation to a wide range of continental and English sources. We will also pay special attention to the formal features of her novelistic project: the function of her narrators, the character system considered within and across the novels, the role of argument and philosophy within the works, and the particular forms of plotting and mode she employs. Novels will include "Adam Bede", "The Mill on the Floss", "Romola", "Felix Holt", "Middlemarch", and "Daniel Deronda".
Instructor(s): A. Anderson.

This course serves as an advanced introduction to the texts, issues and criticism surrounding African-American literature. In it, we will read works from the field’s major genres: the slave narrative; the novel; poetry; autobiography; the essay; and literary criticism. Authors under consideration will include: Wheatley; Du Bois; Douglass; Jacobs; Hurston; Hughes; Wright; Baldwin; Morrison.
Instructor(s): M. Thompson
Area: Humanities.
AS.060.651. Form and Matter.
This course takes a look at revived interest in formalism and materialism in critical theory as it bears on the literature of the long eighteenth century: topics include formalism and close reading from the new criticism to the present, object oriented ontologies and eighteenth-century materialisms, cognitive criticism and phenomenology.
Instructor(s): J. Kramnick
Area: Humanities.

AS.060.652. Narrative and the Unconscious before Freud.
TBD
Instructor(s): J. Rosenthal.

AS.060.656. Literature and Philosophy, Locke to Wordsworth.
This is a class on epistemology, aesthetics, and literary form in eighteenth-century British writing. We will focus particularly on perception and look at how poetry, fiction, and the visual arts recruit and account for phenomenal experience or consider material and natural objects. We’ll ask (for example) what happens when the empirical psychology of consciousness or the categories of the sublime, beautiful, and picturesque take narrative or poetic form. Authors include Locke, Addison, Thomson, Hume, Burke, Sterne, Smith, Gilpin, Cowper, and Wordsworth, read alongside recent criticism and theory, including new work in phenomenology and the philosophy of mind.
Instructor(s): J. Kramnick
Area: Humanities.

AS.060.662. Edwards, Emerson, Thoreau.
We shall examine what “divinity,” “nature,” “Being in general” and “personal identity” differently mean in the writings of Jonathan Edwards, Ralph Waldo Emerson and Henry Thoreau (the emphasis will be on the two nineteenth-century American writers); how “the intuitively beheld and immediately felt” (what Edwards called “experiential religion”) are contrastively understood in the writings of the three; and to what end these literary and philosophical writings marginalize persons-- and even evacuate them-- from their scrutiny. We shall also examine features of the prose (Edwards’s “rhetoric of sensation”; Emerson’s contradictions; Thoreau’s infatuation with particulars), and the genres in which the three authors write: the sermon, the treatise, the journal entry, the lecture, and the essay. Finally, we shall consider Adorno’s proposition in “The Essay as Form” that discontinuity is essential to the essay, that “the essay rebels against the doctrine, deeply rooted since Plato, that what is transient and ephemeral is unworthy of philosophy.”
Instructor(s): S. Cameron
Area: Humanities.

AS.060.663. Sacred Spaces and the Novel, 1853-1926.
This course offers both a survey of late nineteenth- and early twentieth-century prose fiction of Britain and its empire and an examination of recent scholarship on literature’s relation to religion and the geographies of modernity. We’ll begin with three Victorian novels inhabiting the convergence between historical imagination and religious inquiry (Charles Kingsley, George Eliot, Walter Pater), move on to three turn-of-the-century narratives in which the momentum of the quest confronts sacred implacability (Olive Schreiner, Joseph Conrad, Rudyard Kipling), and conclude with three novels of the 1920s propelled by pagan ecstasy (E. M. Forster, D. H. Lawrence, Sylvia Townsend Warner). Primary readings will be accompanied by critical and theoretical texts from György Lukács, René Girard, Fredric Jameson, David Harvey, Leela Gandhi, and others.
Instructor(s): D. Mao
Area: Humanities.

AS.060.665. Whitman and Dickinson.
An examination of the formal, conceptual, and philosophical innovations in the work of the two major nineteenth-century American poets. We’ll consider the premises behind Whitman’s poetry of wholes (nothing left out) and Dickinson’s poetry of fragments. How does Whitman reconcile the need for formal universals with the emotional attachment to substantive particulars? How does Dickinson find a language for the off-the-map quality of private experience?
Instructor(s): S. Cameron.

A reading of the major novels.
Instructor(s): S. Cameron
Area: Humanities.

This course takes its cue from a basic etymological kinship between “discovery” and apocalypse (ἀποκάλυψις, literally “un-covering”). How are world-building and world-ending related? What pathways join the literary and philosophical construction of new worlds with theological and theoretical scenarios of revelation, extinction, and doom? In search of answers, this course reads Renaissance narratives of cosmogony, proto-science fiction and utopian discovery alongside contemporary theories of “worlding”, environmental futurity, climate change, and planetary precarity. After commencing with Lucian and Plutarch, we will read a comprehensive sequence of early modern fictions in which utopias, new worlds and/or new planets are visited or “discovered”: Thomas More, Utopia; Robert Greene, Planetomachia; Tommaso Campanella, The City of the Sun; Johannes Kepler, Somnium (The Dream); Francis Bacon, New Atlantis; Margaret Cavendish, The Description of a New World, Called the Blazing World; Apha Behn’s translation of Fontenelle’s Conversations on the Plurality of Worlds. These early modern texts will be read alongside works in primary philosophy and contemporary eco-theory that constellate key concepts: earth, planet, and world. Texts include Martin Heidegger, Being and Time; Jacques Derrida, “Of An Apocalyptic Tone Recently Adopted In Philosophy”; Timothy Morton, Hyperobjects: Philosophy and Ecology After the End of the World; Jeffrey Cohen, Prismatic Ecology: Ecotheory Beyond Green; Ray Brassier, “The Truth of Extinction” (from Nihil Unbound); Gayatri Chakrvorty Spivak, “Planetarity” (from Death of A Discipline).
Instructor(s): A. Daniel
Area: Humanities.

AS.060.673. Migrant Modernism.
Responding to literary scholarship’s continuing concern with the exile, the refugee, the cosmopolitan, and the networks and flows of modernity, this seminar examines the migrant origins and later migrations of English-language modernism. Readings in Ezra Pound, T. S. Eliot, Gertrude Stein, Mike Gold, Claude McKay, Jean Rhys, George Lamming and other writers will be complemented by relevant critical and theoretical texts.
Instructor(s): D. Mao
Area: Humanities.
AS.060.676. Facts and Fiction.
We will examine the vexed place of facts in literature and literary criticism. What are the historical and ideological preconditions for focusing on the study of people that never existed, and events that never occurred? And how did literary criticism privilege an analysis of meaning of works or literary moments, as opposed to verifiable, and reproducible facts? What does all of this tell us about the recent rise of quantitative literary analysis, and the strong resistance it has encountered? This discussion will include an examination of how different disciplines define notions like “fact,” “argument,” and “evidence”—in order to better understand our own discipline’s principles. In addition to a selection of eighteenth- and nineteenth-century novels yet to be determined, readings will include Émile Zola, Martin Heidegger, Wolfgang Iser, Hans-Robert Jauß, Hans-Georg Gadamer, Bertolt Brecht, Georg Lukács, Fredric Jameson, Theodor Adorno, Karl Popper, Mary Poovey and Franco Moretti.
Instructor(s): J. Rosenthal
Area: Humanities.

AS.060.678. Melville, Poe, Hawthorne.
A reading of the major fiction of Poe, Melville, and Hawthorne with an emphasis on Melville.
Instructor(s): S. Cameron.

This seminar will offer an in-depth examination of the theory and practice of the nineteenth-century realist novel in three traditions: American, British, and French. Our aim will be to understand the central theories and controversies surrounding realism, as well as to interrogate the centrality of realism to novel theory and narrative theory. Authors will likely include Jane Austen, Charles Dickens, George Eliot, Honoré de Balzac, Gustave Flaubert, Frank Norris, and William Dean Howells. Theorists and critics will likely include Erich Auerbach, M. M. Bakhtin, Roland Barthes, Leo Bersani, Bertolt Brecht, Richard Chase, René Girard, Howells, Roman Jakobson, Henry James, Fredric Jameson, Harry Levin, G. H. Lewes, Georg Lukács, Boris Tomaszhevsky, Ian Watt, and Émile Zola.
Instructor(s): J. Rosenthal
Area: Humanities.

AS.060.681. Literary Theory.
This course will provide a survey of many of the major theoretical positions that have been directly or indirectly influential for literary studies. We will read selections from the following: Russian Formalism (Propp, Shklovsky, Bakhtin), structuralism (Levi-Strauss, Barthes), American New Criticism (Wimsatt & Beardsley, Brooks) deconstruction (Derrida, de Man), speech act theory (Austin, Butler), Marxism (Jameson), queer theory (Sedgwick, Miller), and distant reading (Luhmann, Moretti).
Instructor(s): F. Ferguson.

AS.060.682. The 21st Century University.
This seminar will focus on the changing contours of the American university in an era of economic instability and crisis. With a look back at the formative relationship between monopoly capitalism and the university in the 19th century, we will investigate the effect on the university of the unraveling of American economic power, with attention to the rise of administrative power and the loss of faculty governance, to the pressures of financialization, and to the contradictory situation into which the university is placed by student activism that calls its founding premises into question. We will also ask what intellectual life looks like under conditions of adjunctification and de-politicization. Reading will include selections from Gerald Graff, Professing English, Christopher Newfield’s Ivy and Industry and Unmaking The Public University, Benjamin Ginger’s The Fall of The Faculty, Stefano Harney’s and Fred Moten’s Undercommons, and [the x’s] The University Against Itself, as well as material produced by student and faculty activists in the university struggles of the last 5 to 10 years.
Instructor(s): C. Nealon
Area: Humanities.

AS.060.692. Race and Enlightenment.
This course examines the philosophical interplay between Enlightenment aesthetics and the construction of the concept of race. We will read texts in aesthetics and on human difference by Rousseau, Voltaire, Condorcet, Kant, Herder, Jefferson, Burke, Hume and others, in an attempt to see the points at which reflections on art and notions of human biological hierarchy intersect. Particular attention will be paid to the idea of the sublime as it pertains to early anthropological thought.
Instructor(s): M. Thompson
Area: Humanities.

Instructor(s): Staff.

AS.060.800. Independent Study.
Instructor(s): M. Thompson.

AS.060.801. Teaching Practicum.
Instructor(s): Staff
Area: Humanities.

AS.060.893. Individual Work.
Instructor(s): M. Thompson.

AS.060.894. Independent Reading.
Instructor(s): M. Thompson
Area: Humanities.

Instructor(s): M. Thompson.
Cross Listed Courses

**Jewish Studies Program**

**AS.193.304. Everyday Voices of the Holocaust: Popular Jewish Poetic Expression in the Ghettos and Camps.**

The course aims to encourage knowledge of a relatively unknown mass phenomenon - poetic creativity by Jews under Nazi Rule, in the Ghettos and Camps. The study of multi-lingual texts, written by non-professional writers, will enable to better understand the complexity of immediate Jewish reaction to Holocaust reality, in its multi-cultural contexts. Texts from selected ghettos and camps, originally written in Yiddish, Polish, German and Hebrew will be read in English translation and analyzed. Emphasis will be put on the differences and similarities between Eastern and Western European Jewry.

Instructor(s): M. Alhinho
Area: Social and Behavioral Sciences.

**German Romance Languages Literatures**

**AS.211.475. Inside the Writer’s Laboratory.**

How do books come to life? Behind every masterpiece is a tale of hard work, dialogue with other texts, and constant negotiations with social and material circumstances that evolve over time. This course opens up the “laboratory” of figures of the European Renaissance like Erasmus, Machiavelli, and Montaigne to explore the world of writerly culture in its manifold expressions, including authorial revision, self-translation, controversy, censorship, intertextuality, and forgery. Our own laboratory will be the Department of the Special Collections, where we will spend a good deal of our time handling manuscripts and early printed books. Course may be used to satisfy major requirements in both French and Italian sections.

Instructor(s): S. Miglietti
Area: Humanities.

**AS.212.205. Winter Is Coming: Writing and Rewriting French Dark Ages.**

This course will not aim at drawing the exhaustive literary landscape of French Middle Ages, neither will it be a Comparative Literature or History class. It may be considered a gateway to French Medieval literature, given that the Modern Fantasy has obviously improved the last decades, the latter being built as a rewriting of Medieval themes and Western European folklore. Looking at texts originally written in Old French, including prose and poetry, but also at the French Medieval iconography, we will try to understand the old roots of the Modern and so popular (but sacrificing) Fantasy Literature. Basic French will be required.

Instructor(s): M. Alhinho
Area: Humanities.

**AS.212.478. Guillaume de Machaut: exploring medieval authorship in the digital age.**

Using new websites devoted to the lyrics and music of Guillaume de Machaut, the foremost poet and composer of the 14th-century French royal court, this seminar will explore the role of music and literature during the Hundred Years War. The course aims to give students a thorough grounding in Machaut’s literary and musical works, while also introducing them to digital tools to view and analyze original illustrated musical manuscripts of his work. Critical analysis of Machaut’s work will be assessed not only through more traditional essay writing, but also through the creation of a multimedia digital edition of a section of his oeuvre using Omeka exhibition software. The course is designed so that prior knowledge of musical notation or medieval French is necessary.

Instructor(s): T. Rose-Steel
Area: Humanities.

**AS.212.789. Literature & Identity in the Age of Globalization.**

In this seminar we will examine a selection of literary reflections on and engagements with globalization and its mounting failures and burdens, as it has emerged in Europe and the Americas from the mid-twentieth century to the present. From the economic, constitutional, and cultural politics around the unification of Europe, to the ideological and imperial misfortunes of the U.S. after the collapse of the “End-of-History” thesis, to the resurgence of state populism in Latin America in the wake of neoliberal exhaustion, literary fiction has been deployed to posit, explore, and contest national and post-national myths of identity. The seminar will interrogate how this engagement functions both as aesthetic and theoretical discourse. Readings may include novels by Albert Camus, W. G. Sebald, Leonardo Sciascia, Orhan Pamuk, Javier Marías, Roberto Bolaño, and Jonathan Franzen, along with theoretical writings by Gianni Vattimo, Jürgen Habermas, Rodolphe Gasché, and others.

Instructor(s): E. Gonzalez; W. Egginton
Area: Humanities.

**AS.213.317. Berlin at the Crossroads of the 20th Century.**

This course will examine the location of Berlin at the heart of European and global culture over the course of the 20th century. In addition to its centrality to German national identity and political culture, Berlin between the World Wars was a weigh station and meeting ground for a variety of languages, cultures, and artistic trends—whether expatriates, refugees, nomads, touring companies, or vagabonds. In what ways did these travelers to Berlin change German popular or intellectual culture? In what ways did Berlin function as a center for avant-garde culture, and in what sense did it remain a peripheral space, in the shadow of grander culture centers such as Moscow, Paris, New York, or Hollywood? What lessons might be taken from the supposed glamour of Berlin between the World Wars and the continued attraction of that period for post-Holocaust adaptation and contemplation? These questions, among others, will be considered with reference to a variety of narratives, dramas, and films taken from German, English, Hebrew, Russian, and Yiddish sources. Authors to be considered will include Walter Benjamin, Joseph Roth, Irmgard Keun, Erich Kästner, Bertolt Brecht, Christopher Isherwood, Sh. Y. Agnon, Vladimir Nabokov, Viktor Shklovsky, and Dovid Bergelson. All readings and discussions in English.

Instructor(s): M. Caplan
Area: Humanities.

**AS.213.318. The Making of Modern Gender.**

Taught in English. Gender as we know it is not timeless. Today, gender roles and the assumption that there are only two genders are diligently contested and debated. With the binary gender system thus perhaps nearing its end, we might wonder if it had a beginning. In fact, the idea that there are two sexes and that they not only assume different roles in society but also exhibit different character traits, has emerged historically around 1800. Early German Romanticism played a seminal role in the making of modern gender and sexuality. For the first time, woman was considered not a lesser version of man, but a different being with a value of her own. The idea of gender complementation emerged, and this idea, in turn, put more pressure than ever on heterosexuality. In this course, we will explore the role of literature and the other arts in the making and unmaking of gender.

Area: Humanities.
Taught in English. This course traces a literary history of sexuality from the Middle Ages to contemporary women's writing. We will analyze how sexual pleasure changed over time. In particular, we will discuss what role literature plays in the reproduction and transformation of bodily pleasures. The course explores how the pleasures of bodies are imagined in and through literature, but also whether words are bodies that give pleasure and perhaps even have their own pleasures. Authors discussed will include Boccaccio, Céline, Rousseau, Schlegel, Kleist, Hoffmann, Novelis, Arnim, Büchner, Freud, Rilke, Kafka, Rich, Foucault, Kristeva, Cixous, Giddens, and Winterson.
Instructor(s): K. Pahl
Area: Humanities.

AS.213.332. Zionism in Modern Literature: Jewish or Israeli?.
This course will be an examination of the themes of nationalism, Zionism, and the problems of the nation-state in modern Jewish literature of the past hundred years. Among the topics we will consider are the unique challenges of a diasporic culture relocating its national aspirations to an unfamiliar and often hostile environment, the controversies surrounding political nationalism within modern Jewish culture, the competition between languages in the formation of Israeli society, the character of Israeli national culture, the relationship of Israel's Jewish majority with its minority population, and the relationship of Israeli culture to the Jewish culture of the diaspora. To what extent does Israeli literature constitute a continuum of themes and techniques found in previous Jewish writing, and to what extent does it represent a new beginning? To what extent can Israeli literature be compared with other varieties of Jewish writing and to what extent is this writing a unique cultural phenomenon? Although the majority of works discussed will be translated from Hebrew—including such leading figures of Israeli literature as S. Y. Agnon, S. Yizhar, Amos Oz, and Orly Castel-Bloom—we will also be considering works translated from Yiddish (Mendele Moykher-Sforim), German (Theodor Herzl), and Arabic (Emile Habiby), as well as contemporary American writers such as Philip Roth and Michael Chabon. All readings and discussions conducted in English.
Cross-listed with Jewish Studies, English, and the Humanities Center
Instructor(s): M. Caplan
Area: Humanities.

AS.213.660. Discourses of Dislocation.
Dislocation—travel, migration, exile, diaspora, immigration—is a preeminent symptom of the modern condition; as Jacques Derrida has suggested, it is one way of characterizing how language itself comes into being. To what extent does the relationship of various modes of mobility serve as a prerequisite for understanding modernity and literary modernism, and to what extent can one understand commonalities among these itinerant discourses? This seminar will consider various varieties of dislocated discourse (the picaresque, the pseudo-autobiography, the travelogue, as well as narratives of immigration, displacement, war and demobilization, and exile) in search of a means to discuss or consider all of them critically. Writers to be considered will include Sigmund Freud, Robert Walser, Yosef Haim Brenner, Walter Benjamin, Theodor Adorno, Jacques Derrida, Irmgard Keun, Israel Rabon, Joseph Roth, Flannery O'Connor, Yoel Hoffmann, Anton Shammas, and Salman Rushdie. All readings and discussions available in English. Undergraduates may register with instructor approval.
Instructor(s): M. Caplan
Area: Humanities.

AS.213.666. “To be continued”*- Seriality in Literature and Other Media.
Taught in German. By ending with the words “(To be continued)” “[Ist fortzusetzen]”, Goethe’s Wilhem Meisters Wanderjahre not only reflects on the open form of the modern novel but also points toward serialized formats of fiction as they emerge in the 19th century due to advances in printing technologies. The publication of fiction in periodical installments in magazines or newspapers brings about the development of new genres (serialized novel/Feuilletonroman) along with specific serial narrative techniques. The cliffhanger e.g. - although invented earlier - becomes a prominent technique to create suspense. The course analyzes seriality with respect to narrative forms and genres across various media (literature, theater, film, TV) from the 19th century to the present. It further discusses serial aesthetics, seriality in structuralist and poststructuralist theory as well as the ambivalent status of seriality in the arts between avantgarde and popular culture. The course material will include: Stifter, Fontane, excerpts from the magazine “Die Gartenlaube”, Wagner, Freud, Kafka, Lévi-Strauss, Deleuze, Eco, Iser, “The Perils of Pauline” (serial, 1914), “Copycat” (Jon Amiel, 1995), “Twin Peaks” and current US-American TV series.
Instructor(s): E. Strowick
Area: Humanities
Writing Intensive.

AS.213.725. Proto-, Modern, and Post-: Locating the –ism in Modernism.
All discussions in English. This graduate seminar will seek to disentangle the interrelationship among “proto-modernism,” “modernism,” and “post-modernism” from the straightjacket of periodization and taxonomy by focusing instead on questions of temporality and phenomenology. When is the time of modernity? What precedes modernism? How is post-modernism a continuation of modernism and a break with modernity? What follows the “post” or precedes the “proto”? How does literature establish a dialogue not just across linguistic borders but temporal ones as well? And when do these processes repeat themselves due to historical and political factors? By way of complicating all of these questions we will be considering writers from “across” the 20th century, including Walter Abish, Thomas Bernhardt, André Breton, Orly Castel-Bloom, Henry Dumas, Moste Keulbak, Machado de Assis, Mendele Moykher-Sforim, Joseph Roth, Anton Shammas, Gertrude Stein, and Robert Walser.
Instructor(s): M. Caplan.

Taught in German. The course analyzes the performative on the basis of the very field that John L. Austin’s speech act theory excludes: literature. What challenges Austin’s speech act theory indeed opens up the question of the performative towards iterability and theatricality and thus calls for the performative as a methodological category of literary criticism. According to Shoshana Felman’s readings of Austin, the performative act can be accentuated as an act of the “speaking body” in which the body is conceived of not as a means of linguistic expression but rather as a spillover of the act of utterance into the statement. How then is the corporeality or materiality of writing asserted in acts of narrating and reading? The course will examine theories of the performative from the perspective of literature and literary criticism as well as analyze literary speech acts (promises, acts, etc.) in detail. Readings will include: Austin, Derrida, Felman, Freud, Nietzsche, de Man, Hamacher, Goethe, Büchner, Kafka, Henry James, Thomas Mann etc.
Instructor(s): E. Strowick
Area: Humanities.
**AS.213.789. Literature & Identity in the Age of Globalization.**
In this seminar we will examine a selection of literary reflections on and engagements with globalization and its mounting failures and burdens, as it has emerged in Europe and the Americas from the mid-twentieth century to the present. From the economic, constitutional, and cultural politics around the unification of Europe, to the ideological and imperial misfortunes of the U.S. after the collapse of the “End-of-History” thesis, to the resurgence of state populism in Latin America in the wake of neoliberal exhaustion, literary fiction has been deployed to posit, explore, and contest national and post-national myths of identity. The seminar will interrogate how this engagement functions both as aesthetic and theoretical discourse. Readings may include novels by Albert Camus, W. G. Sebald, Leonardo Sciascia, Orhan Pamuk, Javier Marías, Roberto Bolaño, and Jonathan Franzen, along with theoretical writings by Gianni Vattimo, Jürgen Habermas, Rodolphe Gasché, and others.
Instructor(s): E. Gonzalez; W. Egginton
Area: Humanities.

**AS.214.125. Freshman Seminar: Dangerous Liaisons: Words and Music Through the Ages. 3 Credits.**
The seminar explores challenging questions with which men have been dealing for centuries: how do music and words interact? Do words have a priority on music or vice versa? Does music need words to be understood and interpreted? Are words filled with meaning by music? By addressing literary and philosophical writings, as well as musical examples from different periods and contexts, students will be led through a critical reconsideration of the topic. A variety of materials will be discussed, including genres as different as medieval songs, early modern madrigals, Romantic Lieder, opera, the American musical, and contemporary pop music. No musical skills required; strong doses of curiosity most welcome.
Instructor(s): E. Refini
Area: Humanities.

**AS.214.333. Shakespeare on the Opera Stage.**
From Rossini’s Otello to Cole Porter’s Kiss me Kate, from Verdi’s Macbeth to Leonard Bernstein’s West Side Story, the works of William Shakespeare have been an extraordinary source of inspiration for musical theatre. By exploring operatic adaptations of Shakespeare in different periods and contexts, this course will examine the ways in which composers and librettists have interpreted and reshaped the plays. The course, primarily focused on the 19th century Italian reception of Shakespeare and, in particular, on operas by Rossini and Verdi, will also consider the phenomenon within a broad transnational perspective up to include contemporary opera and musical.
Instructor(s): E. Refini
Area: Humanities.

This course investigates how ecological factors inspired storytellers, influenced modes of literary publication, and determined reader responses in Europe before 1700. Students enrolling in section 2 will attend a supplementary one hour session at a time to be mutually decided and complete the work in Italian.
Area: Humanities.

**AS.214.477. Magic, Marvel, and Monstrosity in the Renaissance. 3 Credits.**
Magic, Monstrosity, and Marvels or Wonders call into question what we see and experience: what is reality, what is illusion; what’s natural and what’s supernatural? What’s human and what’s more, or less, than human? During the Renaissance, ideas about the nature of reality were bound up with questions and issues very different from those of our time. With the exact sciences still being invented, the nature of the world was much less hard and fast for Renaissance people than it is for the modern educated person. The literary masterpieces of the Italian Renaissance provide vivid illustrations of the early modern sense of wonder. Foremost among these are the theatrical comedies which Italian authors revived in imitation of the ancients, and the romances, especially Ariosto’s Orlando furioso (1532) and Tasso’s Gerusalemme liberata (1581). These and other works influenced ideas about magical and marvelous phenomena across Europe for centuries to come. Works will be read and discussed in English. Italian majors and graduate students (who should enroll in section 2) will attend a weekly supplemental discussion in Italian and compose their written work in Italian.
Instructor(s): W. Stephens
Area: Humanities
Writing Intensive.

**AS.214.479. Dante Visits the Afterlife: The Divine Comedy.**
Dante’s Divina commedia is the greatest long poem of the Middle Ages; some say the greatest poem of all time. We will study the Commedia critically to find: (1) What it reveals about the worldview of late-medieval Europe; (2) how it works as poetry; (3) its relation to the intellectual cultures of pagan antiquity and Latin (Catholic) Christianity; (4) its presentation of political and social issues; (5) its influence on intellectual history, in Italy and elsewhere; (6) the challenges it presents to modern readers and translators; (7) what it reveals about Dante’s understanding of cosmology, world history and culture. We will read and discuss the Commedia in English, but students will be expected to familiarize themselves with key Italian terms and concepts. Students taking section 02 (for 4 credits) will spend an additional hour working in Italian at a time to be mutually decided upon by students and professor.
Instructor(s): W. Stephens
Area: Humanities.

**AS.214.633. Poetry and Divinity in Medieval and Early-Modern Italy.**
The late Middle Ages saw intense debates between humanists (like Petrarch and Mussato) who considered great poetry (even from pagan antiquity) to be replete with divine wisdom, and theologians who condemned poetry as mendacious and spiritually corrupting. These debates intensified in the 15th and 16th centuries, leading to important contributions by thinkers like Marsilio Ficino and Giordano Bruno, who re-conceptualized the nature of poetic inspiration and “divine frenzy.” In this course we will consider how these developments shaped both the theory and practice of poetic composition and interpretation. Discussions will be in English. Ability to read Italian is required.
Instructor(s): J. Coleman
Area: Humanities.
Although naturally and historically intertwined, music and poetry tended to be described in the early modern period as competing rather than interacting. By looking at both literary and theoretical texts, the seminar aims to explore the ways in which this controversial relation is revealed by the interplay of poetics, rhetoric, and music theory. Reading materials will include classical sources (e.g. Plato, Aristotle, Ps.-Longinus, Quintilian) and their early modern interpretations. Special attention will be given to Torquato Tasso, Giambattista Marino, and Giambattista Doni, whose works will be also discussed in the light of the contemporary development of musical genres (e.g. madrigals, opera). No musical skills required.
Instructor(s): E. Refini
Area: Humanities
Writing Intensive.

AS.214.640. Film Theory.
This class deals with film theory in its history and its current trends. We will examine structuralist, feminist, Marxist, psycho-analytic, Deleuzian, and other theoretical approaches to understanding and interpreting the cinematic medium. We will look at several different film samples from European film to Latin American Film, auteur-films to independent documentary collectives, animation films to blockbusters. We will invite at least one film theorist to class during the semester.
Instructor(s): B. Wegenstein
Area: Humanities.

AS.214.653. Pleasure and Virtue in Renaissance Literature.
This course will examine major literary and philosophical works from Renaissance Italy that thematize pleasure, questioning (explicitly or implicitly) its place in the hierarchy of human values. We will consider the role that the Renaissance rediscovery of Epicurean and Neoplatonic thought played in shaping how pleasure in its various forms was conceptualized and represented. Authors we will read include Lorenzo Valla, Marsilio Ficino, and Niccolò Machiavelli. Reading knowledge of Italian is required.
Instructor(s): J. Coleman
Area: Humanities.

AS.214.684. The Commentary Tradition and the Birth of Literary Scholarship.
The practice of commenting on texts lies at the foundations of what we call today “literary criticism.” From the Bible to Dante’s Divine Comedy, from Greek and Latin poetry to medieval and Renaissance literary writings, the many questions posed by the commentators have contributed widely to the shaping of the modern notions of reading and interpretation. What do we look for when we read a text? How do we approach it? How does our reading interact with the author’s intention? To what extent is the commentator appropriating the author’s prerogatives? By exploring a wide range of case studies, the seminar aims to reassess the role of the commentary tradition within the development of literary scholarship and as a genre per se. Some sessions will take place at the Hopkins Special Collections and at the Walters Art Museum, where students will have the opportunity to work on both manuscripts and early prints, and select materials for their presentations.
Instructor(s): E. Refini
Area: Humanities.

Giambattista Vico’s Principi di scienza nuova d’intorno alla comune natura delle nazioni (1725, 1730, 1744) was intended to found an “ideal” and “eternal” model of human development, valid for all societies. Vico considered his project both philology and philosophy, and tried to revolutionize thinking about human history as practiced between about 1550 and 1700, by exposing misconceptions behind attempts to square “sacred history” (the presumed historical accuracy of the Bible) with “profane” or non-Judeo-Christian concepts of history, both ancient and modern. The culture shock underlying this “old science” stimulated Vico to base philosophical and historical knowledge of mythology on a conception of narration. Recommended Course background: Italian and Latin
Instructor(s): W. Stephens
Area: Humanities.

AS.215.452. Che Guevara and Magical Realism.
His detractors often compare him to Hitler while many of his admirers see in him a saint and a martyr like Jesus Christ. Cuban school children are taught to be like him. Che was killed in 1967, the same year in which Gabriel García Márquez published Cien años de soledad (One Hundred Years of Solitude). We will study Guevara’s life as a militant revolutionary through his own writings and the exorbitant style known as realismo mágico, crafted by García Márquez, one of Che’s great admirers. Four movies will anchor our visual take on the myth and the man: Los diarios de motocicleta (Walter Salles, 2004), Che I and Che II (Steven Soderbergh, 2008), and Wall Street (Oliver Stone, 1987). The nineteen-eighties narcotraffic boom in Colombia and the cocaine-driven financial high times during the late Reagan years will frame our study.
Taught in Spanish
Instructor(s): E. Gonzalez
Area: Humanities.
AS.215.650. Mexico and the Invention of America.
Departing from O’Gorman, the course will entail a reconsideration of the discursive invention of Mexico-America. Anonymous, Sahagun, Clavijero, Humboldt, Dussel and Alzandua will conform part of the readings.
Taught in English
Instructor(s): S. Castro-Klaren
Area: Humanities
Writing Intensive.

This course will focus on the art of writing poetry, the art of reading poetry and the poetics of each of the poets whose work is the textual matter of the course.
Instructor(s): S. Castro-Klaren
Area: Humanities.

Readings from colonial times to the present from three cultural legacies, Hispanic, English and French. Centered on slavery and its sequels.
Instructor(s): E. Gonzalez.

The course engages close readings of Borges critical essays and some of his fiction in order to establish the points of interpellation that Postmodern theory takes from or shares with Borges’s meditation on the problem of writing.
Instructor(s): S. Castro-Klaren.

AS.215.777. The Invention of Fiction.
Rather than understand fiction as a constant in human history, this course will consider it a historically specific form of cultural expression. We will examine and compare theories of the fictional from an array of historical moments in order to better understand what fiction is, how it differs from premodern notions of history and poetry, and how it both informs and depends on modern notions of knowledge and subjective agency.
Instructor(s): W. Egginton
Area: Humanities.

In this seminar we will examine a selection of literary reflections on and engagements with globalization and its mounting failures and burdens, as it has emerged in Europe and the Americas from the mid-twentieth century to the present. From the economic, constitutional, and cultural politics around the unification of Europe, to the ideological and imperial misfortunes of the U.S. after the collapse of the “End-of-History” thesis, to the resurgence of state populism in Latin America in the wake of neoliberal exhaustion, literary fiction has been deployed to posit, explore, and contest national and post-national myths of identity. The seminar will interrogate how this engagement functions both as aesthetic and theoretical discourse. Readings may include novels by Albert Camus, W. G. Sebald, Leonardo Sciascia, Orhan Pamuk, Javier Marías, Roberto Bolaño, and Jonathan Franzen, along with theoretical writings by Gianni Vattimo, Jürgen Habermas, Rodolphe Gasché, and others.
Instructor(s): E. Gonzalez; W. Egginton
Area: Humanities.

Humanities Center
AS.300.111. Shakespeare and his ‘Goddess’.
Shakespeare’s description of his lover’s eyes as ‘nothing like the sun’ is both an homage and a sendup of a 300-year-old poetic convention reaching back to the days of Petrarch and the early humanist poets. In this course we will trace that tradition from the perspective of Shakespeare and his contemporaries, finishing the semester with several plays, including ‘The Taming of the Shrew,’ that further illustrate and problematize Shakespeare’s ‘goddess’ reference. Readings will include poetic dialogues between male and female poets, such as those by the early Italian Petrarchans Vittoria Colonna, Michelangelo, Veronica Gambara, and Gaspara Stampa; their French counterparts, Maurice Scève and Les Dames des Roches; and the later English reflections on the sonnet tradition by Sir Philip Sidney, Shakespeare, and Sidney’s niece, Lady Mary Wroth. All works will be read in translation. Freshmen only.
Instructor(s): E. Patton
Area: Humanities.

AS.300.113. Freshmen Seminar: Drama and Gender in Shakespeare’s England.
In this seminar we will read male and female authored plays and discuss how they reflect contemporary social expectations in Tudor and Stuart England. Authors include William Shakespeare; Mary Sidney, Countess of Pembroke; Christopher Marlowe; Elizabeth Cary; Ben Jonson; and Mary Sidney, Lady Wroth.
Instructor(s): E. Patton
Area: Humanities.

AS.300.211. Great Poems of the Americas.
This course investigates the long poem or post-epic in 20th- and 21st-century North and Latin America. The epic has been rearticulated in sequences and series, verse novels, lyric cycles, and collage poems: from T.S. Eliot’s The Waste Land, the encyclopedic Cantos of Ezra Pound, and the sweeping Canto General of Pablo Neruda to works by Derek Walcott and Gwendolyn Brooks and fragmented series by Gertrude Stein, Hart Crane, and César Vallejo. We will examine Aimé Césaire’s Notebook of a Return to the Native Land, Vicente Huidobro’s playful Altazor, and very recent epic poems from Canadian women poets such as Anne Carson, Lisa Robertson, and M. NourbeSe Philip. As we test the term post-epic against these texts, we will consider whether it may be applied equally to the heroic tale and the open field poem. How do poets interpret the idea of “the Americas” as lands and nations in these works, and in what tangled ways do their poetics develop through dialogue across linguistic and geographical distances? To situate the long poem in history, we’ll examine developments in poetic form alongside modernization and globalization, and technological and socio-political changes. We will draw on theories of poetry and poetics as well as critical theory, taking a comparative, Hemispheric Studies approach to literature.
Instructor(s): R. Galvin
Area: Humanities.
This seminar celebrates the university's recent acquisition of State Papers Online (1509-1714), which contains searchable digital images of thousands of contemporary manuscripts. While we read plays, poetry, and essays by such figures as Queen Elizabeth, William Shakespeare, members of the Sydney family, Elizabeth Cary, John Donne, Aemelia Lanyer, Robert Southwell, Andrew Marvell, William Marlowe, Jane Cavendish, Elizabeth Brackley, and Katherine Philips, we will also be carrying out on-line searches of correspondences, wills, court documents, spy reports (including play-by-play accounts of houses dismantled in searches for hidden priests), and letters of condoleance from Queen Elizabeth alongside decoded messages revealing plots to unseat her. In addition to searching virtual archives students will be introduced to early modern paleography, in part through visits to Johns Hopkins University's brick-and-mortar libraries to consult actual manuscripts, incunabula, and illegal imprints from the 16th and 17th centuries.
Instructor(s): E. Patton
Area: Humanities.

This course will introduce students to some of the key texts of science fiction as the genre emerged during the nineteenth century. We will consider the intellectual contexts for the form's development in Britain, France, and the United States, as well as its emerging narrative conventions. In particular, we will consider how early sci-fi writers used non-realistic modes to dramatize problems and discoveries were at once real and yet hard to fathom within the parameters of everyday cognition: deep geological time, alternative social arrangements, post-human landscapes. Texts may include H.G. Wells' The Time Machine, Charlotte Perkins Gilman's Herland, Samuel Butler's Erewhon, Edward Bulwer Lytton's The Coming Race, William Morris' News from Nowhere, and Jules Verne's 20,000 Leagues Under the Sea.
Instructor(s): S. Lecourt
Area: Humanities.

AS.300.300. Trauma in Theory, Film, and Fiction.
An examination of the representation of trauma in literary theory, psychiatry, survivor literature, films, novels, and comics. Works by Sebald ("The Emigrants"), Lanzmann ("Shoa"), Spiegelman ("In the Shadow of No Towers"), McCarthy ("Remainder"), and others.
Instructor(s): R. Leys
Area: Humanities, Social and Behavioral Sciences.

AS.300.335. Victorian Literature as World Literature.
What does it mean to read literature in a global context? How are literary texts that we think of as products of distinct national cultures plugged into larger global systems - even if they seem unaware of it? In this course we'll consider these questions through sustained readings of major Victorian literary texts such as Bram Stoker's Dracula (1897) and Charles Dickens's Great Expectations (1861). We will retrace how literary texts that we think of as products of distinct national cultures plugged into larger global systems - even if they seem unaware of it? In this course we'll consider these questions through sustained readings of major Victorian literary texts such as Bram Stoker’s Dracula (1897) and Charles Dickens’s Great Expectations (1861). We will retrace how these books exercised cultural influence beyond the borders of Great Britain; how networks of trade, tourism, and imperial power brought authors from different cultures into contact with one another; and how Victorian texts have become a part of our culture in unexpected ways. Other primary texts may include Arthur Conan Doyle’s The Sign of Four (1890), the poetry of Romesh Chunder Dutt, and first-hand accounts of Oscar Wilde’s 1882 American lecture tour; critical readings will cover postcolonial theory, media theory, and histories of colonialism and urbanization.
Instructor(s): S. Lecourt
Area: Humanities.

Literary and philosophical imaginations of moral community in the post-WWII period (1950-2001). Texts include: Coetzee, Disgrace; McEwan, Atonement; Achebe, Things Fall Apart; Ishiguro, An Artist of the Floating World; Roy, The God of Small Things; Lessing, The Grass is Singing; Mistry, A Fine Balance; Morrison, Beloved; and essays by Levi, Strawson, Adorno, Murdoch, Beauvoir and Barthes on the deep uncertainty over moral community after the crisis of World War II. Close attention to novelistic style and narrative will inform our study of the philosophical questions that animate these works. What does it mean to acknowledge another person’s humanity? Who are the members of a moral community? Why do we hold one another responsible for our actions? How do fundamental moral emotions such as contempt, humiliation, compassion, gratitude, forgiveness, and regret reveal the limits of a moral community? Cross listed with English.
Instructor(s): Y. Ong
Area: Humanities.

AS.300.363. Reading Judith Shakespeare: poetry and drama by women writers in Elizabethan England (ca 1558-1650).
Virginia Woolf’s account of the thwarted career of Shakespeare’s hypothetical sister, Judith (in A Room of One’s Own) frames our reading of plays and poetry by Shakespeare and contemporary women writers, including Isabella Whitney, Elizabeth Cary, Mary Sidney, Aemelia Lanyer, Mary Wroth, and others. Students will create fictional biographies of “Judith Shakespeare” and her literary accomplishments. Cross listed with English, Theater Arts, Writing Seminars, and WGS.
Instructor(s): E. Patton
Area: Humanities.

AS.300.371. The Modernist Novel: James, Woolf, and Joyce.
The purpose of this course is to survey works by three of the greatest, most relentless innovators of the twentieth century - Henry James, Virginia Woolf, and James Joyce -- who explored and exploded narrative techniques for depicting what Woolf called the “luminous halo” of life. Selected works include: “The Beast in the Jungle,” The Portrait of a Lady, Jacob's Room, Mrs. Dalloway, To the Lighthouse, A Portrait of the Artist as a Young Man, and Ulysses.
Instructor(s): Y. Ong
Area: Humanities.

AS.300.408. Lyric Modernity.
A comparative literature course on modern lyric and poetics. The main issue of the course is how the lyric voice is constructed and sustained under the pressures of modernization in the United States, Europe, and Korea. We will also emphasize issues of translation and the relationship of music and poetry. Readings will include texts by Adorno, Benjamin, Grossman, von Hallberg and Waters, and poems by Dickinson, Rilke, and Kim among others. All readings available in English. Cross-listing requested with East Asian Studies, GRLL, and English.
Instructor(s): S. Rhee
Area: Humanities.
In this seminar on 20th-c. poetry of the Americas, we will explore the relations between land, language, and identity. Our point of departure, informed by de Andrade’s “Cannibal Manifesto,” will be the idea that all literary texts form a body upon which writers may feast when they compose new works. Devouring, plundering, and appropriating will be central concepts for our seminar. We’ll debate the politics of literary transculturation (hybridity/mestizaje/métissage), and discuss diasporic and multilingual U.S. American poetry (Louisiana Creole poetry, Nuyorican Poets Café, etc.). We will also investigate issues of authorship and originality; constraint, sampling, and parody; and poetic hoaxes and frauds. Readings may include theoretical texts from Édouard Glissant, Ángel Rama, Néstor García Canclini, and Roberto Schwarz, as well as Deleuze, Foucault, Kristeva, and Barthes. Poetry may be drawn from Caribbean writers Césaire, Senghor, Walcott, Brathwaite, Martí, Palés Matos; Brazilians Haroldo and Augusto de Campos; and North Americans Langston Hughes, Claude McKay, Myung-Mi Kim, Kenneth Goldsmith, Susan Howe, and Christian Bök.
Instructor(s): R. Galvin
Area: Humanities.

Interdepartmental
AS.360.133. Freshman Seminar: Great Books at Hopkins.
Students attend lectures by an interdepartmental group of Hopkins faculty and meet for discussion in smaller seminar groups; each of these seminars is led by one of the course faculty. In lectures, panels, multimedia presentations, and curatorial sessions among the University’s rare book holdings, we will explore some of the greatest works of the literary and philosophical traditions in Europe and the Americas. Close reading and intensive writing instruction are hallmarks of this course; authors for Fall 2015 include Homer, Thucydides, Dante, Milton, Diderot, Shelley, Nietzsche, Nabokov, and Douglass.
Instructor(s): E. Patton; E. Russo; R. Bett; S. Achinstein; W. Stephens
Area: Humanities.

AS.360.246. Islamic Literature, Beloved of Western Thinkers.
This course examines political, erotic, aesthetic, and religious aspects of attraction between Western thinkers in a Christian milieu (e.g. Gide, Emerson, Thoreau) and classical works of Islamic literature (Rumi, Hafiz, Abu Nuwas, Arabian Nights).
Instructor(s): J. Bush
Area: Humanities, Social and Behavioral Sciences.

Program in Latin American Studies
AS.361.316. Caribbean Writing in Shakespeare, V. S. Naipaul, and Alejo Carpentier.
Readings and polemics concerned with Shakespeare’s play The Tempest (1610-1611) and its postcolonial afterlives; V. S. Naipaul’s novel A House for Mr. Biswas (1961); and Alejo Carpentier’s El siglo de las luces (1962). The socio historical and political contexts of each work and authorship will be considered in depth in terms of dominant notions of writing in current critical theory. Cross-listed with GRLL, English, and Writing Seminars.
Instructor(s): E. Gonzalez
Area: Humanities, Social and Behavioral Sciences.

Center for Africana Studies
This course will explore the history and development of African American poetry from 1750 to the present (blues, rap, and hip-hop) examining the role of race, art, and cultural identity.
Instructor(s): H. Robbins
Area: Humanities, Social and Behavioral Sciences.

Study of Women, Gender, Sexuality
AS.363.302. Queer Identity?
What does “queer” mean? And who gets to say? This course examines tensions, ambiguities, and contradictions that have emerged in popular, political, and theoretical discourses over the past 25 years.
Instructor(s): J. Chilton
Area: Humanities, Social and Behavioral Sciences.

AS.363.326. Capitalism and Gender.
This course explores a range of critical work relating capitalism to gender, sex, and sexuality: from theoretical accounts of witchcraft, marriage, and prostitution at the birth of capitalist social relations, to classic feminist debates around housework and reproduction, to contemporary thought on affect, finance, and the global dimensions of women’s labor. As a centerpiece to the course we will read sections from Capital, interrogating the place of gender in Marx’s text while developing a grasp of its arguments and influence.
Instructor(s): C. Westcott
Area: Humanities.

Program in Museums and Society
AS.389.355. Literary Culture in the Nineteenth-Century Library.
What did people actually read in the nineteenth century? What can we learn from their books and magazines? In this class, we read nineteenth-century English and American literary works and examine nineteenth-century literary objects from the collection of the George Peabody Library, to better understand the cultural and material environments within which literary works circulated. Featured writers likely to include Edgar Allan Poe, Charles Dickens, Harriet Beecher Stowe, Emily Dickinson, Mark Twain, Stephen Crane. Several field trips to the Peabody Library throughout the semester.
Instructor(s): G. Dean
Area: Humanities.

AS.389.359. Literary Archive.
This course invites students to grapple with the theory and practice of building literary archives in 19th- and 20th-century American culture. For the final project students will work collaboratively to build a digital archive and exhibit of selected materials from the JHU rare book and manuscript collections. Meets in Special Collections. Cross-listed with English. M&S practicum course.
Instructor(s): G. Dean
Area: Humanities.

AS.389.360. American Literature on Display.
Focusing on late 19th and early 20th c American literature, course examines representations of “display” within different literary genres and track how display simultaneously shapes print culture and social concerns of the period. Course culminates in the creation of a student-curated digital exhibit using archival and rare book materials to contextualize the work of the journalist, poet and fiction writer Stephen Crane. M&S practicum course.
Instructor(s): G. Dean
Area: Humanities.

For current course information and registration go to https://isis.jhu.edu/classes/
AS German Romance Languages Literatures Courses

AS.210.101. French Elements I.
Provides a multi-faceted approach to teaching language and culture to the novice French student. The first semester emphasizes listening and speaking, while laying the foundation in grammar structures, reading, and writing. This course is designed for true beginners: Students with any previous background must take the placement test (http://www.advising.jhu.edu/placement_french.php) and receive below 30 (or below 200 on Webcape). Must complete both semesters successfully in order to receive credit. May not be taken on a Satisfactory/Unsatisfactory basis. Instructor(s): C. Guillemand; Staff.

AS.210.102. French Elements II.
Provides a multi-faceted approach to teaching language and culture to the novice French student. The emphasis of the course is an aural-oral proficiency without neglecting the other basic skills of grammar structure, phonetics, reading, and writing. May not be taken Satisfactory/Unsatisfactory. Recommended course background: AS.210.101 or AS.210.103. Instructor(s): C. Guillemand; Staff.

AS.210.103. Learner Managed French Elements I.
This beginner course is specifically designed for students who have had some exposure to French. They must take the mandatory placement test: http://www.advising.jhu.edu/placement_french.php, and receive between 30 and 49. They will cover the first semester of French Elements at a pace suited for "false beginners" with major online components to supplement class instruction. Must complete the year with 210.102 or 210.104 to obtain credit. May not be taken on a Satisfactory/Unsatisfactory basis.

AS.210.104. Learner Managed French Elements II.
Continuation of the refresher course AS.210.103, offered for three credits and letter grade. Recommended for self-motivated students who have some knowledge of French and wish to continue their review of the language intensively. Major online component supplements in-class instruction. Prerequisites: AS.210.101 OR AS.210.103 or appropriate test score.
Instructor(s): B. Anderson.

AS.210.111. Spanish Elements I.
This is an introductory Spanish language course. On completion of this course, the students will have acquired the basic communicative and grammatical skills necessary for speaking, writing, listening and reading in Spanish. Students will demonstrate these skills through their performance in class, by completing several online assignments, and by taking part in three group presentations in addition to two comprehensive exams which focus on the following thematic topics: Greetings, University Life, Family and Leisure. Students will also be introduced to the culture, history and geography of various Spanish and Latin American countries. The content covered in Spanish Elements I is the foundation for all consecutive Spanish courses. There are no prerequisites for this course. A placement exam is often required to ensure the appropriate level. Students wishing to retain credits for Spanish Elements I must complete Spanish Elements II with a passing grade. Your enrollment in Spanish Elements I will not be considered for approval until you have emailed the Spanish Language Director. Instructor(s): M. Tracy; Staff.

AS.210.112. Spanish Elements II.
This introductory Spanish language course is a continuation of the content covered in Spanish Elements I. On completion of this course, the students will have further developed the communication and grammatical skills necessary for speaking, writing, listening and reading in Spanish. Students will demonstrate these skills through their performance in class, by completing several online assignments, and by taking part in three group presentations in addition to two comprehensive exams which focus on the following thematic topics: Food, Sports, Shopping, Travel, and Health. Students will also be introduced to the culture, history and geography of various Spanish and Latin American countries. The content covered in Spanish Elements II prepares the students for Intermediate Spanish. May not be taken satisfactory/unsatisfactory. No new enrollments permitted after 4th class session Prerequisite: AS.210.111 or appropriate webcase score. Prerequisites: AS.210.111 or appropriate webcase score. Instructor(s): M. Tracy; Staff.

Summer Abroad Program. First semester college-level Portuguese. Students will develop basic listening, speaking, reading and writing skills. Some cultural readings are included. This course is intended for program participants with little or no prior Portuguese language instruction. Open to Brazil Program applications only. Course must be taken for a letter grade.
Instructor(s): F. De Azeredo Cerqueira.

AS.210.151. Italian Elements I.
This is a four-credit course, and Italian Elements II (AS.210.152) must be completed in the Spring 2014 to receive credit. The aim of the course is to provide students with basic listening, reading, writing, speaking and interactional skills in the language. All classes are conducted in Italian; oral participation is strongly encouraged from the beginning. Students wishing to retain credits for Italian Elements I must complete Italian Elements II with a passing grade. No Satisfactory/Unsatisfactory option.
Instructor(s): A. Zannirato; Staff.

AS.210.152. Italian Elements II.
Course helps students develop basic listening, reading, writing, speaking, and interactional skills in Italian. The content of the course is highly communicative, and students are constantly presented with real-life, task-based activities. Course adopts a continuous assessment system (no mid-term and no final).
Prerequisites: AS.210.151 or Placement Exam Part 1.
Instructor(s): A. Zannirato; Staff.

AS.210.161. German Elements I.
Four skills introduction to German language and culture. Develops proficiency in speaking, writing, reading, and listening skills through the use of basic texts, multi-media, and communicative language activities. Online tools required. Both semesters must be completed with passing grades to receive credit. May not be taken on a Satisfactory/Unsatisfactory basis. Tuesday section is a mandatory hour; choose your section based on the MWF time. Conflicts with Tuesday hour can be resolved after start of semester. Language Program Director: Deborah Mifflin. Students wishing to retain credits for German Elements I must complete German Elements II with a passing grade.
**AS.210.162. German Elements II.**
Continuation to the introduction to the German language and a development of reading, speaking, writing & listening through the use of basic texts and communicative activities. The culture of the German-language countries is also incorporated into the curriculum. May not be taken on a Satisfactory/Unsatisfactory basis. Choose your section based on MWF schedule. Tuesday hour is mandatory but flexible and conflicts with Tuesday hour can be resolved after the start of the semester.

**Prerequisites:** AS.210.161 or appropriate score on placement exam.

Instructor(s): D. Mifflin; Staff.

**AS.210.163. Elementary Yiddish I.**
Year-long course. Includes the four language skills: reading, writing, listening, and speaking, and is designed to introduce students to Yiddish culture through text, song, and film. Emphasis is placed on the acquisition of Yiddish as a tool for the study of Yiddish literature and Ashkenazic history and culture, and on the active use of the language in oral and written communication. Both semesters must be taken with a passing grade to receive credit. Students wishing to retain credits for Yiddish Elements I must complete Yiddish Elements II with a passing grade.

Instructor(s): B. Caplan.

**Area:** Humanities.

**AS.210.164. Elementary Yiddish II.**
Year-long course that includes the four language skills--reading, writing, listening, and speaking--and introduces students to Yiddish culture through text, song, and film. Emphasis is placed both on the acquisition of Yiddish as a tool for the study of Yiddish literature and Ashkenazic history and culture, and on the active use of the language in oral and written communication. Both semesters must be taken with a passing grade to receive credit. Recommended Course Background: AS.210.163 or instructor permission.

Instructor(s): B. Caplan

**Area:** Humanities.

**AS.210.171. Italian Elements I for Advanced Spanish Speakers.**
Course draws on the many similarities between Spanish and Italian to help students develop basic listening, reading, writing, speaking, and interactional skills in Italian in an accelerated fashion. The content of the course is highly communicative, and students are constantly presented with real-life, task-based activities. Course is taught in Spanish and Italian. Students completing both semesters with a grade of A- or higher will be able to place into Advanced Italian I (AS.210.351)

**Instructor(s): A. Zannirato**

**Area:** Humanities.

**AS.210.172. Italian Elements II for Advanced Spanish Speakers.**
Course draws on the many similarities between Spanish and Italian to help students develop basic listening, reading, writing, speaking, and interactional skills in Italian in an accelerated fashion. The content of the course is highly communicative, and students are constantly presented with real-life, task-based activities. Course is taught in Spanish and Italian. Students successfully completing the course with a grade of A- or higher will be allowed to place into Advanced Italian I (AS.210.351)

**Prerequisites:** AS.210.171 with a grade of A- or higher.

Instructor(s): A. Zannirato

**Area:** Humanities.

**AS.210.177. Portuguese Elements.**
This one-year course introduces students to the basic skills in reading, writing, and speaking the language. Emphasis is placed on oral communication with extensive training in written and listening skills. Class participation is encouraged from the very beginning. All classes are conducted in Portuguese. Extensive language lab is required. Students must complete both semesters with passing grades to receive credit. May not be taken on a Satisfactory/Unsatisfactory basis. No previous knowledge of Portuguese is required. Students wishing to retain credits for Portuguese Elements I must complete Portuguese Elements II with a passing grade.

Instructor(s): F. De Azeredo Cerqueira.

**AS.210.201. Intermediate French I.**
This course develops skills in speaking, listening comprehension, reading, and writing. Systematic review of language structures with strong focus on oral communication and acquisition of vocabulary; extensive practice in writing and speaking; readings and films from French-speaking countries. Recommended Course Background: AS.210.102 or AS.210.104 or score between 65 and 89 on Placement test I.

**Prerequisites:** Students who have taken AS.210.201 [ High Intermediate French ] are ineligible to register for AS.210.201

Instructor(s): S. Roos; Staff

**Area:** Humanities.

Focus on oral communication; develops skills in oral and written expression, listening comprehension, and reading, with extensive study of films and readings from French-speaking countries. Online component via Blackboard. Continuation of AS.210.201. Recommended course background: AS.210.201 or AS.210.203.

Instructor(s): S. Roos; Staff

**Area:** Humanities.

**AS.210.203. High Intermediate French I.**
A two-semester course offering a systematic review of language structures, conducted exclusively in French. This course is for students who can express themselves more fluently in both their written and oral work and can analyze more difficult texts than in Intermediate French. Students will study authentic texts, including film "text," and focus on their written and oral skills. Extensive reading and writing is required. Credit will not be given if previously enrolled in 210.201-202 or the equivalent. Recommended Course Background: AS.210.102 or appropriate score on Webcape exam.

**Prerequisites:** Students who have taken AS.210.201 [ Intermediate French I ] are ineligible to take AS.210.203

Instructor(s): A. Wuensch

**Area:** Humanities.
AS.210.204. High Intermediate French II.
This course is for students who can express themselves more fluently in both their written and oral work and can analyze more difficult texts than in Intermediate French. Students will study authentic texts, including film "texts", and focus on their written and oral skills. Taught exclusively in French. Credit will not be given if previously enrolled in AS.210.201-AS.210.202 or the equivalent. Recommended Course Background: AS.210.201, AS.210.203, or Webcape score between 420 and 480.
Prerequisites: Students who have taken AS.210.202 [Intermediate French II] are ineligible to register for AS.210.204
Instructor(s): A. Wuensch
Area: Humanities.

AS.210.207. German Pronunciation & Diction Practice.
One-credit course focusing on pronunciation and diction. Students will improve their accent, intonation, sentence melody, and will gain confidence while speaking and reading aloud. Individual feedback and strategies for improvement through regular audio recordings. May be taken Satisfactory/Unsatisfactory. Not for major/minor credit.
Prerequisites: AS.210.161 or above
Instructor(s): D. Mifflin; Staff
Area: Humanities.

This 5-week intensive course will cover the material of Intermediate French II. Through examining excerpts of popular French theater plays (by Camus, Sartre, Feydeau, Ionesco, and others), this class proposes to 1) improve French speaking and writing skills (pronunciation, intonation, vocabulary, syntax, argumentative reasoning, creative writing) 2) understand the linguistic nuances and socio-cultural practices expressed in the texts 3) learn the basic tools of acting (body language, vocal projection, physical expressivity, emotional expression, stage direction, improvisation, etc.). The course will include watching filmed representations of plays, as well as a performance at the end of the term. The daily hour overlapping with the Advanced class will focus on personalized, interactive, and level-based exercises.
Prerequisites: AS.210.201 or AS.210.205 or appropriate placement.
Instructor(s): K. Haklin
Area: Humanities.

This course introduces students to the sound system of French: its development over centuries, its standardized Parisian form versus regional and international dialects and accents, and the popularity of "word games" (abbreviations, acronyms, and verlan). The course will include extensive practice in perceiving, articulating, and transcribing sounds, words, and intonation groups through viewing film clips, listening to songs, and completing in-class lab assignments. Recorded speech samples obtained at the beginning, middle, and end of the semester will allow students to track their progress in moving toward more native pronunciation and intonation. May be taken concurrently with AS.210.205 or AS.210.305.
Instructor(s): B. Anderson; Staff
Area: Humanities.

This 5-week intensive course will cover the material of Intermediate French I with an emphasis on listening comprehension and speaking: an attractive selection of classic and contemporary French movies (Les Intouchables, Manon des Sources, La Vie en rose, Sugar Cane Alley, among others) will enhance students' acquisition of the language and will deepen their understanding of French and francophone cultures. The daily hour overlapping with the Advanced class will focus on personalized, interactive, and level-based grammar followed by group discussion on the movies. Creative role-play activities will develop students' fluency.
Prerequisites: AS.210.102 or appropriate placement; placement exam link available at grll.jhu.edu
Instructor(s): C. Guillemand
Area: Humanities.

AS.210.211. Intermediate Spanish I.
Intermediate Spanish I is a comprehensive study of Spanish designed for students who have attained an advanced elementary level in the language. The course is organized around a thematic approach to topics relevant to contemporary Hispanic culture. Students will practice the four language skills in the classroom through guided grammatical and creative conversational activities and through the completion of three comprehensive exams. Outside of class, students will complete extensive online assignments and write three major compositions (as part of the three exams). In addition, students will broaden their knowledge of Hispanic culture by viewing a Spanish-language film and by reading several literary selections. Successful completion of Intermediate Spanish I will prepare students for the next level of Spanish (Intermediate Spanish II). May not be taken satisfactory/unsatisfactory. No new enrollments permitted after September 13th.
Prerequisites: AS.210.112 or appropriate placement exam score.
Instructor(s): B. Weingarten; Staff
Area: Humanities.

AS.210.212. Intermediate Spanish II.
Intermediate Spanish II is a comprehensive study of Spanish designed for students who have attained a mid-intermediate level in the language or who have completed Spanish 212. The course is organized around a thematic approach to topics relevant to contemporary Hispanic culture. Students will practice the four language skills in the classroom through guided grammatical and creative conversational activities and through the completion of three comprehensive exams. Outside of class, students will complete extensive online assignments and write three major compositions (as part of the three exams). In addition, students will broaden their knowledge of Hispanic culture by viewing a Spanish-language film and by reading several literary selections. Successful completion of Intermediate Spanish II will prepare students for the next level of Spanish (Advanced Spanish I). May not be taken satisfactory/unsatisfactory. No new enrollments permitted after September 13th.
Prerequisites: AS.210.211 or appropriate webcape score.
Instructor(s): B. Weingarten; Staff
Area: Humanities.

AS.210.250. Program Abroad: Objective Portuguese - Level II.
Summer Abroad Program. Third semester college-level Portuguese. Students develop basic listening, speaking, reading and writing skills. Cultural readings included. The class is designed to further develop and strengthen the language skills acquired in Portuguese 210.177 & 210.178. Open to Brazil Program applications only. Course must be taken for a letter grade.
Instructor(s): F. De Azeredo Cerqueira.
AS.210.251. Intermediate Italian I.
Taught in Italian. Course continues building on the four essential skills for communication presented in Italian Elements courses (listening, speaking, reading, writing) on topics of increasing complexity. Course adopts a continuous assessment system. May not be taken Satisfactory/ Unsatisfactory.
Prerequisites: AS.210.152 or placement exam
Instructor(s): A. Zannirato; L. Proietti; Staff
Area: Humanities.

AS.210.252. Intermediate Italian II.
Taught in Italian. Course continues building on the four essential skills for communication presented in Intermediate Italian I (listening, speaking, reading, writing) on topics of increasing complexity. Course adopts a continuous assessment system. May not be taken Satisfactory/ Unsatisfactory.
Prerequisites: AS.210.251 or appropriate placement exam scores (Parts I/II).
Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

AS.210.261. Intermediate German I.
Taught in German. This course continues the same four-skills approach (speaking, writing, reading, and listening) from the first-year sequence, introducing and practicing more advanced topics and structures. Expansion and extension through topical readings and discussion and multi-media materials. Online tools required. Language Program Director: Deborah Mifflin
Prerequisites: AS.210.162 or placement by exam.
Instructor(s): H. Wheeler; Staff
Area: Humanities.

AS.210.262. Intermediate German II.
Taught in German. This course is designed to continue the four skills (reading, writing, speaking and listening) approach to learning German. Readings and discussions are topically based and include fairy tales, poems, art and film, as well as readings on contemporary themes such as Germany’s green movement. Students will also review and deepen their understanding of the grammatical concepts of German.
Prerequisites: AS.210.261 or placement exam.
Instructor(s): H. Wheeler; Staff
Area: Humanities.

AS.210.263. Intermediate Yiddish I.
This course will focus on understanding the Yiddish language as a key to understanding the culture of Yiddish-speaking Jews. Emphasis will be placed on reading literary texts and historical documents. These primary sources will be used as a springboard for work on the other language skills: writing, listening, and speaking. Recommended Course Background: AS.210.164 or equivalent, or two years of German and permission of instructor.
Area: Humanities.

AS.210.264. Intermediate Yiddish II.
Continuation to Intermediate Yiddish I. This course will focus on understanding the Yiddish language as a key to understanding the culture of Yiddish-speaking Jews. Emphasis will be placed on reading literary texts and historical documents. These primary sources will be used as a springboard for work on the other language skills: writing, listening, and speaking. Recommended Course Background: AS.210.263 or instructor permission.
Instructor(s): B. Caplan
Area: Humanities.

AS.210.266. German Conversation.
This course is designed for intermediate and above students who wish to improve their conversational and oral presentational language skills. The syllabus aims to provide useful, relevant language and necessary discourse structures to hold conversations and presentations on varied topics of an everyday, as well as academic nature. Students will practice German to build confidence, develop fluency, and improve pronunciation and accuracy. Short texts, audio and films will provide the basis for discussion. Students’ fields of study and interests will be incorporated into the syllabus and tasks will be matched to the ability level of the students enrolled. Recommended Course Background: AS.210.262 or two years of college German or equivalent. May be taken concurrently with other courses in German. May be taken Pass/Fail. Not for major or minor credit.
Instructor(s): D. Mifflin.

More advanced training in the skills of the language with emphasis on vocabulary building, ease and fluency in the language through the use of a multifaceted approach. Materials used immerse students in the cultures of Brazil, Portugal, and Portuguese-speaking Africa, and reflect the mix of cultures at work in the contemporary Lusophone world. All classes are conducted in Portuguese. Extensive language lab is required. May not be taken on a Satisfactory/Unsatisfactory basis.
Prerequisites: AS.210.178 or instructor approval.
Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

This course is conducted entirely in Portuguese. Emphasis is placed on vocabulary building, ease and fluency in the language through the use of a multifaceted approach. Materials used immerse students in the cultures of Brazil, Portugal, and Portuguese-speaking Africa, and reflect the mix of cultures at work in the contemporary Lusophone world. Lab work required.
Prerequisites: Prerequisite: AS.210.177 AND AS.210.178 or placement test.
Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

This course is designed for highly motivated undergraduate and graduate students who want to SPEAK Portuguese. Conversation sessions provide intensive work on communication skills through discussion on issues raised in films, news media & music. Grammar will be reviewed as needed outside of class with tutors or TA, freeing class time for more communicative activities. May not be taken on a Satisfactory / Unsatisfactory basis. Recommended Course Background: one semester of Portuguese (AS.210.177), or Placement test.
Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

AS.210.301. Advanced Writing and Speaking in French.
This very interactive third-year language course proposes, in the shape of animated class discussions, to 1) read fictional and non fictional texts through the French explication de textes approach 2) review and develop grammar and conjugation skills and 3) learn an array of new vocabulary as well as idiomatic expressions used in everyday speech. Focus will be placed on improving language skills through an individualized review of grammar and vocabulary. Language Program Director: Kristin Cook-Gailloud
Instructor(s): A. Labat; K. Cook-Gailloud; L. Carliou; Staff
Area: Humanities.
AS.210.302. Advanced Writing and Speaking in French II.
Designed to further reveal the most fascinating and fearsome features of both written and spoken French, this unconventional course takes into account the unique profile of Johns Hopkins’ undergraduates by addressing their ability to generate powerful and new ideas. To that effect, this course proposes to involve students directly in the process of learning and assessing by raising participatory questions such as “What is the best way to learn this grammar point? What type of test will actually allow me to learn the material so I don’t forget it the next day? How can I move towards fluency without feeling discouraged?” In full knowledge of our students’ ability to analyze and explore these questions, but also of the exceptionally high challenges they face today, this experimental, self-reflective course endeavors to get rid of needless (and unproductive) stress, and invite them to take pleasure in discovering how to better learn and master the French language.
Instructor(s): A. Wunsch; B. Anderson; Staff
Area: Humanities.

AS.210.306. Medical French.
This interactive course is designed to provide students with specific linguistic tools used in medical and public health fields, as well as a comprehensive understanding of health care systems in the French and francophone world. Through a wide range of media (newspaper articles, scenes from TV series, excerpts of historical and literary texts) and group discussions, we will focus on topics such as physical and mental health, consultation and diagnosis, hospitalization, specialized fields (epidemiology, neurology, psychiatry, etc.) and deontology.
Prerequisites: Prereq: AS.210.201 OR AS.210.202 or equivalent or permission (kacg@jhu.edu)
Instructor(s): K. Cook-Gailloud
Area: Humanities.

AS.210.309. The Sounds of French.
This course introduces students to the sound system of French: its development over centuries, its standardized Parisian form versus regional and international dialects and accents, and the popularity of "word games" (abbreviations, acronyms, and verlan). The course will include extensive practice in perceiving, articulating, and transcribing sounds, words, and intonation groups through viewing film clips, listening to songs, and completing in-class lab assignments. Recorded speech samples obtained at the beginning, middle, and end of the semester will allow students to track their progress in moving toward more native pronunciation and intonation. Recommended Course Background: AS.340.101-AS.340.102 or equivalent; AS.210.301 (may be taken concurrently).
Instructor(s): B. Anderson; Staff
Area: Humanities.

AS.210.311. Advanced Spanish I.
This course is a comprehensive study of the Spanish language focused on the continuing development of students’ communicative abilities and their knowledge of Hispanic cultures. Students will expand their use of basic structures of Spanish with a special emphasis on more difficult grammatical and vocabulary aspects, and further improve both their oral and written skills. Students will sharpen their critical thinking skills and listening abilities utilizing movies and written texts. This course combines an extensive use of an online component with class participation and three exams. Upon successful completion of this course, students will have acquired extended complex language tools that facilitate proficiency in Spanish and its use in various professional contexts. May not be taken satisfactory/unsatisfactory. New enrollments permitted after September 13th.
Prerequisites: AS.210.212 or AS.210.213 or appropriate placement exam score.
Instructor(s): A. Hubbard; Staff
Area: Humanities.

AS.210.312. Advanced Spanish II.
This course is thorough review of the Spanish language focused on the development of students’ communicative abilities and their knowledge of Hispanic cultures. Students will both expand their knowledge of the basic structures of Spanish, with special emphasis on more difficult grammatical and vocabulary aspects, and further improve on oral and written skills. Students will increase their critical thinking skills and listening abilities utilizing movies and written texts. This course combines an extensive use of an online component, class participation and three exams. Upon successful completion of this course, students will have acquired more complex language tools to become proficient in Spanish and its use in various professional contexts. May not be taken satisfactory/unsatisfactory. New enrollments permitted after September 13th.
Prerequisites: AS.210.311 (Advanced Spanish) or appropriate placement exam score.
Instructor(s): A. Hubbard; Staff
Area: Humanities.

AS.210.313. Medical Spanish.
Medical Spanish is a comprehensive examination of vocabulary and grammar for students who either work or intend to work in medicine and health-related fields in Spanish-speaking environments. The student will be able to participate in conversations on topics such as contrasting health systems, body structures, disorders and conditions, consulting your doctor, physical and mental health, first-aid, hospitalization and surgery on completion of this course. In completing the course’s final project students will apply, synthesize, and reflect on what has been learned in the class by creating a professional dossier individualized to their professional interests. May not be taken satisfactory/unsatisfactory. Not open to native speakers of Spanish. No new enrollments permitted after September 13th.
Prerequisites: 210.311 (Advanced Spanish I) or appropriate webcape score
Instructor(s): M. Ramos; Staff
Area: Humanities.
Students will increase their vocabulary and practice grammar structures closely related to trade and business practices in the public and private sectors. All language skills are equally emphasized. Highly recommended to students majoring in Business and International Relations. There will be an intensive online component. No Satisfactory/Unsatisfactory option. Students will increase their vocabulary and practice grammar structures closely related to trade and business practices in the public and private sectors. All language skills are equally emphasized. Highly recommended to students majoring in Business and International Relations. There will be an intensive online component. No Satisfactory/Unsatisfactory option. Language Program Director: Loreto Sanchez-Serrano
Prerequisites: AS.210.311 or appropriate S-Cape score
Instructor(s): M. Ramos; Staff
Area: Humanities.

AS.210.315. Spanish for International Relations.
Spanish for international relations is an advanced examination of grammar and an analysis of international relations' topics in Spanish. By completion of this course the student will have developed the ability to read, critically discuss and demonstrate mastery of political and socio-economic issues in Spanish-speaking environments. Potential topics include a survey of the professions in international relations, NGOs in Latin America, intellectual property, cultural diplomacy, remesas, regional coalitions and treaties, and the environment. Class presentations and final projects will allow students to apply, synthesize, and reflect on what has been learned in the class by participating in a global simulation that will include a written exercise individualized to their own personal musical interests. May not be taken satisfactory/unsatisfactory. Not open to native speakers of Spanish. No new enrollments permitted after the third class session. Co-listed with AS.211.319
Prerequisites: AS.210.311 or appropriate placement exam score.
Instructor(s): M. Ramos; Staff
Area: Humanities.

AS.210.316. Conversational Spanish.
Conversational Spanish surveys high-interest themes, discusses short films by contemporary Hispanic filmmakers and offers a thorough review of grammar. The student will be able to participate in conversations on topics such as personality traits, social media, political power, art and lifestyles on completion of this course. Conversational skills mastered during the course apply to all careers interconnected by Spanish. May not be taken satisfactory/unsatisfactory. Not open to native speakers of Spanish. No new enrollments permitted after September 13th.
Prerequisites: AS.210.311 (Advanced Spanish I) or appropriate placement exam score.
Instructor(s): M. Ramos; Staff
Area: Humanities.

This third-year course is a hands-on and process-oriented introduction to discussion and compositional analysis. On completion of this course, students will have improved their Spanish writing skills in various types of compositions they might be expected to write in academic settings and in real-life formats such as film reviews, letters to the editor, cover letters, etc. The course also focuses on refinement of grammar and vocabulary use. May not be taken satisfactory/unsatisfactory. Not open to native speakers of Spanish. No new enrollments permitted after September 13th.
Prerequisites: AS.210.312 or appropriate placement exam score.
Area: Humanities.

¡Salsa! The Afro-Antillean song surveys Caribbean music in an international Spanish-speaking context. As a language course, it reviews grammar and instills vocabulary acquisition through the close analysis of the biggest hits of salsa from the past one hundred years. In completing the course's final project students will apply, synthesize, and reflect on what has been covered in the class by creating a professional dossier individualized to their own personal musical interests. On completion of this course the student will have developed the ability to read and critically discuss music and its history in the Spanish-speaking Caribbean and will have examined cultural roots, market dominance, and media crossovers in the musical universe of the Spanish-speaking archipelago of the Antilles. May not be taken satisfactory/unsatisfactory. Not open to native speakers of Spanish. No new enrollments permitted after the third class session. Co-listed with AS.211.319
Prerequisites: AS.210.311 or appropriate placement exam score.
Instructor(s): M. Ramos
Area: Humanities.

AS.210.350. Program Abroad: Objective Portuguese - Level III.
Summer Abroad Program. Fifth semester college-level Portuguese. Students further improve conversation and comprehension proficiency. Develop reading and writing skills through literary analysis and grammar review. The class is designed to further develop and strengthen the language skills acquired in Portuguese 210.277 & 210.278. Open to Brazil Program applications only. Course must be taken for a letter grade.
Instructor(s): F. De Azeredo Cerqueira.

AS.210.351. Advanced Italian I.
Course presents a systematic introduction to a variety of complex cultural and historical topics related to present-day Italy, emphasizing intercultural comparisons and interdisciplinary, and encouraging a personal exploration of such topics. Course adopts a continuous assessment system (no mid-term and no final), and is conducted entirely in Italian. Year course; must complete both semesters for credit. No Satisfactory/Unsatisfactory option. Language Program Director: Alessandro Zannirato
Prerequisites: AS.210.252 or placement exam
Instructor(s): A. Zannirato; Staff
Area: Humanities.
AS.210.352. Advanced Italian II.
Course presents a systematic introduction to a variety of complex cultural and historical topics related to present-day Italy, emphasizing intercultural comparisons, interdisciplinarity, and encouraging a personal exploration of such topics. Course adopts a continuous assessment system (no mid-term and no final).
Prerequisites: AS.210.351 or appropriate placement exam scores (Parts I, II and III).
Instructor(s): A. Zannirato; Staff
Area: Humanities.

AS.210.361. Advanced German I: Cultural Topics of the Modern German-speaking World.
Taught in German. Topically, this course focuses on defining moments in cultural history in German speaking countries in the 2nd half of the 20th century. Films, texts and other media provide a basis for discussing events in post-war Germany from 1945 to 1989. A review and expansion of advanced grammatical concepts and vocabulary underlies the course. Focus on improving expression in writing and speaking. Language Program Director: Deborah Mifflin
Prerequisites: AS.210.262 or placement exam.
Instructor(s): D. Mifflin; Staff
Area: Humanities.

Taught in German. Topically, this course focuses on contemporary issues such as national identity, multiculturalism and the lingering social consequences of major 20th century historical events. Readings include literary and journalistic texts, as well as radio broadcasts, internet sites, music and film. Students read a full-length novel. Emphasis is placed on improving mastery of German grammar, development of self-editing skills and practice in spoken German for academic use. Introduction/Review of advanced grammar.
Prerequisites: AS.210.361 or equivalent score on placement test.
Instructor(s): D. Mifflin; Staff
Area: Humanities.

Taught in German. Course is designed to familiarize students with the vocabulary and standards for doing business in Germany. Taking a cultural approach, students read texts and engage in discussion that elucidate the works of business, commerce & industry in Germany, the world’s third largest economy. Emphasis is placed on vocabulary expansion and writing as it relates to business.
Prerequisites: AS.210.262 OR AS.210.361 OR AS.210.362.
Instructor(s): H. Wheeler; Staff
Area: Humanities.

Taught in German. This course is designed to provide language training in German tailored to students of science & engineering. Germany has long been a world leader in engineering, most notably in chemical and mechanical engineering. Over the past decades, Germany also has taken a lead in environmental sciences and information technology. In addition, Germany is now becoming an increasingly attractive place to pursue degrees in the technical fields. This course will provide practice and expansion in all language skill areas: analysis of texts, hands-on-activities, preparation of presentations, and discussion of topics. Specific areas of interest to the course members will be taken into consideration for the selection of materials. [Does not replace 210.362 as prerequisite for upper level courses or as major requirement.]
Prerequisites: AS.210.262 OR AS.210.361 OR AS.210.362 OR EQUIVALENT OR PLACEMENT EXAM
Area: Humanities.

This course will provide students who have completed at least two years of Yiddish with the opportunity to hone their skills in all four language areas: reading, writing, listening, and speaking. In addition to advanced grammar study and readings in Yiddish literature, the course will take into account the interests of each individual student, allowing time for students to read Yiddish texts pertinent to their own research and writing.
Instructor(s): B. Caplan
Area: Humanities.

AS.210.368. Advanced Yiddish II.
Continuation of Advanced Yiddish I (AS.210.367). Students will continue to hone their skills in all four language areas: reading, writing, listening, and speaking. In addition to advanced grammar study and readings in Yiddish literature, the course will take into account the interests of each individual student, allowing time for students to read Yiddish texts pertinent to their own research and writing.
Prerequisites: AS.210.367
Area: Humanities.

AS.210.369. Yiddish Texts I.
This course will give students who have completed Advanced Yiddish the chance to improve their proficiency. The curriculum will be determined according to the research interests of the students with an emphasis placed on reading primary texts fluently. Since the course is taught in Yiddish, students will also have ample opportunity to practice the other language skills (listening, speaking, writing).
Prerequisites: AS.210.368 or permission of instructor.
Instructor(s): B. Caplan
Area: Humanities.

AS.210.370. Yiddish Texts II.
Continuation of Yiddish Texts I. This course will give students who have completed Advanced Yiddish the chance to improve their proficiency. The curriculum will be determined according to the research interests of the students with an emphasis placed on reading primary texts fluently. Since the course is taught in Yiddish, students will also have ample opportunity to practice the other language skills (listening, speaking, writing). Recommended Course Background: Yiddish Texts I or permission of the instructor.
Instructor(s): B. Caplan
Area: Humanities.
AS.210.371. From the yidishe gas to the Yiddish Farm: Yiddish Identity and Yiddish Community.
In premodern Ashkenaz, the vernacular Yiddish was an important factor maintaining a distinct Jewish communal identity. With the advent of modernity, and the abandonment of Yiddish by some Jews as their daily language, the choice to speak Yiddish and to use it as a vehicle of modern cultural production became a distinct strand in the web of new Jewish identities. In this course, students will develop a sociolinguistic understanding both of the place of Yiddish in premodern Jewish society, and ways in which the language was -- and is -- seen as essential to living a Jewish life in the modern world. Since this is an advanced language course, readings, discussion and written work will be in Yiddish. Grammar will be reviewed as necessary, according to the needs of the students.
Instructor(s): B. Caplan
Area: Humanities, Social and Behavioral Sciences.

This course will allow students with advanced Yiddish language skills to design their own reading list, in consultation with the instructor, in order to deepen their understanding of an area of Yiddish culture of special interest while at the same time continuing to improve their language skills. Texts may include literary works, scholarship, the press, and archival materials. All discussion and written responses will be in Yiddish.
Instructor(s): B. Caplan
Area: Humanities.

AS.210.391. Advanced Portuguese Language & Literature I.
This third-year course focuses on reading, writing, and oral expression. Under the supervision of the instructor, students will read one or two complete works by major Brazilian, Portuguese, and/or Afro-Portuguese writers each semester, followed by intense writing and oral discussion on the topics covered. Grammar will be reviewed as necessary. Lab work is required. All classes are conducted in Portuguese.
Prerequisites: AS.210.278 or instructor approval.
Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

AS.210.392. Advanced Portuguese: Language and Literature II.
This course focuses on reading, writing, and oral expression. Under the supervision of the instructor, students will read several works by major Brazilian, Portuguese, and/or Afro-Portuguese writers, followed by intensive writing and oral discussion on the topics covered. Grammar will be reviewed as necessary. The course is conducted entirely in Portuguese. No satisfactory/unsatisfactory.
Prerequisites: AS.210.391 or equivalent score on placement test.
Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

AS.210.405. Teaching French in Public School-Community Based Learning.
A Community-Based Learning (CBL) language course for upperclass students that: 1) establishes a mutually beneficial relationship between JHU students, a neighboring Elementary School, and their common community; 2) combines academic components (linguistic, pedagogical and social) with the experiential work with the community partner as a way to reinforce learning. Students participate in weekly meetings in French on campus to prepare for their classes and teach twice a week to 2nd, 3rd, or 4th graders at the Elementary school. Recommended course background: AS.210.301 or AS.210.302.
Area: Humanities.

AS.210.411. Translation for the Professions.
Spanish Translation for the Professions surveys the field of contemporary translation theory and provides practice of translation from English to Spanish. Translation exercises may include comparing and contrasting texts of literature, medicine, health, law, technology, politics, and journalism. Students will identify and differentiate terminology specific to these various fields and will focus on practicing correct uses of the grammatical structures relevant to the translation of both English and Spanish. In the course's final projects students will apply, synthesize, and reflect on what has been learned in the class by completing a translation exercise individualized to their professional interests. Strategies of communication mastered in this course will help students of Spanish throughout their careers, in that achievement of the course objectives will help students discern, translate, and evaluate the usefulness of translations in different professional settings. May not be taken satisfactory/unsatisfactory. Not open to native speakers of Spanish. No new enrollments permitted after September 13th.
Prerequisites: Prereqs: AS.210.313 OR AS.210.314 OR AS.210.315 -
Instructor(s): M. Ramos; Staff
Area: Humanities.

AS.210.412. Spanish Language Practicum-Community Based Learning.
This fourth-year course involves a specially designed project related to the student’s minor concentration. On completion of this course, the student will be able to use the Spanish language in real world contexts. The student-designed project may be related to each student’s current employment context or developed in agencies or organizations that complement student’s research and experimental background while contributing to the improvement of his/her language proficiency. May not be taken satisfactory/unsatisfactory. No new enrollments permitted after September 13th.
Prerequisites: AS.210.411
Instructor(s): L. Sanchez
Area: Humanities.

AS.210.413. Curso de Perfeccionamiento.
This fourth-year course is an in-depth examination of the Spanish grammar, including a wider range of idiomatic expressions and usages than students might have previously encountered. On completion of this course, students will be able to achieve the ACTFL Advanced-Mid to high level in oral and written expression as well as in reading and listening skills. The course will also help to prepare students for the DELE Intermediate or Superior levels, offered by the Instituto Cervantes. May not be taken satisfactory/unsatisfactory. Not open to native speakers of Spanish. No new enrollments permitted after the 4th class session.
Prerequisites: ( AS.210.311 AND (AS.210.312 OR AS.210.317)) AND ( AS.210.313 OR AS.210.314 OR AS.210.315)
Instructor(s): L. Sanchez
Area: Humanities.

This interactive, writing intensive course places emphasis on: 1. Building linguistic tools that will help students reach the highest level of proficiency (advanced lexical, stylistic and idiomatic expressions, linking expressions used in complex sentences, stylistic and grammatical differences between French and English) 2. Enhancing analytical skills through French “Explication de textes” (close reading method) 3. Developing individual style through creative writing
Instructor(s): K. Cook-Gailloud; Staff
Area: Humanities.
AS.210.450. Program Abroad: Objective Portuguese - Level IV.
Summer Abroad Program. Emphasis on the development of communication skills: the ability to comprehend both written and spoken texts, admit speak, read, and write in Portuguese with native-like proficiency. Open to Brazil Program applications only. Course must be taken for a letter grade.
Instructor(s): F. De Azeredo Cerqueira.

This task-based course is designed to prepare students to acquire Effective Operational Proficiency in Italian (C1 level of the Common European Framework). By the end of the course, successful students will be able to 1) understand a wide range of demanding, longer texts, and recognize implicit meaning, 2) produce clear, well-constructed, detailed texts on complex subjects 3) express themselves fluently and spontaneously without much obvious searching for expressions, and 4) use language flexibly and effectively for social, academic, and professional purposes. Extensive independent work required. Course adopts a continuous assessment system (no mid-term and no final), and is conducted entirely in Italian. No Satisfactory/Unsatisfactory option. Recommended Course Background: AS.210.352 with a grade of B+ or higher, or appropriate placement exam score and interview with Language Program Director.
Prerequisites: AS.210.352 with a grade of B+ or higher, or appropriate placement exam score and interview with Language Program Director.
Instructor(s): A. Zannirato.

AS.210.462. Introduction to German Literature & Culture, 1900 - 1945.
This course is designed to introduce students to the analysis literary and cultural topics. A variety of 20th century texts and visual media will form the basis for discussion of literature and cultural phenomena specific to the time period. This semester will focus on the European capitals of Zurich, Vienna, and Berlin, thereby offering a "European" perspective on literary, cultural, and political events after 1900. Continuities between and differences amongst the three German speaking countries will be investigated. Attention is given to improving student writing. Readings, discussion, and written assignments in German. Recommended Course Background: AS.210.361-AS.210.362
Area: Humanities.

Instructor(s): K. Cook-Gailloud.

Instructor(s): K. Cook-Gailloud; Staff
Area: Humanities.

AS.210.541. Italian Independent Study-Language.
Prerequisites: AS.210.252 or higher or placement exam score Parts 1 and II.
Instructor(s): A. Zannirato
Area: Humanities.

Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

Instructor(s): D. Mifflin
Area: Humanities.

Required for all in-coming teaching assistants in the Department of German and Romance Languages, this course involves a series of workshops which will focus on an overview of the tenets of second language acquisition (SLA) and the research which informs current teaching practice. Students will both study the current state of the L2L profession and look at different methods and techniques for effective second language teaching and learning. The focus of the course will be on the practical applications of the theoretical foundation. This is a full year course meeting 6 times per semester.
Instructor(s): A. Zannirato; D. Mifflin; L. Sanchez
Area: Humanities.

The goal of this course is 1) to familiarize students with different theoretical and practical approaches of language teaching and learning and 2) to understand how these approaches can be used to create a rich learning environment. Participants are expected to engage actively in classroom discussions based on assigned readings, as well as observe classes taught by other instructors in their department. Required for all in-coming teaching assistants in the French section.
Instructor(s): K. Cook-Gailloud
Area: Humanities.

AS.210.615. Adquisicion del espanol como segunda lengua.
This course will aim to clarify for future teachers the important aspect of the Spanish language syntax, related to cultural aspects, second language acquisition, issues of technology and assessment to prepare them for the task they will face in their own language classes. The course will include a review of several topics of Spanish grammar, concepts of second language acquisition and applied linguistics. The course also will help to prepare students for the DELE Superior level offered by the Instituto Cervantes if they opt to take it.
Instructor(s): L. Sanchez
Area: Humanities.

This task-based course is designed to prepare students to acquire Effective Operational Proficiency in Italian (C1 level of the Common European Framework). By the end of the course, successful students will be able to 1) understand a wide range of demanding, longer texts and recognize implicit meaning, 2) produce clear, well-constructed, detailed texts on complex subjects, 3) express themselves fluently and spontaneously without much obvious searching for expressions, and 4) use language flexibly and effectively for social, academic, and professional purposes. Extensive independent work required. Course adopts a continuous assessment system (no mid-term and no final), and is conducted entirely in Italian. No Satisfactory/Unsatisfactory option. Students should have a satisfactory GTA language diagnostic exam score.
Instructor(s): A. Zannirato.
AS.210.661. Reading and Translating German for Academic Purposes.
Taught in English. This is the first semester of a year-long course designed for graduate students in other fields who wish to gain a reading knowledge of the German language. Seniors who intend to do graduate study in other disciplines are also welcome. Instruction includes an introduction to German vocabulary and grammatical structures as well as discussion of relevant translation practices. The goal of the course is for students to gain confidence in reading a variety of texts, including those in their own fields of study. No knowledge of German is assumed. Seniors & Graduate students only.
Instructor(s): H. Wheeler
Area: Humanities.

AS.210.662. Reading & Translating German for Academic Purposes II.
Taught in English. Seniors & Graduate students only. This course is designed for graduate students in other departments who wish to gain reading knowledge of the German language and translation practice from German to English. This course is a continuation of the Fall semester. Focus on advanced grammatical structures and vocabulary. For certification or credit.
Prerequisites: AS.210.661 or permission of instructor.
Instructor(s): H. Wheeler; Staff
Area: Humanities.

AS.210.700. German Language Teaching Practicum I.
Provides methodological and practical support and oversight for graduate student instructors teaching Deutsch als Fremdsprache in the American university context. Two-semester sequence, includes orientation during the week before semester begins. Required for German Graduate Teaching Assistants in the first year of their teaching in the program.
Instructor(s): D. Mifflin.

AS.210.701. German Language Teaching Practicum II.
Required for German Graduate Teaching Assistants in the first year of their teaching in the program. Second semester of a two-semester sequence.

AS.211.104. Freshman Seminar: Weimar on the Pacific: German Exile Culture in the United States.
Freshmen seminar. After Hitler’s seizure of power in 1933, the number of artists and intellectuals who fled the Nazi regime soon rose into the thousands. Many of these German expatriates ultimately settled in the United States (e.g. Los Angeles, New York), where, simultaneously attracted and alienated by their new surroundings, they made a significant impact on American culture. The seminar will explore German Exile Culture in the U.S. in its broad variety spanning a spectrum from film to architecture, literature, and philosophy. Based on the aesthetic and conceptual specificities of the artifacts, class discussions will focus on the relations between art and politics, modernist and mass culture, art and capitalism, culture and democracy. The seminar will close with a look at postwar America and the McCarthy era, when European emigrants became the target of suspicion as left-wing intellectuals.
Instructor(s): A. Krauss
Area: Humanities.

AS.211.174. Media of Propaganda.
Today, promoting a particular political or personal point of view is not viewed as “propaganda,” but rather as building a community of equally minded people. But where do we draw the line, and when does the use of a medium in service of a certain message become intrusive and misleading? What role do democracy and cultural values play in this use or abuse of media? In this class the term “propaganda” will be evaluated carefully and applied to such historical media case studies as the informational use of the radio in World War One, Leni Riefenstahl’s Nazi propaganda films, the legendary success of advertisement campaigns in the 1950s and 1960s, the AIDS movement and other mobilization strategies from the 1980s to the 1990s, and the new values of friendship and propaganda in our current Facebook nation.
Area: Humanities.

This course will introduce students to the history and culture of Ashkenazi Jews through their vernacular, Yiddish, from the settlement of Jews in German-speaking lands in medieval times to the present day. Particular emphasis will be placed on the responses of Yiddish-speaking Jews to the challenges posed by modernity to a traditional society. In addition to studying a wide range of texts—including fiction, poetry, memoir, song, and film—students will learn how to read the Yiddish alphabet, and will prepare a meal of traditional Ashkenazi dishes. No prior knowledge of Yiddish is necessary for this course.
Instructor(s): B. Caplan
Area: Humanities.

AS.211.205. Cosmic Imagination from Dante to Borges.
Since time immemorial humankind has looked to the skies for clues as to our origins, our destiny, and the nature of existence itself. In some ways, one of the hallmarks of western science has been a story of viewing the cosmos in ever greater clarity and detail. Yet the very nature of the universe—its massive size, the distance and obscurity of its farthest reaches—requires the active intervention of our imaginations to picture it, no matter how powerful the technologies we use. In this course we will look at how western cultures from the middle ages to the present have deployed the imaginative tool of literature to try to grasp the ungraspable, and how those attempts in some cases helped prepare intellectuals and scientists to make very real advances in understanding the universe.
Instructor(s): W. Egginton
Area: Humanities.
AS.211.207. Waves of Feminism through Film and Media.
This course will examine the movements known as second- and third-wave feminism as expressed in film and other media since the 1950s. Second-wave feminism—influenced in part by the French philosopher Simone de Beauvoir but driven by social and economic factors in the US and the post-war, industrialized west—departed from the practical exigencies of suffrage that drove the first wave before it and became concerned with defending the identity of women from being defined in terms of patriarchal norms. From popularized images of working women in US television series to the formalist experimentation of the France’s New-Wave in cinema, the media of the sixties and seventies absorbed and explored many of second-wave feminism’s central themes and critiques. Largely a critique of the perceived Euro-centrism of the second wave, third-wave feminism, coined in the early nineties, focused on the experience of women of color and those from the developing world who did not share the relatively privileged backgrounds of their predecessors. The second part of the course will examine how film and media since the nineties has incorporated and reflected this new inclusiveness, and striven to tell stories of women from a broad spectrum of backgrounds. We will take advantage of the visit to Hopkins by acclaimed media artist Sharon Hayes to examine how her own media practice has been shaped by successive waves of feminist thought and has in turn affected feminism. Other works will include the films of Agnès Varda and Shirin Neshat.
Instructor(s): B. Wegenstein
Area: Humanities.

AS.211.209. DADA! Avant-Garde Exorcism.
This course surveys the Dada art and literature movement of the early 20th century in Zurich, Berlin, Paris, and New York. This course compares the visual, performative, and literary arts of Dada through both primary and secondary sources in order to further understand the political and aesthetic theories of this school of thought and their interactions with their unique historical moment, so dominated by mechanization, brutality, and war.
Instructor(s): J. Pelcher
Area: Humanities.

Among the organs of the human body the breast has a special place. A marker of sex, of eroticism, of life, motherhood, even the distinction of the mammalian class of vertebrates, the breast carries as much meaning for humanity as it does vital function. The breast, in other words, is a sign and site where Western culture believes life as such to be situated. Sadly, it is also vulnerable to its virulent and deadly form of what has been recently termed “the emperor of all maladies”: cancer. The loss of the breast can provoke a form of “castration anxiety.” This course will explore the history of the breast as symbol of sex and life, along with the cancer that affects it not merely as a medical condition, but as a powerful symbol in culture, art, and literature.
Instructor(s): B. Wegenstein
Area: Humanities.

AS.211.214. Writing & Thinking About Food.
How do you write about food? Is it possible to describe taste? What role does gastronomy have in literature? Taking advantage of the popularity of “foodie” movement and recent scholarly interest in the role of food in culture, this course considers these questions by examining a wide variety of genres from a comparative perspective. Authors include Epicurus and his commentators, Proust, Brillat-Savarin, Shakespeare, Byron, Cervantes, Neruda, Ferran Adrià, Carolyn Korsmeyer and others.
Instructor(s): A. Sheeran
Area: Humanities.

AS.211.221. Italian Matters Italian Manners.
This is an introductory course to Italian culture relying on a tradition of books of conduct including the Middle Ages, the Renaissance, and today.
Instructor(s): P. Forni
Area: Humanities.

AS.211.225. Inverted Worlds: Topsy-Turvy Perspectives.
This course will examine the concept of the inverted world in art, literature and philosophy. It will focus on the aesthetic forms and ideas most closely associated with the overturning of values. Satire and parody make a mockery of existing institutions and cultural norms. At the same time they claim to provide an insight into the modern human condition. Thus, in this course, we will analyze modernity adopting the lens of the inverted world in order to see what needs to be turned upside down in order to be right side up again.
Instructor(s): E. Edelmann
Area: Humanities, Social and Behavioral Sciences.

AS.211.228. Filming Change: French Society through Documentary.
Since the 1960s France has gone through radical changes impacting all aspects of social life, such as race/class dynamics, union/workplace politics, and gender relations. Filmmakers, specifically those working in a documentary mode, have confronted contemporary events in their complexity and offered some of the most compelling accounts of them. This course will introduce students to the recent history of French documentary film, focusing on its capacity to reflect and to fuel social and historical change. Films by Rouch, Varda, Resnais, Marker, Depardon.
Instructor(s): C. Benaglia
Area: Humanities, Social and Behavioral Sciences.
AS.211.235. Panorama of German Thought I.
Taught in English. German thought is a broad intellectual tradition that encompasses works in an astonishing number of fields including philosophy, aesthetics, sociology, epistemology, psychology, anthropology, history, religious studies, and cultural analysis. The most prominent representatives of this tradition are Luther, Kant, Humboldt, Hegel, Nietzsche, Marx, Warburg, Freud, Benjamin, Kracauer, Weber, Simmel, Cassirer, Auerbach, Adorno, Arendt, Heidegger, and Luhmann. Indeed the study of cultural, historical, and social phenomena as well as of literary and artistic forms would not have been possible without the German intellectual tradition which, beginning with the Enlightenment, emphasized the role of the subject in constituting objects of knowledge and experience. This two-semester survey course will highlight important topics of German Thought, e.g. the subject, consciousness and unconsciousness, Bildung and the idea of the university, the sublime and the uncanny, irony, hermeneutics and translation, the desire for knowledge, tragedy and repetition, civilization, symbolic forms and medial reproduction, memory, and authority in a historical scope. While the first semester (Fall) covers until 1850 (from Luther to Hegel/Kierkegaard), the second (Spring) focuses on Modern German Thought after 1850 (from Marx to Luhmann). Meets with AS.213.235
Instructor(s): E. Strowick
Area: Humanities.

AS.211.236. Panorama of German Thought II.
Panorama of German Thought from Nietzsche to Habermas. Course will examine major thinkers in nineteenth and twentieth-century German thought with emphasis on the response to Enlightenment philosophy, the critique of reason, the questions about the autonomy of the subject and the search for new individual and collective identities. Reading will include traditional philosophical texts (Nietzsche, Cassirer, Heidegger, Adorno, Habermas) as well as works in anthropology (Gehlen, Scheler), sociology (Simmel, Weber), psychology (Mach, Freud), political theory (Marx, Schmitt) and aesthetics (Benjamin, Warburg, Panofsky). This course is a continuation of Panorama of German Thought I, though the first semester is not a prerequisite for the second. Taught in English.
Instructor(s): R. Tobias
Area: Humanities.

AS.211.237. Literature and Medicine.
Taught in English. The course will analyze literary representations of illness as well as explore interfaces between literary and medical knowledge in more general ways. Both literature and medicine can be considered semiotics as they deal with the study of signs; further, both are invested in interpretation. We will analyze the relation between literature and madness, explore “illness as metaphor” (Susan Sontag) and discuss case studies in relation to literary genres (for example, Freud is surprised to notice that his studies on hysteria read like novellas). As prominently depicted in Thomas Bernhard’s “In the Cold” and theoretically analyzed by Michel Foucault, the course will further address the nexus between medical institutions and power. Readings will include: Antonin Artaud, Thomas Bernhard, Georg Büchner, Michel Foucault, Sigmund Freud, Henry James, Franz Kafka, Thomas Mann, Daniel Paul Schreber, Susan Sontag, etc. Films: “Philadelphia” (Jonathan Demme, 1993), “Melancholia” (Lars von Trier, 2011).
Instructor(s): E. Strowick
Area: Humanities.

AS.211.253. Freshman Seminar: Why is the Fiddler on the Roof?: The Shtetl in Modern Jewish Culture.
The most familiar portrayal of the shtetl for an American audience is the setting of the Broadway musical Fiddler on the Roof, where the shtetl, or market town, is a bastion of traditional Jewish life. But what exactly was a shtetl? How did traditional Jews live there, and how were their lives affected by the sweep of modernity? How was the Yiddish language, spoken by all shtetl Jews, both a repository of tradition and an agent of change? How do representations of the shtetl—from corrupt backwater to pious haven—reflect the concerns of Jews from the nineteenth century up to our own day? Through memoir, literature, film and painting, this course will examine actual lives lived in the shtetl, as well as a selection of the many artistic representations of it. All readings will be in English.
Instructor(s): B. Caplan
Area: Humanities.

AS.211.265. Panorama of German Thought.
German thought is a broad intellectual tradition that encompasses works in an astonishing number of fields including philosophy, aesthetics, sociology, epistemology, psychology, anthropology, history, religious studies, and cultural analysis. The most prominent representatives of this tradition include Luther, Leibniz, Kant, Humboldt, Hegel, Nietzsche, Marx, Warburg, Freud, Benjamin, Kracauer, Weber, Simmel, Cassirer, Auerbach, Adorno, Arendt, Heidegger, and Luhmann. Indeed, current approaches to understanding cultural, historical, and social phenomena as well as literary and artistic forms would not have been possible without the German intellectual tradition which, beginning with the Enlightenment, emphasized the role of the subject in constituting objects of knowledge and experience. This survey course will highlight important topics in German Thought, which may include the subject, consciousness and unconsciousness, Bildung and the idea of the university, the sublime and the uncanny, irony, hermeneutics and translation, the desire for knowledge, tragedy and repetition, civilization, symbolic forms and medial reproduction, memory, and authority in a historical scope. Taught in English.
Instructor(s): R. Tobias; Staff
Area: Humanities.

AS.211.271. Taking Risks: Literature and Film.
This course will explore concepts of risk in literary texts, philosophy, sociology, and film and discuss to what extent the effort to avoid risk generates knowledge and influences representations of the world. We will think of risk in the realm of accidents, abysses (of thought), and economy by constantly reflecting upon its use of rhetorical devices. Materials include: Henry James, Martin Heidegger, Friedrich Nietzsche, Franz Kafka, Georges Bataille, "The Wolf of Wall Street" and others.
Instructor(s): N. Tolksdorf
Area: Humanities, Social and Behavioral Sciences.
AS.211.276. The Culture of Italian Football.
This course will use football (soccer, or calcio) as a key to understanding fundamental aspects of Italian culture and society. Through football, you will become familiar with the character of Italian cities, their rivalries, and with their social and linguistic landscapes. We will explore dialects, different social classes, and immigration in Italy, all of which are reflected in the choice of supporting one football club or another. You will also study the use of football in Italian literature, cinema, and music as a metaphor for life, temporality, and for man's quest for happiness. By studying the connection between clubs/cities and the presence of football in Italian arts, you will understand the close relationship, which permeates all of Italian culture, between artistic expression and local identity. No knowledge of Italian is required, but this will be a chance to read Italian texts for those who can. However, everyone will learn some Italian words and expressions.
Instructor(s): F. Brenna
Area: Humanities, Social and Behavioral Sciences.

This course will track uses of “the underground” in major canonical and peripheral literary works in the nineteenth century. Readings will include works by Balzac, Baudelaire, Hugo, and Zola.
Prerequisites: AS.211.402 OR HA.211.402
Instructor(s): R. Powers
Area: Humanities.

AS.211.312. Acting French: learning about French language and culture through theater.
Performing a play in a foreign language not only improves language skills, but develops the ability to express oneself through the body and to communicate both efficiently and elegantly. Using excerpts from popular French stage plays by Camus, Sartre, Feydeau, Ionesco, Pagnol and Rostand among others, this course aims to help students to 1) improve French pronunciation, intonation, syntax, and vocabulary; 2) appreciate and understand linguistic nuance and socio-cultural practices; 3) learn fundamentals of acting that carry over into everyday communication, from body language and vocal projection to the expression of emotion and improvisation. Students will view filmed representations of select plays as well as present an end-of-semester staging. Recommended course background: AS.210.301.
Instructor(s): K. Cook-Gailloud; M. Alhinho
Area: Humanities.

AS.211.318. Women in Pre-Modern French Literature.
This course will examine the changes in the relationship of women to literature in France up to the French Revolution from several points of view: (1) What were the social and intellectual contexts of gender distinctions? (2) How did men writing about women differ from women writing about women? (3) How were these questions affected by the changing norms of literary production? Texts by Marguerite de Valois, Mme. de Sévigné, Molière, Mme. de Lafayette, Prévost, Diderot, Rousseau, Mme d’Épinay and Revolutionary memorialists
Instructor(s): W. Anderson
Area: Humanities.

AS.211.319. ¡Salsa! The Afro-Antillean song.
¡Salsa! The Afro-Antillean song surveys Caribbean music in an international Spanish-speaking context. As a language course, it reviews grammar and instills vocabulary acquisition through the close analysis of the biggest hits of salsa from the past one hundred years. On completion of this course the student will have developed the ability to read and critically discuss music and its history in the Spanish-speaking Caribbean and will have examined cultural roots, market dominance, and media crossovers in the musical universe of the Spanish-speaking Caribbean and will have examined cultural roots, market dominance, and media crossovers in the musical universe of the Spanish-speaking archipelago of the Antilles. In completing the course’s final project students will apply, synthesize, and reflect on what has been covered in the class by creating a professional dossier individualized to their own personal musical interests. Concepts learned in this course will be directly applicable to careers linked to intercultural and international relations while also apply to multiple careers in media, music industry and dance. There is no final exam. May not be taken satisfactory/unsatisfactory. Not open to native speakers of Spanish. No new enrollments permitted after the third class session.
Instructor(s): M. Ramos
Area: Humanities.

AS.211.329. Contemporary Society on Stage: Koltès, Lagarce, Mouawad.
This course proposes to examine six plays by three leading figures in contemporary French theater to see how the social changes that occurred in the last three decades are viewed and expressed in the French-speaking world. We will closely read two plays by each author as well as excerpts by these and other major playwrights. Works by Jean-Luc Lagarce (Derniers remords avant l’oubli) and Bernard-Marie Koltès (Combat de nègre et de chiens) will enable us to see how issues such as homosexuality, new family relationships and urban violence deeply transformed French society in the 80s and 90s, while Incendies and Forêts by Wajdi Mouawad will allow us to ask how these issues, along with immigration, decisively shape today’s global society. Using literary analysis to reflect upon the contemporary moment and its institutions, the course will incorporate to the extent possible performance recordings and films based on the plays. Course taught in French. Scenes from the plays can be performed at the end of the term.
Prerequisites: AS.210.302
Instructor(s): F. Champy
Area: Humanities.

AS.211.330. Curating Media Artists in Residence at JHU.
Curating Media Artists in Residence at JHU: students will be closely involved with JHU’s Program in Museum & Society, JHU’s Center for Advanced Media Studies (CAMS), and the Baltimore Museum of Art (curator KristenHileman) in efforts to research and propose new media artists in residence as well as prepare the residency for 2015. This process will include examining cutting-edge media artists whose work will be discussed both in the classroom as well as on sponsored class trips to media art exhibits in DC and NYC. Students will also assist with the CAMS media art residency of acclaimed French artist Camille Henrot in March 2014.
Area: Humanities.
AS.211.340. Topics in French Cinema: Amour, Sexualité, Mariage.
What is the nature of desire? Where does it come from, and what determines and conditions it? What do we fall in love with when we fall in love? An exploration of a series of films that ask essential questions about the psychological, political, and social stakes of human love, desire and sexuality, and about the institution of marriage. Focus on discussion and analyses of film sequences in class and on oral presentations. Students will have the opportunity to progress in vocabulary and oral expression. Films studied include works of Truffaut, Godard, Bunuel, Kechiche, Haneke, Breillat and Ophuls.
Instructor(s): S. Roos
Area: Humanities.

AS.211.341. Power and Resistance: Approaches to French Political Thought.
Even as a coherent, rational conception of state power emerged in France in as early as the Renaissance, French thinkers never stopped challenging the ways by which power justified itself in order to foster obedience and consensus. In so doing, they focused critically as much on the claims of sovereignty issuing from the top as on the willingness of the governed to submit to them. The course will examine the dialectic between the legitimation and delegitimation of power, from the Renaissance wars of religion to the Revolution and beyond: the haunting fear of the corruption and death of the political body; the notion of permanent crisis; the right to revoke the social contract; the reach of power in shaping minds and bodies. Readings may include works by La Boétie, Bodin, Bayle, Rousseau, Sade, Saint-Just, Constant, Maistre, Tocqueville, Foucault, Lefort and Rancière. Readings and discussion in English.
Instructor(s): E. Russo; W. Anderson
Area: Humanities.

AS.211.346. 20th Century French Theater and Performance.
Taught in English. In this course, we will survey the themes and techniques that marked the theory and practice of theater in France in the 20th century. As we make our way from the early century avant-garde movements such as Futurism and Surrealism to Antonin Artaud’s Theater of Cruelty, from the Theater of the Absurd and mid-century existentialists to the post-1968 turn to collective authorship, our goal will be twofold: First, we will examine the prominent plays of the era as literary products, generated from within specific socio-political contexts. Second, we will attempt to re-construct their three-dimensional lives in performance, how they looked, sounded and felt to those watching. In addition, we will examine how French theater went from being a playwright-centered institution to a director-centered one, and how acting styles transitioned from psychological realism to a focus on the human body. Course materials will include plays, theoretical texts on the theater, as well as directors’ manifestos, rehearsal notes, set and costume designs and filmed recordings of theatrical events. Cross-listed with Theatre Arts and Studies THIS COURSE CAN COUNT EITHER AS A 212 (LITERATURE–AS.212.346) OR AS A 211 (CULTURE) COURSE FOR THE FRENCH MAJOR AND MINORS.
Instructor(s): E. Fisek
Area: Humanities.

AS.211.358. Writing the Great War: French Literature and World War I.
This course examines literary texts engaging with WWI and related topics such as class struggle, gender conflicts, and colonialism. Authors studied include H. Barbusse, J. Cocteau, L.F. Celine, A. Malraux. Course taught in French.
Prerequisites: AS.210.302 OR AS.212.333 OR AS.212.334 OR AS.211.401 OR AS.211.402
Instructor(s): C. Benaglia
Area: Humanities.

AS.211.367. La Nouvelle Vague.
Exploration des films les plus importants et des principaux cinéastes de la Nouvelle Vague française; introduction à l’analyse et à l’appréciation des films. Conducted in French. Recommended Course Background: AS.210.301 or permission of the instructor. Recommended screenings Tuesday 7:30pm. $40 lab fee.
Instructor(s): S. Roos
Area: Humanities.

AS.211.371. Kafka and the Kafkaesque.
Franz Kafka is regarded as one of the most influential writers of the 20th century. To this day, his lucid and subtle prose continues to intrigue literary critics, writers of fiction, and readers with observations that create a fictive world at once strange and familiar, hopelessly tragic and hilariously comical. The related term “kafkaesque” refers to the unique character of a literary universe that is perceived as both eerie and resistant to any classification. In this course, we will analyze texts by Franz Kafka from a variety of perspectives: as investigations into modern institutions and bureaucracy, law, punishment and family structures. Special emphasis will be given to the exploration of Kafka’s poetic practice, i.e. to the material, rhetorical and performative quality of his writing. In addition to reading a selection of Kafka’s prose and analyzing several film adaptations, we will also discuss some influential commentaries on his work and discuss Kafka’s impact on the conceptualization of modernity. Students will gain an in-depth understanding of Kafka’s oeuvre while developing skills in critical analysis and literary close reading.
Area: Humanities.

AS.211.375. Community Based Learning - Documentary Production Practicum: “The Cure:” the History and Culture of Breast Cancer.
This class will accompany Bernadette Wegenstein during some months of producing her feature documentary “The Cure” on the history and culture of breast cancer. It will be a hands on experience with director/producer Bernadette Wegenstein, editor/producer Patrick Wright and cinematographer Allen Moore filming at the GBMC’s Breast Care clinic, the Halsted Medical Archives, and some other Baltimore locations. This class will meet once a week, but some weeks the class will consist in the hands-on experience on the field rather than the actual class meeting.
Instructor(s): B. Wegenstein
Area: Humanities.

AS.211.380. Modern Latin American Culture.
Taught in Spanish. This course will explore the fundamental aspects of Latin America culture from the formation of independent states through the present—in light of the social, political, and economic histories of the region. The course will offer a general survey of history of Latin America, and will discuss texts, movies, songs, pictures, and paintings, in relation to their social, political, and cultural contexts. May not be taken satisfactory/unsatisfactory.
Instructor(s): Staff
Area: Humanities.
AS.211.385. Documentary Production Practicum: Community Based Learning: Raqs Media Artists in Residence.
This course accompanies the New Delhi based media art collective raqs, consisting of 3 artists, during their first residency in Baltimore during Spring 2013. Students will be helping prepare the media artists’ solo exhibition opening at the BMA on February 20, and be involved in a production workshop offered through the JHU Digital Media Center. Instructor(s): B. Wegenstein
Area: Humanities.

AS.211.390. Modern Spanish Culture.
This course will explore the fundamental aspects of Spanish culture from the nineteenth to the twenty-first centuries. The course will offer a general survey of the history of Spain and will discuss texts, movies, songs, pictures, and paintings in relation to their social, political, and cultural contexts. This course will be of particular interest for students planning on spending a semester abroad in Spain—specially for those students going to the JHU Fall Semester in Madrid, at Carlos III University. Taught in Spanish. Recommended Course Background: AS.210.311 or appropriate Webcape score. Instructor(s): L. Sanchez; N. Altschul; S. Castro-Klaren; Staff Area: Humanities.

AS.211.394. Brazilian Culture & Civilization.
This course is intended as an introduction to the culture and civilization of Brazil. It is designed to provide students with basic information about Brazilian history, art, literature, popular culture, theater, cinema, and music. The course will focus on how indigenous Asian, African, and European cultural influences have interacted to create the new and unique civilization that is Brazil today. The course is taught in English, but ONE extra credit will be given to students who wish to do the course work in Portuguese. Those wishing to do the course work in English for 3 credits should register for section 01. Those wishing to earn 4 credits by doing the course work in Portuguese should register for section 02. The sections will be taught simultaneously. Section 01: 3 credits Section 02: 4 credits (instructor’s permission required) Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

AS.211.397. Program Abroad: Brazilian Culture & Civilization.
Summer Abroad Program. Intensive language and culture program offered in Rio de janeiro, Brazil. The Culture and Civilization course strengthens students’ language skills while deepening their understanding of Brazilian history and culture. Pre-req: 1 semester of Portuguese or 1 year of Spanish. Open to Brazil Program applications only. Course must be taken for a letter grade. Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.

AS.211.401. La France Contemporaine I.
Students will explore contemporary French society and culture through a wide variety of media: fiction and non-fiction readings (graphic novels, news periodicals, popular magazines), films, music, art, websites, and podcasts. A diverse range of hands-on activities in addition to guided readings will help students develop cultural awareness as we discuss topics such as education, politics, humor, sports, cuisine, immigration, slang, and national identity, as well as the historical factors that have influenced these facets of French and Francophone culture. Recommended Course Background: AS.210.301 or AS.210.302 or permission of instructor. Instructor(s): B. Anderson; Staff Area: Humanities.

AS.211.402. La France Contemporaine II.
Students will explore contemporary French society and culture through a wide variety of media: fiction and non-fiction readings (graphic novels, news periodicals, popular magazines), films, music, art, websites and podcasts. A diverse range of hands-on activities in addition to guided readings will help students develop cultural awareness as we discuss topics such as education, politics, humor, sports, cuisine, immigration, slang, and national identity, as well as the historical factors that have influenced these facets of French and Francophone culture. Recommended Course Background: AS.210.301-AS.210.302 or AS.210.301 or permission of instructor. Instructor(s): A. Wuensch; Staff Area: Humanities.

AS.211.406. The City in Early Modern French Literature.
Prerequisites: AS.212.333 OR AS.212.334 or permission Instructor(s): W. Anderson
Area: Humanities.

The second half of the Nineteenth Century in France is a period of dramatic political, social, historical, and technical experiments and profound changes. It is as well a fascinating period of artistic creativity in Literature and Art, considered as the rise of Modernity. We’ll read texts by Hugo, Flaubert, Zola, Jules Verne, Baudelaire, Rimbaud, Mallarmé, Tocqueville, Michelet, and study works by Courbet, Manet, Monet, Berlioz, Saint-Saëns, Fauré. Area: Humanities.

AS.211.412. Temps et recit dans le cinema francais.
In what ways does the narrative cinema condense, expand, fracture, reverse, or otherwise complicate our perception of time? What formal and stylistic means allow filmmakers to manipulate spectators’ desire for narrative coherence and closure? Based on a range of films drawn from the silent era, the classic cinema of the 1930s to 1950s (costume dramas, literary adaptations, thrillers), and the freely inspired works of the French New Wave and its inheritors, this course will provide students with the critical concepts and vocabulary needed to speak in French about film as an aesthetic object. Course in French. Prerequisites: AS.210.301 AND AS.210.302 Instructor(s): D. Schilling
Area: Humanities.

AS.211.416. Visual Languages in Medical Knowledge.
This interdisciplinary course, co-taught by professor Veena Das (Anthropology) and Research professor and filmmaker Bernadette Wegenstein (German and Romance Languages and Literatures) will track the mediation of images in the making of medical knowledge and show how sensory knowledge is incorporated or transformed in the process. Co-listed with 214.616 and 070.416 Instructor(s): B. Wegenstein; V. Das Area: Humanities.

AS.211.420. Real French: From Slang to Sophistication.
This class will teach the realities of the French language, ranging from slang to the most sophisticated forms of expression. We will study excerpts of films, literary works, essays, political speeches, etc., in order to examine which level of speech is at work. Course also provides students with linguistic tools that will help them reach the highest level of written proficiency, as well as develop their personal stylistic voice. Instructor(s): K. Cook-Gailloud Area: Humanities.
This course proposes to examine the momentous world exhibition organized in Paris in the year 1900 along with the new technologies and concepts it introduced into the modern world: the first subway line in Paris, talking films on giant screens, escalators, moving walkways, the first large-scale exhibit of the rising Art Nouveau, the first display of Picasso’s painting on French territory, and even a presentation on the idea of television at the Palais de l’électricité. Our discussions will include the social, political, cultural, and artistic events that led to this pivotal moment which constituted an emblematic stepping stone between the old world and the new.
Instructor(s): K. Cook-Gailloud
Area: Humanities.

AS.211.427. Libertins, Athées, Imposteurs.
An exploration of the clandestine culture of free-thinkers, hedonists and rakes in France in the 17th and the 18th centuries and their strategies for undermining the theological grounding of morality, politics, sexuality and gender. Readings from Descartes, Cyrano de Bergerac, Molière, Diderot, Sade, Laclos and others. Meets with AS.212.427
Instructor(s): E. Russo
Area: Humanities.

AS.211.430. L’Affaire Dreyfus.
This course proposes to look at persuasive strategies that were engaged during the Dreyfus Affair in order to either incriminate or discriminate the Jewish captain falsely accused of having betrayed the French army. Course will focus on the socio-political events that framed the Dreyfus Affair (anti-Semitism in 19th-century France, caricatures and polemical writings in the press, the consequences of the Franco-Prussian War and of the Commune, the bipolar division that split French society into Dreyfusards and anti-Dreyfusards), as well as its long-term effects (the rise of the extreme right, the creation of the “intellectual”, the consolidation of Zionism which ultimately led to the creation of a Jewish state). Recommended Course Background: AS.210.301-AS.210.302 or AS.210.301 or permission of instructor.
Instructor(s): K. Cook-Gailloud
Area: Humanities.

AS.211.431. Desecrating the Sacred Heart: Science, Religion and Art in Fin-de-Siècle France.
This interactive course analyzes the stakes underlying the construction of Paris’ controversial Sacré-Coeur Basilica in Montmartre. In the light of heated 19th-century debates on moral authority that opposed religious believers and partisans of a secular state inspired by a scientific ethos, we will consider how the advocates of both sides use specific rhetorical techniques in the public domain (newspaper articles, caricatures, speeches) and artistic devices (paintings, literary writings) to convince their audience of the validity of their claims. The course will open out onto contemporary debates that show similar ethical conflicts.
Instructor(s): K. Cook-Gailloud.

AS.211.469. Limit-Experience, Limit-Texts.
Among the many functions of literary narrative is that of describing and domesticating extreme experience, from the horrors of war and incarceration to religious ecstasy, madness, and acute illness. Writers have long exploited the extreme to probe the reaches of human consciousness and the social pacts that differentiate transgressive from normal behaviors. Drawing on the work of 20th century French-language authors of novels, short stories, and witness accounts (Breton, Camus, Chraïbi, Delbo, Duras, Guibert, Le Clézio, Volodine), this course will explore how narrative strategies relate to extreme states, situations, and conditions. At the same time, through excerpts from experimental writers from Surrealism to l’écriture féminine, we will also consider how language itself can create a manner of limit-experience by questioning the boundaries of the readable. Course in French.
Instructor(s): D. Schilling
Area: Humanities.

AS.211.470. French Debate Series: Joan of Arc - Past & Present Interpretation.
In 2012, we celebrated the 600th anniversary of the birth of French heroine Joan of Arc. Through close readings of primary sources such as the proceedings of her trial (which led to her burning at the stake at 19), as well as animated discussions around her representations in the arts (painting, sculpture, literature, music, and cinema), this course proposes to explore past and present implications of her heroic feats in the political, religious, and cultural realms of French society. We will consider in particular how Joan of Arc has been recuperated as an emblem of French nationalism since the Revolution (and for example during WWII, where both the Vichy regime and the Resistance brandished her as their national heroine), as well as in the context of the upcoming French 2012 presidential elections. This class strongly emphasizes the acquisition of oral linguistic skills and vocabulary through discussion and debate. Recommended Course Background: AS.210.301or AS.210.302 or special permission from Kristin Cook-Gailloud (kacg@mac.com) or Claude Guillemand (claude@jhu.edu)
Instructor(s): C. Guillemand
Area: Humanities.

AS.211.471. Jules Verne.
An overview of the corpus of the author of the "Voyages extraordinaires". The patron saint of steampunk authors explored through his novels the transformation of the modern world resulting from the explosion of technological advances in the industrial age. Yet he was also an astute and erudite historical thinker, an amateur anthropologist whose work reflected many of the prejudices and challenges of his exploring or colonizing contemporaries, a dabbler in the new human sciences and their relationship to the development of cultural models. A disabused, even pessimistic thinker, he provides a unique entryway into the fin-de-siècle French mind set. Works to be read will include “Cinq semaines en ballon”, “Voyage au centre de la terre”, “De la terre à la lune”, “20,000 lieues sous les mers” and “L’Île mystérieuse”, “Le Tour du monde en quatre-vingt jours”, “Robur le conquérant” and “Le Maître du monde”, “le Sphinx des glaces”, “Le Château des Carpathes”, and “Paris au Xxe siècle”. Class will be taught in French. This course can be taken either as a 211 Culture course or 212 Literature course 212.
Prerequisites: AS.212.334
Instructor(s): W. Anderson
Area: Humanities.
AS.211.472. Barbers and countesses: conflict and change in the Figaro trilogy from the age of Mozart to the 20th century.
2016 marks the bicentennial of Rossini's irreverent masterwork The Barber of Seville, which premiered in Rome in February 1816. Thirty years earlier, in 1786, Mozart's The Marriage of Figaro had opened in Vienna. The two operas, based on the first two plays of Beaumarchais' controversial "Figaro trilogy", stage conflicts of class and gender, challenging the assumptions of the aristocracy as well as the ludicrous pretentions of the raising bourgeoisie. The same themes inform the post-modern portrayal of the past in John Corigliano's The Ghosts of Versailles (1991), which ideologically completes the musical afterlife of the trilogy. By studying how the plays were adapted to the opera stage within their different cultural and historical contexts, the course will explore the representation of the ideological, social, and political turmoil that, eventually, culminated in the French Revolution. The course will also include field trips and screenings of movies such as Stanley Kubrick's Barry Lyndon (1975) and Milos Forman's Amadeus (1984). This course may be used to satisfy major requirements in both the French and Italian majors. Instructor(s): E. Refini Area: Humanities.

AS.211.501. Independent Study-French Culture.
Instructor(s): Staff Area: Humanities.

AS.211.791. Film Theory and Critical Methods.
Placed at the crossroads of aesthetics and politics, psychology and economics, the history of technology and popular culture, film has emerged as the interdisciplinary object of study par excellence. Based on intensive weekly viewing and on classic and contemporary statements in film theory, this seminar—required for the Graduate Certificate in Film and Media—opens up questions of film language, authorship, genre, spectatorship, gender, technology, and the status of national and transnational cinemas. Cannot be taken if student took any of AS.212.791, AS.213.791, AS.214.791, or AS.215.791 Prerequisites: Cannot be taken if student took any of AS.212.791, AS.213.791, AS.214.791, or AS.215.791 Instructor(s): D. Schilling Area: Humanities.

AS.211.875. GRLL CPT Research Practicum.
Instructor(s): Staff Area: Humanities.

AS.211.894. Independent Study - Portuguese Culture.
Instructor(s): F. De Azeredo Cerqueira Area: Humanities.

AS.212.115. Dead Men Talking.
How do the dead speak to the living? This question compels the texts and films that this course covers to investigate the words of the dead and the debate surrounding the death penalty, from the guillotine to lethal injection. We will examine the works of Chateaubriand, Stendhal, Balzac, Hugo, Benjamin, Camus, and Wahnich as well as the films of Kubrick and Robbins, among others. All materials will be available in English and French. Instructor(s): A. Alexander Area: Humanities.

AS.212.127. Freshman Seminar: 18th Century Theater.
An introduction to 18th century theater and performance. Using philosophical and critical texts by Aristotle, Chapelain, Diderot, and others, we will examine a series of plays and other works for theatrical performance. Course has a performance requirement. Taught in English. Dean's Prize Freshman Seminar Instructor(s): O. Sabee Area: Humanities.

AS.212.203. Presence and Absence in Modern French Poetry.
In this one-credit intersession course, we will explore the tension between silence and language, between nothingness and plenitude, bringing into question how both presence and absence are intimately related to literary creation. Although we will primarily focus on the modern poetry of Charles Baudelaire, we will also read poems written by Mallarme, Rimbaud, and Apollinaire. All materials will be provided in both English and French. Instructor(s): J. Neefs Area: Humanities.

AS.212.212. The Roaring Sixties. France's Last Revolution(s) in Moving Images.
The 1960s were a pivotal decade in France. Radical changes in race/class dynamics, union/workplace politics, and gender relations impacted everyday life and modified the structure of society. Artists were deeply affected by this climate and film-makers stood at the forefront of cultural production, offering some of the most compelling accounts of this moment. This course will introduce students to a special turning point in history via films of Truffaut, Varda, Godard, Akerman, Marker and others. Area: Humanities, Social and Behavioral Sciences.

A failed bourgeois marriage, a scandalous love affair with a Russian diplomat, a crippling state of jealousy, a clandestine abortion: are these topics worthy of literature? Are telling these stories constitutive of a feminist-informed writing? Publishing in the aftermath of the second wave of feminism, Annie Ernaux's autobiographically grounded books consistently depict experiences of wider concern for women. In this course, we will question the efficacy of four of Ernaux's testimonial works in stimulating a socially significant discussion around issues relevant to women's everyday lives, while also considering their place within the canon, whether for feminist, life-writing, or simply literary merit. Instructor(s): R. Loescher Area: Humanities.

The City of Light also has a dark side. This course will explore how Paris catacombs, sewers, and underground metro system have captured the imagination of writers and artists since the nineteenth century. Readings will include excerpts from Leroux's Le Fantôme de l'opéra and Hugo's Les Misérables, available in both English and French. Films and documentaries will be shown in French with subtitles. Students will be evaluated based on class participation and a final project. Instructor(s): R. Powers Area: Humanities.
The classic detective novel scenario: a crime is committed, a body, discovered, but... whodunit? Untangling two French Caribbean novels consecutively, we attempt to answer just that question. But, what happens if the texts provide no clear solution, point to no definitive culprit? We will consider these unsolvable detective novels as exemplary of a community-based approach to storytelling, asking how we as readers might nevertheless penetrate their mystery.
Area: Humanities.

AS.212.301. Evil in French Literature.
In his book, Literature and Evil, Georges Bataille points out that “a rigorous morality results from the complicity in the knowledge of Evil, which is the basis of intense communication”. But what is Evil? What is the nature of this communication? What forms of knowledge does Evil elicit? How is Evil represented? Are there any changes in the representation of Evil throughout centuries? How does it pervade the structures of our daily life? How does literature encompass the idea of Evil? Through a close reading of a variety of French literary texts ranging from medieval (La Chanson de Roland, Tristan et Yseut), Renaissance (Gargantua et Pantagruel), early-modern (Médée, Candide) up to 19th century (Flaubert, Baudelaire) and 20th century (Proust, Ionesco) fiction, we will explore various facets of Evil and its emotional, ethical, cultural, religious, and political impact on the human self and body.
Instructor(s): A. Marculescu.

This course will track uses of “the underground” in major canonical and peripheral literary works in the nineteenth century. Readings will include works by Balzac, Baudelaire, Hugo, and Zola.
Prerequisites: AS.212.334 OR HA.212.334
Instructor(s): R. Powers
Area: Humanities.

AS.212.317. Thousand Faces: Rousseau's Literary and Philosophical Writings.
Jean-Jacques Rousseau is not only responsible for the romantic discovery of Self (Les Confessions) or one of the ideological fathers of the French Revolution (Le Contrat Social), or the author of passionate, best-selling novels (La Nouvelle Héloïse). He was also a musician, a playwright, a theorist of education and a botanist. The class will explore various tracks, using Rousseau’s works as an opportunity to understand the century to which he belongs and to explore such topics as: autobiography, Revolutionary ideology, musical forms. This course will be taught in French.
Instructor(s): A. Roge; Staff
Area: Humanities.

AS.212.318. Women in Pre-Modern French Literature.
This course will examine the changes in the relationship of women to literature in France up to the French Revolution from several points of view: (1) What were the social and intellectual contexts of gender distinctions? (2) How did men writing about women differ from women writing about women? (3) How were these questions affected by the changing norms of literary production? Texts by Marguerite de Valois, Mme. de Sévigné, Molière, Mme. de Lafayette, Prévost, Diderot, Rousseau, Mme d’Epinay and Revolutionary memorialists
Instructor(s): W. Anderson
Area: Humanities.

Did women warriors exist or are they just a (sexual) fantasy? Did men and women writers represent female warriors differently? Can women warriors be considered as women from a philosophical and biological point of view or does warfare diminish their femininity? In this course we will analyze the representation of these heroines based on Italian and French epics, e.g. Ariosto’s “Orlando furioso” (1532), Voltaire’s “La pucelle d’Orleans” (1758), and on iconography and French and Italian opera. Philosophical and historical texts from the Antiquity (e.g.Diodorus of Sicily) and from Queer and Gender studies (e.g. J. Butler) will help us analyze the function of women warriors in these literary texts. The course is based on interactive discussions and can be held in English.
Instructor(s): V. Denzel
Area: Humanities.

AS.212.324. Vive la Difference!: Belonging and Difference in Contemporary France.
This course studies the impact that globalization and mass migration have had on France’s cultural identity by focusing on how recent developments in the arts illuminate the multiethnic nature of French society. Although France has been a “melting pot” in historian Gérard Noiriel’s words for over a century, the official culture of the nation remains skeptical of multiculturalism, highlighting instead an abstract image of the French citizen, shorn of cultural, ethnic, racial or religious differences. In this course, we will examine novels, performance pieces, plays, films and documentaries that challenge, live with and explore this norm, allowing us to ask: What is the relationship between diversity and political community? How do different aesthetic forms imagine belonging, citizenship and diaspora? The syllabus may include work by Mehdi Charef, Yamina Benguigui, Nasser Djemai, Leila Sebbar, Merzak Allouache, Laurent Cantet and Abdellatif Kechiche as well as theoretical readings from Pierre Nora, Dominique Schnapper and Pierre Tévanian. Recommended Course Background: AS.212.333-AS.212.334 or permission of instructor.
Instructor(s): E. Fisek
Area: Humanities.

AS.212.327. Mise et remise en scene: Performing in the 18th Century.
An introduction to texts and performance practices of the eighteenth century French theater, and an exploration of challenges and creative approaches to its restaging today. Course has a performance requirement.
Instructor(s): O. Sabee
Area: Humanities.
AS.212.329. Contemporary Society on Stage: Koltès, Lagarce, Mouawad.

This course proposes to examine six plays by three leading figures in contemporary French theater to see how the social changes that occurred in the last three decades are viewed and expressed in the French-speaking world. We will closely read two plays by each author as well as excerpts by these and other major playwrights. Works by Jean-Luc Lagarce (Derniers remords avant l’oubli) and Bernard-Marie Koltès (Combat de nègre et de chiens) will enable us to see how issues such as homosexuality, new family relationships and urban violence deeply transformed French society in the 80s and 90s, while Incendies and Forêts by Wajdi Mouawad will allow us to ask how these issues, along with immigration, decisively shape today’s global society. Using literary analysis to reflect upon the contemporary moment and its institutions, the course will incorporate to the extent possible performance recordings and films based on the plays. Course taught in French. Scenes from the plays can be performed at the end of the term.

Prerequisites: AS.210.302
Instructor(s): F. Champy
Area: Humanities.

AS.212.333. Introduction à la littérature française.

Introduction à la Littérature française I and II propose reading and discussion of texts of various genres from the Middle Ages to the 21st century. The two semesters may be taken in either order. Introduction à la littérature française I will cover readings and discussion of texts of various genres from the 14th to the 18th century. This sequence is a pre-requisite to all further literature courses. Students may co-register with an upper-level course during their second semester. Recommended Course Background: AS.210.301-AS.210.302 or at least one semester of AS.210.301-AS.210.302 with a grade of A and written permission of the instructor.

Instructor(s): S. Miglietti; Staff; W. Anderson
Area: Humanities.

AS.212.334. Introduction à la littérature française II.

Readings and discussion of texts of various genres from the Middle Ages to the 20th century. The two semesters (212.333 and 212.334) may be taken in either order. This sequence is a pre-requisite to all further literature courses. Students may co-register with an upper-level course during their second semester. Introduction à la littérature française II covers the time period from the Revolution to the present.

Prerequisites: AS.210.301 OR AS.210.302 or at least one semester of AS.210.301 or AS.210.302 with a grade of A and written permission of the instructor.

Instructor(s): D. Schilling
Area: Humanities.


Just who was Edgar Allan Poe, and who is he today? This course explores how and why a multitude of 19th-century French writers constructed Poe as an author. Through selected works from Hugo, Baudelaire, Mallarmé, and Verne, to be read alongside Poe’s original texts, we will study the means by which these figures projected uniquely French versions of this mysterious American writer the better to stake out their own literary revolutions. By exploring versification, translation, adaptation, and the role of the proper name, we will examine the broad literary history that underlies contemporary understandings of Poe. No knowledge of French is required.

Instructor(s): A. Alexander
Area: Humanities.

AS.212.341. Power and Resistance: Approaches to French Political Thought.

Even as a coherent, rational conception of state power emerged in France in as early as the Renaissance, French thinkers never stopped challenging the ways by which power justified itself in order to foster obedience and consensus. In so doing, they focused critically as much on the claims of sovereignty issuing from the top as on the willingness of the governed to submit to them. The course will examine the dialectic between the legitimation and delegitimation of power, from the Renaissance wars of religion to the Revolution and beyond: the haunting fear of the corruption and death of the political body; the notion of permanent crisis; the right to revoke the social contract; the reach of power in shaping minds and bodies. Readings may include works by La Boétie, Bodin, Bayle, Rousseau, Sade, Saint-Just, Constant, Maistre, Tocqueville, Foucault, Lefort and Rancière. Readings and discussion in English.

Instructor(s): E. Russo; W. Anderson
Area: Humanities.

AS.212.343. Literature and Science in France 1750-1880.

This course will investigate changes in the meaning and function of the literature of science and of the natural world during the period 1750-1850 (N.B. All course readings, assignments, and discussions will be conducted in French). Dean’s Teaching Fellowship.

Prerequisites: Advanced French I and II (AS 210.301-302), Introduction to French Literature I or II (AS 212.333 or 334)
Instructor(s): H. Roman
Area: Humanities.

AS.212.346. 20th Century French Theater and Performance.

Taught in English. In this course, we will survey the themes and techniques that marked the theory and practice of theater in France in the 20th century. As we make our way from the early century avant-garde movements such as Futurism and Surrealism to Antonin Artaud’s Theater of Cruelty, from the Theater of the Absurd and mid-century existentialists to the post-1968 turn to collective authorship, our goal will be twofold: First, we will examine the prominent plays of the era as literary products, generated from within specific socio-political contexts. Second, we will attempt to re-construct their three-dimensional lives in performance, how they looked, sounded and felt to those watching. In addition, we will examine how French theater went from being a playwright-centered institution to a director-centered one, and how acting styles transitioned from psychological realism to a focus on the human body. Course materials will include plays, theoretical texts on the theater, as well as directors’ manifestos, rehearsal notes, set and costume designs and filmed recordings of theatrical events. Cross-listed with Theatre Arts and Studies. THIS COURSE CAN COUNT EITHER AS A 212 (LITERATURE--AS.212.346) OR AS A 211 (CULTURE) COURSE FOR THE FRENCH MAJOR AND MINORS.

Instructor(s): E. Fisek
Area: Humanities.

AS.212.358. Writing the Great War: French Literature and World War I. 3 Credits.

This course examines literary texts engaging with WWI and related topics such as class struggle, gender conflicts, and colonialism. Authors studied include H. Barbusse, J. Cocteau, L.F. Celine, A. Malraux. Course taught in French.

Prerequisites: AS.210.302 OR AS.212.333 OR AS.212.334 OR AS.211.401 OR AS.211.402
Instructor(s): C. Benaglia
Area: Humanities.
AS.212.362. Ecrire l'héroïsme au féminin [Writing Heroism in the Feminine].
How can we define a heroine? What distinguishes heroines from mere female protagonists? Who are the main heroines to have marked the French literary tradition? This course examines how writers have transformed the notion of heroism inherited from Ancient Greece and Rome to lend it different and distinctly gendered shapes in the figure of the female hero: bravery, scandal, crime, sacrifice, nationalism. Focus will be placed on the evolution of the concept from the 17th century to the end of the 20th century in novels and plays by Racine, Madame de Lafayette, Prevost, Balzac, Maupassant, Anouilh, Wittig, and Condé. Recommended Course Background: AS.212.333 or AS.212.334.
Instructor(s): L. Cariou
Area: Humanities.

AS.212.365. Twisted Roots: Writing “Creole” in the French Caribbean. 3 Credits.
This course examines rootedness and hybridity in contemporary literary and critical works from the French Caribbean, exploring the act of writing “Creole” as illustrative of innovative thought-constructs. French students will read and write in French and should register for section 02; other students will read translations and should register for section 01. Discussions will be conducted in English.
Instructor(s): R. Loescher
Area: Humanities.

Distant places have always exerted a particular fascination on the human mind. Many classics of European literature feature journeys to foreign lands, whether real or imaginary: from More’s Utopia and Ariosto’s Moon, to Bacon’s New Atlantis and Swift’s Lilliput. Through a range of examples from early modern France, we will explore the complex relationship between travel and the literary imagination. Topics to discuss include: the style, status, and models of travel literature; cultural encounter, Otherness, and self-representation; imaginary places and social critique. Readings will include fictional texts like Cyrano’s Estats et empires de la Lune, genuine travel reports such as Champlain’s Voyage au Canada, and works that skilfully mix fiction and reality, as in Montesquieu’s Lettres persanes.
Instructor(s): S. Miglietti
Area: Humanities.

AS.212.400. Flaubert’s L’Éducation sentimentale, a Prose Novel for Modern Time.
Undergrads need instructor permission. Through a close reading of Flaubert’s novel, selective consideration of the drafts and of the historical, political and artistic context, we shall examine the making of that masterpiece of narrative prose, which Flaubert himself conceived under the sign of modernity. Our central concern, in other words, is with L’Éducation sentimentale as a second crucial event in aesthetic modernity, twenty two years after Madame Bovary. Seminar will be taught in French and English. L’Education sentimentale edition required: GF Flammarion, 2003.
Instructor(s): J. Neefs; M. Fried
Area: Humanities.

AS.212.401. The Literature of Medieval Cathedrals.
To understand medieval cathedrals we must “read” them through the literature of the age. This course will examine the medieval literature that illuminates some of the great cathedrals of twelfth- and thirteenth-century France. The texts studied will be in modern French translation and will come from a variety of genres: lyric poetry; romance; epic; devotional literature; biography and autobiographical confession. Cannot be taken Satisfactory/Unsatisfactory. Taught in French. Recommended Course Background: AS.210.302
Instructor(s): B. Reilly
Area: Humanities.

AS.212.404. The City in Early-Modern French Literature.
The city is an integral theme, even a privileged character, in the literary and speculative texts of the 17th and 18th century. It is often understood to stand opposition to the royal court and embodies the spirit of the people in a way related to the modern notion of “solidarity”. This course will look at a number of examples of the peculiar status of the French city (especially Paris) from the late Renaissance to the First Empire. Selections from Marguerite de Valois, Mme de Sévigné, Montesquieu, Diderot, Rousseau, Turgot, Ruault, Réité de la Bretonne, Mercier, Saint-Just, Robespierre, Napoléon Bonaparte, with perhaps a coda from Balzac or Michelet. Recommended Course Background: AS.212.333-AS.212.334 or permission of instructor.
Instructor(s): W. Anderson
Area: Humanities.

The second half of the Nineteenth Century in France is a period of dramatic political, social, historical, and technical experiments and profound changes. It is as well a fascinating period of artistic creativity in Literature and Art, considered as the rise of Modernity. We’ll read texts by Hugo, Flaubert, Zola, Jules Verne, Baudelaire, Rimbaud, Mallarmé, Tocqueville, Michelet, and study works by Courbet, Manet, Monet, Berlioz, Saint-Saëns, Fauré. Co-listed with AS.211.410
Area: Humanities.

AS.212.412. Temps et recit dans le cinema francais.
In what ways does the narrative cinema condense, expand, fracture, reverse, or otherwise complicate our perception of time? What formal and stylistic means allow filmmakers to manipulate spectators’ desire for narrative coherence and closure? Based on a range of films drawn from the silent era, the classic cinema of the 1930s to 1950s (costume dramas, literary adaptations, thrillers), and the freely inspired works of the French New Wave and its inheritors, this course will provide students with the critical concepts and vocabulary needed to speak in French about film as an aesthetic object. Course in French.
Prerequisites: AS.210.301 AND AS.210.302
Instructor(s): D. Schilling
Area: Humanities.

Taught in French. During the first half of the semester we will take advantage of the renewed interest in scholarship on the Terror to deal with some of the most famous examples of Revolutionary rhetoric, focusing especially on the trial of Louis XVI and the late speeches of Robespierre. During the second half of the semester we will read literary works produced during the Terror and accounts of the Terror from authors such as Balzac, Dumas, and Michelet. We will be asking questions such as: What was the Reign of Terror and to what extent was its project dependent on public discourse? Why and how does the nature of public oratory change? What happens to definitions of “the literary” and of authorship in a terroristic context?
Area: Humanities.
AS.212.421. Textes et Performances: le théâtre français du 17e au 19e siècle.
Le théâtre français, des classiques aux romantiques. There will be a performance component to this course. Recommended coregistration with 210.312. Acting French. For more information, see http://www.wilda.org/Courses/CourseVault/Undergrad/18thTheaterUG/SyllabusTheater.html
Area: Humanities.

AS.212.427. Libertins, Athées, Imposteurs.
An exploration of the clandestine culture of free-thinkers, hedonists and rakes in France in the 17th and the 18th centuries and their strategies for undermining the theological grounding of morality, politics, sexuality and gender. Readings from Descartes, Cyrano de Bergerac, Molière, Diderot, Sade, Laclos and others. Meets with 211.427
Instructor(s): E. Russo
Area: Humanities.

This course will meet three times during the Fall semester to enable all French majors to prepare their thesis subject, thesis bibliography, and abstract prior to the writing of the Senior Thesis (AS.212.430) in the Spring semester of their senior year. This course is required of all French majors and must be taken during the Fall semester of their senior year. Schedule TBA upon consultation with the class list, as there are only three group meetings. The rest of the meetings are in individual appointments with the DUS or another chosen French professor.
Prerequisites: AS.212.330 OR AS.212.334
Instructor(s): Staff
Area: Humanities.

AS.212.430. Senior Seminar.
An in-depth and closely supervised initiation to research and thinking, oral and written expression, which leads to the composition of a senior thesis in French. Recommended Course Background: AS.212.429.
Instructor(s): Staff; W. Anderson
Area: Humanities.

AS.212.434. Reading Poetry.
Reading poetry is one of the best ways to learn and practice the complex richness of a language. Through close readings and interpretation of prominent poems in French from the Early Modern to the Contemporary period, this course addresses the variations of Poetry through history and its function and importance in society. What do changes in poetic forms mean? How do tensions between verse and prose in modern Poetry work? What makes writing and reading Poetry interesting? Students will compose and present their own "French Poetry Anthology." Course taught in French, though students may also investigate the translatability of Poetry.
Instructor(s): J. Neefs
Area: Humanities.

AS.212.443. Marcel Proust, Literature and Art.
Proust’s great sequence of novels À la recherche du temps perdu is also a theory of the Novel and indeed of Art. A close reading of Du côté de chez Swann and Le Temps retrouvé, will put this to the test. Required editions: Proust’s Du côté de chez Swann, Gallimard, Folio, Le Temps retrouvé, Gallimard, Folio, Contre Sainte-Beuve, Gallimard, Folio. The seminar is open to advanced undergrads, with authorization of the instructor. Meets with 212.773, 300.406 and 300.684.
Instructor(s): J. Neefs; M. Fried
Area: Humanities.

AS.212.466. The Pleasures of Tragedy.
Why do we experience pleasure in watching representations of bad things happening to people on stage? Are the emotions aroused by tragedy ethical or immoral? These are just some of tragedy’s many paradoxes, which have been explored by philosophers over time, from Plato to Augustine, to Rousseau, to Hume. This course proposes to explore some of the enigmas and conundrums raised by a genre which everybody agrees cannot be defined by common formal and thematic features, but which we all feel able to recognize when we see it. Is there an essence of tragedy that endures from 5th century Greece to today? Or are the things that make us call a play tragedy radically different according to time and place? How is tragedy related to philosophy, religion and politics? Tragedy has been declared in turn “dead” (killed by Christian notions of redemption, by political utopianism, by philosophical optimism, by the dissolution of language, etc.) and renewed, regenerated (through the sense of the absurd, postmodern immanence, irredeemable violence) – and indeed, there has been a flourishing of the genre in France in the late 20th century. Through readings of a selection of plays, both ancient and modern, and theoretical works, we’ll examine the metamorphosis of the tragic hero and heroine, the issues of gender, moral responsibility and the management of the spectator’s emotions. Readings from Sophocles, Aristotle, Corneille, Racine, Hegel, Kierkegaard, Anouilh, Sartre, Césaire, Koltès, Gably. Course in French.
Prerequisites: AS.210.300 AND AS.210.302
Area: Humanities.

AS.212.469. Limit-Experience, Limit-Texts.
Why tell stories? What power do writers wield against the disorder of life? How do literary narratives measure up to experiences that usher us beyond the limits of the imaginable? In this course we will examine modern and contemporary works in French that engage with such limit states and situations as combat, imprisonment, madness, terminal illness, and corporeal transformation. Authors to be considered include Carrère, Chevillard, Darrieussecq, Delbo, Duras, Guibert, and Volodine.
Instructor(s): D. Schilling
Area: Humanities.

An overview of the corpus of the author of the "Voyages extraordinaires". The patron saint of steampunk authors explored through his novels the transformation of the modern world resulting from the explosion of technological advances in the industrial age. Yet he was also an astute and erudite historical thinker, an amateur anthropologist whose work reflected many of the prejudices and challenges of his exploring or colonizing contemporaries, a dabbler in the new human sciences and their relationship to the development of cultural models. A disabused, even pessimistic thinker, he provides a unique entryway into the fin-de-siècle French mind set. Works to be read will include “Cinq semaines en ballon”, “Voyage au centre de la terre”, “De la terre à la lune”, “20,000 lieues sous les mers” et “L’Île mystérieuse”, “Le Tour du monde en quatre-vingt jours”, “Robur le conquérant” and “Le Maître du monde”, “le Sphinx des glaces”, “Le Château des Carpathes”, and “Paris au XVe siècle”. Class will be taught in French. This course can either be taken as a 211 Culture course or a 212 Literature course.
Prerequisites: AS.212.334
Instructor(s): W. Anderson
Area: Humanities.
AS.212.481. **The 18th-Century French Novel.**
Key novels will be studied from a variety of approaches. Authors to include Marivaux, Montesquieu, Prévost, Diderot, Crébillon, Rousseau, and Voltaire. Recommended Course Background: AS.212.333 and AS.212.334 or AS.212.333 and permission of the instructor.
Instructor(s): W. Anderson
Area: Humanities.

AS.212.501. **French Independent Study.**
Instructor(s): D. Schilling; E. Russo; W. Anderson.

AS.212.502. **French Indep Study-Lit.**
Instructor(s): D. Schilling; J. Neefs; S. Miglietti; W. Anderson
Area: Humanities.

AS.212.570. **French Independent Study.**
Instructor(s): J. Neefs.

AS.212.596. **Independent Study-Spanish.**
Instructor(s): E. Gonzalez.

AS.212.604. **Around Baudelaire.**
Topics in Baudelaire’s art and thought, and in that of various contemporaries (Courbet, Manet, Wagner) and successors (Mallarmé, Proust, Benjamin, Starobinski, Bonnefoy, Roubaud, Deguy). Readings and discussion will be mainly in French.
Instructor(s): J. Neefs; M. Fried.

AS.212.617. **Eighteenth-Century French Theater.**
The development of the drame bourgeois and the theater criticism of the French Enlightenment. Authors to be studied include Racine, Le Sage, Marivaux, Voltaire, Diderot and Beaumarchais. For more information, please see http://www.wilda.org/Courses/CourseVault/Grad/Theater/Syllabus.html
Instructor(s): W. Anderson.

AS.212.620. **The Encyclopedie.**
In its attempt to realize fully the potential of a group description of knowledge, the Encyclopédie of Diderot and d’Alembert displays the program of the philosophies in a particularly intense and idiosyncratic form. This intellectual conversation will be studied through the investigation of several different subjects treated in the Encyclopédie; for example, the theory of the encyclopedia itself, history, natural history, literature, medicine, and theories of language.
Instructor(s): W. Anderson.

AS.212.632. **Utopias.**
Reflecting on the genre of the Utopia which from the late 17th century through the late 19th century alludes to diverse ideological constructions, such as the Golden Age, the “Pays de Cocagne”, fantastic worlds, primitive societies, the state of nature, “robinsonnades”, science fiction.
Instructor(s): W. Anderson.

AS.212.640. **Mercier.**
Playwright, renowned essayist, philosophe of a sort and just plain observer of the late Parisian Enlightenment, Mercier’s literary career embodied the esthetic, political and conceptual changes that occurred in the move from the Ancien Régime to the Révolution française, the Terreur, the Thermidorean period and the Napoleonic movement of Paris. This course will cover some of his plays and other writings, especially his Tableau de Paris and its post-revolutionary continuation Le Nouveau Paris.
Instructor(s): W. Anderson.

AS.212.641. **French Romanticism 1800-1850: Literature and Art.**
Readings in Balzac, Stendhal, Hugo, Musset and Nerval, plus viewings of Géricault, Delacroix, Daumier. Theories of Romanticism, from Baudelaire to present will be examined and commented as well.
Instructor(s): J. Neefs
Area: Humanities
Writing Intensive.

AS.212.644. **Libertinage: entre révolte et fantasme.**
The prerevolutionary libertine novel, starring at its center the character of the libertine, is the one most iconically associated with the French novel and with notions of transgressive “Frenchness,” intended both for national use and for export. In the wake of the pioneering work of René Pintard (Le Libertinage érudit dans la première moitié du 17e siècle, 1943) libertinage was emancipated from the fictional realm and promoted to a category of intellectual and cultural history. Yet recent critics have contested the use of this label, arguing that the historical individuals who were so called were a heterogeneous collection who had nothing in common apart from their marginality, which was in turn stigmatized or valorized. The purpose of this course is to examine critically the relationship between fictional and historical liberties, the many overlaps between the “transgressive” and the “erudite” communities, the role they played in the emergence of the “radical” Enlightenment and scientific materialism, their subversive use of language, the fluctuation between protective strategies of equivocation and the audacity of parrésia. Readings from trial documents, pamphlets, correspondence, novels and essays, by G. C. Vanini, François Garasse, Antonio Rocco, Théophile de Viau, Descartes, Cyrano de Bergerac, Dassoucy, Bayle, Boyer d’Argens, Voltaire, Sade, Diderot, Laclos.
Instructor(s): E. Russo.

AS.212.655. **Persistence of the City.**
This course will address a number of problems derived from current ecological and sustainability concerns, via readings of classic texts of the French avant-garde and modernist tradition (early to mid-twentieth century: Romsains, Breton, Le Corbusier, Debord), as well as films (Godard, Resnais) and reportages of more recent date. To be taught in English, this course will be of interest not only to students of French and comparative literature, but to students in urban planning, design, sustainability studies, and architecture. Dates of classes: 2/3, 2/17, 3/2, 3/16, 4/6, 4/20.
Instructor(s): A. Stoekl
Area: Humanities.

AS.212.666. **Writers Confront Time, Posterity and Survival.**
This course will discuss various ways by which authors see time as shaping and inflecting the reception and the value of their works. I will focus on a select group of Enlightenment philosophers with some forays into classical antiquity and the Romantic period. The purpose of the seminar is to explore the existence of a relationship between models of transmission of aesthetic value and models of cultural, theological and biological “evolution.” Works by Diderot, Voltaire, Charles Bonnet, Rousseau, Balanche and others.
Instructor(s): E. Russo
Area: Humanities.
AS.212.678. Guillaume de Machaut: exploring medieval authorship in the digital age.
Using new websites devoted to the lyrics and music of Guillaume de Machaut, the foremost poet and composer of the 14th-century French royal court, this seminar will explore the role of music and literature during the Hundred Years War. Students will learn to use digital tools to view and analyze original illustrated musical manuscripts of Machaut’s work.
Instructor(s): T. Rose-Steel.

AS.212.680. Flaubert's L'Éducation sentimentale, a Prose Novel for Modern Time.
Undergrads need instructor permission. Through a close reading of Flaubert's novel, selective consideration of the drafts and of the historical, political and artistic context, we shall examine the making of that masterpiece of narrative prose, which Flaubert himself conceived under the sign of modernity. Our central concern, in other words, is with L'Education sentimentale as a second crucial event in aesthetic modernity, twenty two years after Madame Bovary. Seminar will be taught in French and English. L'Education sentimentale edition required: GF Flammarion, 2003.
Instructor(s): J. Neefs; M. Fried
Area: Humanities.

What if Rousseau’s description of the sentiment de l'existence were to join to the models of consciousness Damasio develops in The Feeling of What Happens? This course explores aspects of consciousness in French literature (Rousseau, Sand, Nerval, Amiel, Flaubert, Valéry, Proust, Sartre) in a dialogue with recent texts in theory, philosophy, neuroscience (e.g. Poulet, Merleau-Ponty, Sartre, Scarry, Noë, Humphrey, Damasio, Sacks).
Instructor(s): E. Ender
Area: Humanities.

AS.212.683. Violence & Tragedy.
This seminar traces the persistence of violence in tragedy. Working though traditional periodization insisting on an evolution away from spectacular baroque violence toward disembodied neoclassical purity, we will explore how violence continually shaped theater as a multi-sensorial, multi-medial practice. While the primary source of our discussion will be seventeenth-century France (Hardy, Rotrou, Corneille, Racine, et al.), ample opportunity will be made for students to present research from the literary traditions in which they work. Contemporary theorists and critics (Bersani, Benjamin, Biet, Chartier, Elsner, Greenberg, Loraux, Heller-Roazen, et al.) will be available in English. Taught in English. Dates of classes: 2/10, 2/24, 3/9, 3/30, 4/13, 4/27.
Instructor(s): Staff
Area: Humanities.

AS.212.689. Cultures of Criticism from the Classics to the Romantics.
It is said that the French Enlightenment invented art criticism. Yet art criticism was just one of many forms of critical thought at the time, like theatrical criticism, the genre of the éloge, scientific prefaces, satires, the Querelle des Bouffons, and much more. But what work does critical thought do for the early moderns? It certainly constructs the canon, it regiments the Republic of Letters, it can be seen to create the concept of a literary field. It marks boundaries, invents new languages, even new genres (is the novel always a criticism of its own genre?). Is it only the practitioner of an art who is competent to write the criticism of that art? How does the concept of critical thought evolve over the Long Eighteenth Century, and how does it mutate in the early Romantic period? Authors to be studied include: Racine, Perreaut, Voltaire, d'Alembert, Diderot, Rousseau, the natural scientists, Beaumarchais, Mercier, Stendhal, Hugo, Baudelaire.
Instructor(s): E. Russo; W. Anderson
Area: Humanities.

AS.212.690. Literary Renaissance of the 12th Century.
We shall examine the medieval French literature that flourished during this 'Twelfth-Century Renaissance.' It considers texts across a variety of genres (the roman antique; courtly lyric; autobiography; lai; chronicle) in order to interrogate literature’s engagement with the surrounding intellectual currents. In particular this seminar asks how literature's relation to the past changed during this time and how it came to create something new.
Instructor(s): B. Reilly
Area: Humanities.

AS.212.692. Research Methods.
Texts have lives. From handwritten manuscript to digital format, the various incarnations of the literary text have implications for literary scholarship. This course examines the many lives of a literary text and the issues of access, retrieval, and research. From online resources to the core printed reference works, this course acquaints graduate students with the range of scholarly apparatus in the field of literary studies.
Instructor(s): S. Waterman.

AS.212.696. Literature Confronts Science: Zola.
Zola worked with the theories of heredity of his time in the Rougon-Macquart novels. But he also attempted to use his understanding of biology and thermodynamics to reform the theory of the novel in general. This course will examine these two different effects of science on literature and try to see what leads an author to undertake such a project. For a more extended description, please see http://www.wilda.org/Courses/CourseVault/Grad/Zola/Syllabus.html. Advanced undergraduates with sufficient background may register for this course with permission of the instructor.
Instructor(s): W. Anderson.

En quoi consiste et par quels moyens se construit l'espace dans les fictions litteraires ? Quelles fonctions y jouent les toponymes, les descriptions de lieux, les trajectoires des personnages ou encore ces excroissances visuelles que sont les cartes ou les plans ? Quels contrats l'écrivain peut-il passer avec son lectorat à l'égard du statut des espaces traversés et décris, qu’ils se fondent sur le « réel » ou qu’ils soient fabriqués de toutes pièces ? Cette introduction à la géopoétique propose d’aborder la mimésis littéraire sous sa dimension spatiale. Si d’une part notre objectif est de forger des concepts d’analyse littéraire en dialogue avec le discours sur l’architecture et la géographie, d’autre part nous chercherons à construire des lectures d’œuvres qui misent sur la puissance évocatrice des espaces et des lieux. Puisant dans la littérature d’expression française depuis 1800, de Balzac à Chamoiseau en passant par Giono, Ramuz, et Perec, nous relèverons divers "chronotopes" (Bakhtine) ayant contribué à forger l’imaginaire géographique. Course in French.
Instructor(s): D. Schilling
Area: Humanities.
AS.212.710. Les religions du 19e Siècle.
Chateaubriand, Michelet, Quinet, Hugo, mais aussi bien Nerval, Baudelaire, Flaubert, Mallarmé, les œuvres du 19ème siècle se rapportent aux paradigmes religieux d’une manière particulièrement forte et problématique. De l’histoire des religions aux religions du Progrès, le fait religieux est interrogé par la littérature, autant que la littérature se confronte à lui. Le séminaire s’appuiera sur la lecture précise de quelques textes déterminants en ce sens.
Instructor(s): J. Neefs.

AS.212.717. Montesquieu.
The first half of the seminar is devoted to a close reading of some of Montesquieu’s major works in law, politics, history and the natural sciences, with an emphasis on the negotiations between nature, law and society. The second half will focus on selected interpretations and appropriations of Montesquieu’s thought from the 18th to the 20th century. In English, reading knowledge of French.
Instructor(s): J. Neefs; M. Fried
Area: Humanities.

AS.212.719. Enlightenment and Revolution.
Writing Equality: the French Revolution. Enlightenment authors whose work is relevant to the Revolution (Montesquieu, Rousseau, Condorcet, etc.), Revolutionary authors and orators, and 19th-century authors like Balzac and Stendhal or historians like Tocqueville and Michelet who use literary topoi to come to terms with the Revolution.
Instructor(s): W. Anderson
Area: Humanities.

One is never done with Rousseau: generations of readers and a myriad of critical schools have mapped in many, contradictory ways the vast territory he has explored: composer, musicologist, novelist, dramaturgist, botanist, political philosopher, autobiographer, pedagogue, prophet, dreamer, persecuted victim and, always, provocateur. Rousseau lived and wrote at the intersection of pathos and logos, history and myth, reason and the sacred and his method, if any, was to construct a system against all systems. We will read his major works in light of the debates they have triggered both within the Enlightenment and postmodemism.
Instructor(s): E. Russo.

AS.212.743. Marcel Proust, Literature and Art.
Proust’s great sequence of novels À la recherche du temps perdu is also a theory of the Novel and indeed of Art. A close reading of Du côté de chez Swann, À l’ombre des jeunes filles en fleurs, La Prisonnière and Le Temps retrouvé, will put this to the test. Required editions: Proust’s Du côté de chez Swann, Gallimard, Folio, À l’ombre des jeunes filles en fleurs, Gallimard, Folio, La Prisonnière, Gallimard Folio, Le Temps retrouvé, Gallimard, Folio, Contre Sainte-Beuve, Gallimard, Folio. The seminar is open to advanced undergrads, with authorization of the instructor. Recommended course background: At least 2 212.3xx courses
Instructor(s): J. Neefs; M. Fried
Area: Humanities.

AS.212.750. Récits de la marge dans la littérature française depuis 1950.
Examen de romans et récits modernes et contemporains où la marge (géographique, ethno-sociale, sexuée) apparaît comme un lieu de parole spécifique. L’histoire longue de la figure du ‘zonard’ et du ‘jeune de banlieue’ permettra d’interroger les processus de légitimation littéraire et l’émergence de subcultures qui suscitent des postures esthétiques novatrices. Textes de Begag, R. Camus, Charef, Chraibi, Clébert, Collard, Djaidani, Queneau...
Instructor(s): D. Schilling
Area: Humanities.

From exoticist features of the 1920s and 1930s and political works of the 1960s, to family sagas and personal essays looking back on a conflicted past from the standpoint of the new century, Algeria has featured prominently in the French cinematographic imaginary. The independent North African nation has likewise produced compelling narratives that address the colonial legacy, the armed struggle for independence and its aftermath. Addressing from both sides of the Mediterranean an entangled political and cultural history, this course places in critical context conflicting screen representations as well as the institutions, individuals, and publics associated with them. The course will be taught in English, however most course materials will be in French. Undergraduates may take with permission of the instructor and completion of AS.212.333 and AS.212.334. Graduate students need not have completed the prerequisite courses.
Instructor(s): D. Schilling
Area: Humanities.

AS.212.752. The Character Function.
What do we really mean when we talk about a “character” in a discursive work? What are the structuring, esthetic and heuristic functions of such devices? How has the concept of the character evolved from the early modern period to the present day? A sampling of the cases to be considered: Descartes, Leibniz, Marivaux, Racine, Diderot, Rousseau, Robespierre, Napoleon, Michelet, Zola, avatars and “digital angels”.
Instructor(s): W. Anderson
Area: Humanities.

AS.212.768. Norms and Forms of Academic Communication.
How to write a book review, an article, a conference paper; how to choose the appropriate journal for publication.
Instructor(s): W. Anderson
Area: Humanities.
AS.212.778. Les écritures contemporaines aux confins des genres [Contemporary French Writing Beyond the Genres.]
A critical survey of hybridized or mixed literary forms that have emerged in French-language writing since the postwar revolution of the New Novel and the materialist forays of the Tel Quel group circa 1968. What attitudes might be adopted toward texts that seemingly invent their own rules, refusing generic ascription even as they borrow freely from established narrative and poetic codes? How might we resist the temptation to view works of motivic reprise, pastiche, formal constraint, and intertextual weaving as symptoms or expressions of a disenfranchised “postmodern condition,” and endeavor instead to situate these texts in the contemporary moment, as elements of a vital cultural critique? Authors to be considered include Bon, Cadiot, R. Camus, Gavarry, Levé, Perec, Quintane, Redonnet, J. Rolin, Simon, and Viel. Seminar in French.
Instructor(s): D. Schilling
Area: Humanities.

AS.212.781. L’entre-deux-guerres en toutes lettres [French Literature Between the Wars].
French literary culture between the wars (1919-1939) promoted the novel as a form for social comment and formal experimentation alike. Questioning the psychological biases of the ‘roman d’analyse’ and reacting to the collective tragedy of the Great War, interwar writers updated the French language as well as narrative ‘technique’ in light of emergent theories (psychoanalysis, Marxism, phenomenology). Readings from Aragon, Breton, Céline, Cocteau, Colette, Dabit, Mairaix, Némirovsky, Queneau, and Simenon.
Instructor(s): D. Schilling
Area: Humanities.

AS.212.783. Diderot, Power and Representation.
A reading of some of Diderot’s major works in light of his struggle to break out of imposed and self-imposed hierarchies of style and manner, and to reframe or reform radically the relationship between ethics, politics, sexuality, gender and the arts. Special emphasis on Diderot’s self-representation as arbiter of taste, mediator and mentor.
Instructor(s): E. Russo
Area: Humanities.

AS.212.784. Founding Myths: Literature, Historicity, and the Nation.
National identities often coalesce around historical events that acquire the status of “founding myths”. In this seminar, we will draw upon French history to discuss how literature and art (including cinema) can contribute to forging and crystallizing a series of identity-making myths. Cases to consider include the burning of Joan of Arc in 1431, the massacres of St Bartholomew’s Day (1572), and the beheading of Louis XVI in 1793. By analyzing representations of these and other historical moments through a wide range of media, we will seek to penetrate the complex relationship between literature, fiction, and historicity in making national identity—a relationship that proves particularly problematic in the case of violent and divisive events such as those mentioned above. Among the authors studied will be Villon, De Thou, D’Aubigné, Marlowe, Shakespeare, Voltaire, Michelet, Dumas, Hugo, Brecht, Anouilh, Camus.
Instructor(s): S. Miglietti; Staff
Area: Humanities.

AS.212.790. What is Philology?.
In recent years, philology has gained new attention as a field of methodological reflection which at the same time opens up Literary Criticism toward interdisciplinary research and media studies as it emphasizes the specific status of Literary Criticism in the humanities. The course will examine the changing field(s) of philology from the 18th century to the present in both historical and systematic scope. Including methods of textual criticism, edition philology, and hermeneutics, philology has been addressing questions of theory, methodology, and epistemology in various constellations. Precisely because philology’s interest lies in connecting languages and literatures to their historical contexts, one of its primary tasks is to account for the epistemic framework and limitations of such historicization, so as to ensure that the literary object not be confused with historical contexts but is perceived as a distinct phenomenon in itself. In addition to these questions, the course will discuss methods of edition philology, ranging from historical-critical edition to “material philology” and “genetic criticism” along with analyzing editions of Kafka, Joyce, and Flaubert. Further, we will examine the more recent discussion on philology and new media (e.g. digital editions). Readings will include Vico, Schlegel, Schleiermacher, Nietzsche, Auerbach, Szondi, Bollass, Nichols, Cerquiglini, and Ferrer among others. The course will be taught in English. Meets with AS.213.790, AS.214.790, and AS.215.790
Prerequisites: ;
Instructor(s): E. Strowick; J. Neefs.

AS.212.791. Film Theory and Critical Methods.
Placed at the crossroads of aesthetics and politics, psychology and economics, the history of technology and popular culture, film has emerged as the interdisciplinary object of study par excellence. Based on intensive weekly viewing and on classic and contemporary statements in film theory, this seminar—required for the Graduate Certificate in Film and Media—opens up questions of film language, authorship, genre, spectatorship, gender, technology, and the status of national and transnational cinemas.
Instructor(s): B. Wegenstein; D. Schilling.

AS.212.792. GRLL SEMINAR/Fellini - Almodóvar.
In this co-taught graduate seminar, Professors Eduardo González and Bernadette Wegenstein will be discussing these two seminal European directors in their cultural and historical context and with an eye to both their radical eccentricity and utter centrality to cinema today (e.g., The Great Beauty). Our discussions will start with questions that are intrinsic to film theory such as mimicry, travesty, the visual and narrative construction of the erotic, as well as questions pertaining to the degree of realism in these directors’ work, i.e., the “road beyond neorealism” for Fellini, and Almodóvar’s queerness as expressed in his “true-and-false testimonies.” We will then proceed to read and watch some historical documents around the constructions of some of these directors’ films, such as Petronius’ Satyricon, about the worshipping of the most important female deity in late antiquity, Isis, in light of Fellini’s Satyricon; and Thierry Jonquet’s novel Tarantula and the French-Italian horror film, Eyes Without a Face (1960), which were both the basis for Almodóvar’s The Skin I Live In (2011). We will be reading Karen Pinkus’ Montesi Scandal, a unrealized screenplay about the birth of the Paparazzi in Fellini’s Rome, as well as Almodóvar’s columns from La Luna de Madrid, written in the persona of a female prostitute. The class will also include several guest speakers TBA.
Instructor(s): B. Wegenstein; E. Gonzalez
Area: Humanities.

AS.212.801. French Independent Study.
Instructor(s): D. Schilling; J. Neefs; S. Miglietti; W. Anderson.
AS.212.802. French Dissertation Rsch.
Instructor(s): D. Schilling; E. Russo; J. Neefs; S. Miglietti; W. Anderson.

AS.212.803. French Proposal Prep.
Instructor(s): D. Schilling; E. Russo; J. Neefs; S. Miglietti; W. Anderson.

Freshmen seminar. After Hitler’s seizure of power in 1933, the number of artists and intellectuals who fled the Nazi regime soon rose into the thousands. Many of these German expatriates ultimately settled in the United States (e.g. Los Angeles, New York), where, simultaneously attracted and alienated by their new surroundings, they made a significant impact on American culture. The seminar will explore German Exile Culture in the U.S. in its broad variety spanning a spectrum from film to architecture, literature, and philosophy. Based on the aesthetic and conceptual specificities of the artifacts, class discussions will focus on the relations between art and politics, modernist and mass culture, art and capitalism, culture and democracy. The seminar will close with a look at postwar America and the McCarthy era, when European emigrants became the target of suspicion as left-wing intellectuals.
Instructor(s): A. Krauss
Area: Humanities.

AS.213.111. Love and Death in Wagner.
This intersession course explores two interrelated themes in the works of Richard Wagner: love and death. The course will concentrate on the major works of Wagner (Der Ring des Nibelungen, Tristan und Isolde, and Parsifal) through in-class film screenings of their performances, as well as his contemporary reflections on theater and culture and his ambiguous legacy in the 20th century. To accompany Wagner’s work, secondary texts which engage with Wagner will be discussed, including Nietzsche, George Bernard Shaw, Adorno, Badiou, and Zizek.
Instructor(s): B. Klausmeyer
Area: Humanities.

AS.213.201. Chaplin in Germany: Tramp to Dictator.
Swiss writer Blaise Cendrars declared: “The Germans lost [World War I] because they didn’t get to know Chaplin in time.” We will follow Chaplin’s works from 1921’s The Kid to 1940’s Great Dictator and its reception in Germany, to better understand both those works and the history and politics of their reception. Topics include slap-stick, laughter, poverty, dignity, and class/worker struggles. Readings include Arnheim, Krakauer, Tucholsky, Arendt, Benjamin, Brecht, and Kafka.
Instructor(s): A. Krauss
Area: Humanities.

AS.213.212. The World as Crime Scene.
This class will examine the process of inference and the conclusions that result from it, or - as we will understand it - the process of reading that results in a story. Learning from Sherlock Holmes how to read a crime-scene, we will practice reading images in the Walters Art Museum. Analyzing movies and TV-series, we will learn how a story functions, how a small detail can change it and how the same thing can end up as a different story.
Instructor(s): A. Krauss
Area: Humanities.

AS.213.228. Freud and the Humanities.
It is hard to overestimate Sigmund Freud’s influence on virtually every branch of the Humanities. This course will investigate some of the concepts and methods that have been drawn from Freud, focusing specifically on art and literary criticism. We will consider sections from ‘The Interpretation of Dreams’ as well as a selection of Freud’s brilliant essays.
Instructor(s): J. Schade
Area: Humanities, Social and Behavioral Sciences.

Taught in German. After Hitler’s seizure of power in 1933, the number of artists and intellectuals who fled the Nazi regime soon rose into the thousands. Many of these German expatriates ultimately settled in the United States (e.g. Los Angeles, New York), where, simultaneously attracted and alienated by their new surroundings, they made a significant impact on American culture. The seminar will explore German Exile Culture in the U.S. in its broad variety spanning a spectrum from film (Fritz Lang, Billy Wilder) to architecture (Richard Neutra, Rudolf M. Schindler), literature (Thomas Mann, Berthold Brecht, Lion Feuchtwanger), and philosophy (Theodor W. Adorno, Hannah Arendt). Based on the aesthetic and conceptual specificities of the artifacts, class discussions will focus on the relations between art and politics, modernist and mass culture, art and capitalism, culture and democracy. The seminar will close with a look at postwar America and the McCarthy era, when European emigrants became the target of suspicion as left-wing intellectuals.
Prerequisites: AS.210.362
Instructor(s): A. Krauss
Area: Humanities.

AS.213.235. Panorama of German Thought I.
Taught in English. German thought is a broad intellectual tradition that encompasses works in an astonishing number of fields including philosophy, aesthetics, sociology, epistemology, psychology, anthropology, history, religious studies, and cultural analysis. The most prominent representatives of this tradition are Luther, Kant, Humboldt, Hegel, Nietzsche, Marx, Warburg, Freud, Benjamin, Kracauer, Weber, Simmel, Cassirer, Auerbach, Adorno, Arendt, Heidegger, and Luhmann. Indeed the study of cultural, historical, and social phenomena as well as of literary and artistic forms would not have been possible without the German intellectual tradition which, beginning with the Enlightenment, emphasized the role of the subject in constituting objects of knowledge and experience. This two-semester survey course will highlight important topics of German Thought, e.g. the subject, consciousness and unconsciousness, Bildung and the idea of the university, the sublime and the uncanny, irony, hermeneutics and translation, the desire for knowledge, tragedy and repetition, civilization, symbolic forms and medial reproduction, memory, and authority in a historical scope. While the first semester (Fall) covers until 1850 (from Luther to Hegel/Kierkegaard), the second (Spring) focuses on Modern German Thought after 1850 (from Marx to Luhmann).
Instructor(s): E. Strowick
Area: Humanities.
AS.213.236. Panorama of German Thought II.
Panorama of German Thought from Nietzsche to Habermas. Course will examine major thinkers in nineteenth and twentieth-century German thought with emphasis on the response to Enlightenment philosophy, the critique of reason, the questions about the autonomy of the subject and the search for new individual and collective identities. Reading will include traditional philosophical texts (Nietzsche, Cassirer, Heidegger, Adorno, Habermas) as well as works in anthropology (Gehlen, Scheler), sociology (Simmel, Weber), psychology (Mach, Freud), political theory (Marx, Schmitt) and aesthetics (Benjamin, Warburg, Panofsky). This course is a continuation of Panorama of German Thought I, though the first semester is not a prerequisite for the second. Taught in English. Instructor(s): E. Strowick
Area: Humanities.

AS.213.237. Literature and Medicine.
Taught in English. The course will analyze literary representations of illness as well as explore interfaces between literary and medical knowledge in more general ways. Both literature and medicine can be considered semiotics as they deal with the study of signs; further, both are invested in interpretation. We will analyze the relation between literature and madness, explore “illness as metaphor” (Susan Sontag) and discuss case studies in relation to literary genres (for example, Freud is surprised to notice that his studies on hysteria read like novellas). As prominently depicted in Thomas Bernhard’s “In the Cold” and theoretically analyzed by Michel Foucault, the course will further address the nexus between medical institutions and power. Readings will include: Antonin Artaud, Thomas Bernhard, Georg Büchner, Michel Foucault, Sigmund Freud, Henry James, Franz Kafka, Thomas Mann, Daniel Paul Schreber, Susan Sontag, etc. Films: “Philadelphia” (Jonathan Demme, 1993), “Melancholia” (Lars von Trier, 2011).
Instructor(s): E. Strowick
Area: Humanities.

AS.213.241. Introduction to the New German Cinema.
Starting in the mid-1960s, a new generation of German filmmakers emerged who proclaimed the “old cinema dead” and sought to develop - in opposition to the commercial film industry of the time - an entirely “new” kind of German cinema. For directors such as Alexander Kluge, Margarethe von Trotta, Rainer Werner Fassbinder, Werner Herzog, and Wim Wenders, the art of filmmaking thus became inseparable from social critique. This one-credit course will explore the films of the “New German Cinema,” focusing on the tumultuous period from 1966 to 1979 in the Federal Republic of Germany, in both their relationship to other European “New Waves,” as well as to the aesthetic, political, and cultural contexts specific to post-war Germany. The course will serve to introduce students to both the history of New German Cinema, as well as to critical and theoretical discourses in contemporary film studies.
Area: Humanities.

AS.213.251. Friedrich Nietzsche.
Freshman Seminar: This seminar offers an introduction to Nietzsche’s work and a first journey into the world of German thought, culture, and literature. Friedrich Nietzsche continues to be one of the most radical and influential philosophers of the West. Famous and infamous for announcing the death of God and the advent of the superhuman, his irreverence for philosophical tradition culminated in the call to “philosophize with a hammer” (so as to demolish the constructions of Western metaphysics). He embarrassed the old philosophers exposing their, as he put it, clumsy lovemaking with truth. And he stunned generations of intellectuals after him with his idea of the eternal return of the same. But Nietzsche was also a scintillatingly witty writer, a light-footed and poetic thinker, a bold defender of the experiences of the body, a tender human being, and a sharp critic of German narrow-mindedness.
Instructor(s): K. Pahl
Area: Humanities.

AS.213.257. Credits for Credit: The Political, Economics, and Affects of Debt.
David Graeber has argued that the ethymological prehistory of debt is based on social obligations that sustain society. These social obligations are deeply intertwined with economic structures long before the financial crisis kicked in. This seminar will give an introduction to macroeconomic theories of debt in Western capitalism and will explore the entanglement of economics and morality, by asking how our most intimate fields of subjectivities are penetrated and altered by economic forces and policies. Finally, we will analyze recent movies on indebtedness and debt and discuss current examples of a politics against or within indebtedness.
Area: Humanities.

Tought in English. This course will survey the major trends in Yiddish, Hebrew, and English literature published in the United States, Canada, and Mexico since the turn of the 20th century. Our discussions will consider the connections this literature maintains with other “ethnic” schools of writing; what connections, or disruptions, it signifies with Jewish literatures in other eras or locales; to what degree Jewish writing in languages other than English participate in major trends of American literature--or whether this writing could even be considered to anticipate innovations in the American “mainstream.” Topics in this literature will include the disruptions of immigrant life, the shadows of the Holocaust and anti-Semitism, aspirations for social justice, the lure and trauma of the American suburbs, the collapse of the Great Society, gender in American Jewish life, and the new Jewish immigrants of the former Soviet Union. All readings and discussions available in English.
Instructor(s): M. Caplan
Area: Humanities.
**AS.213.265. Panorama of German Thought.**

German thought is a broad intellectual tradition that encompasses works in an astonishing number of fields including philosophy, aesthetics, sociology, epistemology, psychology, anthropology, history, religious studies, and cultural analysis. The most prominent representatives of this tradition include Luther, Leibniz, Kant, Humboldt, Hegel, Nietzsche, Marx, Warburg, Freud, Benjamin, Kracauer, Weber, Simmel, Cassirer, Auerbach, Adorno, Arendt, Heidegger, and Luhmann. Indeed, current approaches to understanding cultural, historical, and social phenomena as well as literary and artistic forms would not have been possible without the German intellectual tradition which, beginning with the Enlightenment, emphasized the role of the subject in constituting objects of knowledge and experience. This survey course will highlight important topics in German Thought, which may include the subject, consciousness and unconsciousness, Bildung and the idea of the university, the sublime and the uncanny, irony, hermeneutics and translation, the desire for knowledge, tragedy and repetition, civilization, symbolic forms and medial reproduction, memory, and authority in a historical scope. Taught in English.

Instructor(s): R. Tobias; Staff
Area: Humanities.

**AS.213.301. Franz Kafka.**

The course is an introduction to the life, work and milieu of Franz Kafka. While reading Kafka’s short stories (e.g., Das Urteil, Die Verwandlung, Ein Bericht für eine Akademie), along with diary entries and Letter to his Father (Brief an den Vater), we will pay close attention to the author’s understanding of writing, his relationship to his father, Jewish tradition, history, and his fascination of the foreign and the exotic. We will also focus on Kafka’s influences; critical reception; reader problems in approaching Kafka’s works; Kafka’s situatedness in fin-de-siècle Prague; and issues in translating Kafka into English. Taught in German.

**Prerequisites: AS.210.362**

Instructor(s): A. Glazova
Area: Humanities.

**AS.213.305. Contemporary German Film.**

After almost a quarter century of neglect, German cinema is on the map again. The many awards German films have been granted over the last 15 years speak to the renaissance of German Cinema since 2000. Among these movies are Florian Henckel von Donnersmarck’s The Lives of Others (Academy Award for Best Foreign Language Film, 2006), Caroline Link’s Nowhere in Africa (Academy Award for Best Foreign Language Film, 2002), Fatih Akin’s Head-On (Golden Bear at the Berlin International Film Festival, 2004; European Film Award 2004), Oliver Hirschbiegel’s Downfall (nominated for Academy Award for Best Foreign Language Film, 2004) or Wolfgang Becker’s Goodbye, Lenin! (European Film Award, 2003). Nazi Germany, the Stasi, or the Reunification of Germany are prominent topics of this internationally acclaimed Contemporary German Cinema. Parallel to these mainstream productions, an aesthetically far more adventurous cinema has been developed known as “Berlin School” or “Nouvelle Vague Allemande”. Directors associated with the Berlin School are Christian Petzold, Angela Schanelec, Christoph Hochhäusler or Valeska Grisebach. Dissecting the everyday reality of post-wall Germany, this ‘counter-cinema’ draws on the New German Cinema of the 1970s (among others) to develop radical notions of realism and challenge narrative conventions. This course will give a survey on German Film since 2000 - discussing the historical and cultural context of selected movies as well as analyzing aesthetic strategies and concepts of realism in Contemporary German Cinema. Taught in German.

Instructor(s): E. Strowick
Area: Humanities.

**AS.213.307. Art and Surveillance.**

In this class, we will analyze the relationship between surveillance and art. We will discuss in what ways surveillance has been reflected by different genres of art and to what extent surveillance can affect the production of art itself. Thus, after an introduction into the biopolitics of surveillance, we will look at examples from architecture, photography, painting, and Internet art, but with a specific focus on literature and film. Questions for discussion will address the relation of surveillance to the acts of observing, disciplining, controlling, and producing knowledge as well as their consequences for the formation and (self-)perception of the subject.

Instructor(s): E. Strowick
Area: Humanities.

**AS.213.308. Gespenster: verschwiegen und doch weitergegeben.**

We will study the psychic afterlives of WWI, Nazism, and Stasi experiences and involvements. These are stories that are often not told in the family but nevertheless handed down across generations in powerful, less-than-explicit, and often distorted ways. Drawing on philosophy and psychoanalysis, we will discuss how the need for silence meets the need to talk and to hear. We will read literature and analyze films on the family lives of former political prisoners in the GDR, Stasi informants, Nazi perpetrators, victims of the Holocaust, and soldiers of the First World War. Reading and discussion in German. Recommended Course Background: AS.210.361

**Prerequisites: AS.210.361**

Instructor(s): K. Pahl
Area: Humanities.

**AS.213.309. Walter Benjamin and His World.**

All readings and class discussions in English. This course will provide an introduction to the thought, writing, and world of Walter Benjamin—one of the most interesting and influential German writers of the early 20th century. Although he died in exile having published only a single book in his lifetime, in the past three decades his ideas and preoccupations have changed the way we think about Cultural Studies, Media Studies, Literary Studies, German thought, Jewish mysticism, and the philosophy of history. We will be examining some of his major writings in tandem with precursors such as Charles Baudelaire and Louis Aragon; contemporaries such as Theodor Adorno and Gershom Scholem; and the legacy of his work among contemporary theorists, critics, and artists.

Area: Humanities.

**AS.213.310. Classic German Theater.**

Taught in German. In this seminar we will read some of the most important plays of German literature, by Lessing, Goethe, Schiller, Kleist, and Büchner. We will explore questions about the role of the theater toward the education of mankind in the spirit of the enlightenment. We will examine how tragedy is reconfigured around the context of the bourgeois family. We will study historical practices of stage production as well as modern filmic and theatrical productions. Finally, we will prepare an informal staging of a play.

**Prerequisites: AS.210.361**

Instructor(s): K. Pahl.
AS.213.312. Contemporary German Literature (1970 to the present).
The seminar examines the way cultural and historical topics are presented in contemporary German literature. The selected texts originate in different national contexts (Swiss, Austrian, German, German-Turkish, German-Japanese) and deal with questions concerning the representation of national, cultural, and individual identity. We will explore how the texts (de)construct these identities through narrative structures and will contextualize these structures with respect to recent theories of (trans)cultural identities. Authors include: Eugen Gomringer, Yoko Tawada, Terézia Mora, Thomas Hürlimann, Martin Suter, Christoph Schlingensief, Max Frisch, Günter Grass, Thomas Bernhard, Maxim Biller, and Thomas Meinecke. Taught in German.
Prerequisites: AS.210.362
Instructor(s): A. Krauss
Area: Humanities.

AS.213.313. Heidegger's "Being and Time" and "Rectify.
This course will introduce students to Heidegger’s seminal work as seen through the lens of the TV series Rectify, which considers what it means to be “thrown” into the world and how we construct a meaningful horizon for our experiences. We will explore some of the fundamental concepts in Being and Time, including care, projection, fallenness, affect and time, and being-unto-death, and consider how these same issues are taken up in Rectify, which as a TV show has to develop its own visual vocabulary to explore the structure and nature of being in the world. Taught in English
Instructor(s): R. Tobias
Area: Humanities.

This course provides students with a foundation for as well as a brief introduction to Critical Theory. While paying close attention to the texts and the form in which they present themselves, we will explore major concepts such as dialectics, metaphysics, and freedom. Students will gain familiarity with historical works that have proven immensely influential in modern Europe and beyond, but will also be expected to consider ways in which such thinking has relevance for today’s world.
Instructor(s): J. Yonover
Area: Humanities.

AS.213.322. Museums and Jews, Jews in Museums.
This course will examine the presence of Jews in museums. We will consider the history of the exhibition and collection of Jewish material culture in museums from the 19th century to the present day. Our main task will be to identify the various museological traditions that engage Jewish identity, including the collection of art and antiques, ethnographic exhibitions, history museums, and Holocaust museums. Some of the questions we will ask include: how do museums shape identity? what is the relationship between the scholarly premises of many museums and their popular reception? and, centrally, what is the relationship between Jewish museums and museums of the Holocaust?
Instructor(s): S. Spinner
Area: Humanities.

Today’s Berlin is a nerve center with strong impulses from Russia, Ukraine, Turkey, Vietnam, India, and other Eastern countries. Through contemporary literature and film, we will explore Berlin’s role in a globalized world: how Berliners resist, embrace, or simply describe the influx of people from Eastern countries; how West-Berliners have re-oriented themselves after the fall of the wall; how the majority adapts to the minorities; and how some migrant authors rework the German language by experimenting with translilingual writing. By way of literary and filmic analysis, we will inquire if borders or limits can play a productive role; how the history of the divided city figures in the imaginary of immigrant authors; and how, for example, Turkish-German or Russian-German writers inscribe the tensions between East- and West-Berlin into a larger discourse on global East-West relations. Recommended Course Background: AS.210.362
Instructor(s): K. Pahl.

Taught in English. This course is an interdisciplinary introduction to the theory of the image with an emphasis on its material and conceptual transformations in the modern period.
Area: Humanities.

AS.213.331. Detective Fiction in its Nascence.
Although Edgar Allen Poe is often called the father of detective fiction, this assumption is not entirely correct. Sixty years before Poe published his “Murders in the Rue Morgue,” Schiller wrote the novella “Der Verbrecher aus verlorenener Ehre,” which was decisive for the development of the genre in Germany. Schiller’s novella carried the subtitle, “Eine wahre Geschichte,” which underscored the tension between “true” events and “probable” circumstances which is characteristic of detective fiction in general. In this course we will examine the competing notions of truth (Wahrheit) and probability (Wahrscheinlichkeit) at play in German detective fiction from the eighteenth to nineteenth century. We will explore why the romantics emphasized truth as a defining feature of literature and how the realists replaced this notion with verisimilitude. Authors to include: Schiller, Kleist, Tieck, Hoffmann, Droste-Hülshoff, Fontane, Storm, Paul Heyse, Richard Alewyn. Reading and discussion in German.
Instructor(s): R. Tobias
Area: Humanities.
Are all Jews funny, or only the ones from New York? This course will be an advanced-undergraduate examination of literary, theatrical, cinematic, and televised representations of Jewish culture focusing on the construction of cultural discourse through comedy. Taking as a point of departure Sigmund Freud’s Jokes and Their Relation to the Unconscious, we will consider the joke as a mode of narration and cultural coding with specific resonances for the Jewish encounter with modernity. Among the topics to be addressed in this course will be the origins of modern Jewish humor in traditional modes of storytelling and study; the problems of anxiety and otherness articulated and neutralized through humor; the significance of Jews in creating popular culture through the mass media (particularly though not exclusively in the United States) as well as the role of these mediums in transmitting and translating Jewish references to the general culture; the status of the Yiddish language as a vehicle for satire and a vehicle of resistance between tradition and modernity; the uses and abuses of Jewish stereotypes and the relationship of Jewish humor to anti-Semitism; the connections between Jewish humor and other modes of minority discourse; and the question of translation of Jewish humor both from Yiddish into other languages and from the Jewish “in-group” to a “post-ethnic” audience. Authors and performers to be examined will include Avrom Goldfaden, Sholem Aleichem, Franz Kafka, Dzigan and Szumacher, Lenny Bruce, the Marx Brothers, Mel Brooks, Phillip Roth, Woody Allen, Larry David, Sarah Silverman, and the Coen Brothers. All readings and discussions conducted in English.
Instructor(s): M. Caplan
Area: Humanities.

AS.213.345. Healing and Health Beyond Theology. 3 Credits.
Nietzsche argues in The Gay Science that to bring about a new day we need a new health—“great health,” as he calls it, that enables us to surmount the sickness of our age and transcend ourselves. However much of an iconoclast Nietzsche considered himself to be, his idea of “great health” fits squarely within a theological tradition that claims that the condition for becoming a member of the ecclesia is faith, which cleanses the individual of sin and restores him to his original state. This course will examine the theological inheritance that has and continues to shape the notion of sickness and health dominant even in secular contexts, where well-being would seem to be regarded as a condition of the body rather than of the spirit. Reading to include works by Nietzsche, Kierkegaard, Augustine, Tillich, Heidegger, Scholem, Tolstoy, Büchner, Flaubert, and Kafka. Taught in English.
Instructor(s): R. Tobias
Area: Humanities
Writing Intensive.

AS.213.348. Picturing Jews: Representing Jewish Identity in Modern Art, Film & Literature.
This course will consider the different ways Jewish identity has been represented in the 19th and 20th centuries, focusing primarily on Central and Eastern Europe. Race, nationalism, religion, language, geography, politics—all helped shape different ways of understanding just what it meant to be a Jew, and all found expression in art and literature by both Jews and non-Jews. Looking at texts originally written in German, Yiddish, and Hebrew, including prose, poetry, journalism and drama, as well as painting, photography, graphic design, architecture, and film we will gain an understanding of the range of ways that Jewish identity could be understood and expressed as well as of the ideological stakes and historical contexts of such representations. Writers and artists examined will include Chagall, Kafka, Sholem Aleichem, and Bialik. All readings will be in translation.
Instructor(s): S. Spinner
Area: Humanities.

AS.213.349. Weimar Cinema: The Golden Age of German Film.
Taught in German. German cinema of the 1920s is regarded as one of the “golden ages” of world cinema. The course centers on close readings of works which belong to the canon of German film, including The Cabinet of Dr. Caligari, Nosferatu, Metropolis, The Blue Angel, The Last Laugh, and M. Focusing on the question of cinema and modernity, we will discuss topics like modern aesthetics and visual perception; Expressionism in film; technology and the metropolis; the emergence of film genres (e.g. horror film, film noir, science-fiction film, and melodrama). The film analyses will be accompanied by a discussion of the varied scholarly approaches to Weimar Cinema.

AS.213.354. Introduction to German Poetry.
This class will introduce students to German poetry from the eighteenth to the twentieth century. We will read selected poems by Goethe, Eichendorff, Mörike, George, Hofmannsthal, Rilke, Trakl, Celan, and Bachmann. In addition we will read several theoretical essays by poets and literary critics alike which examine the lyric form and the curious world that poetry constructs. Readings and discussion in German.
Instructor(s): R. Tobias
Area: Humanities.

This seminar offers an introduction to the work of Goethe (1749-1832) who is one of the most prominent figures in the history of German literature and thought and according to T.S. Eliot ‘one of the wisest of men’. Tracing this wisdom through selected poems, prose, plays and essays, we will closely analyze the fascinating complexity of an oeuvre that reflects Goethe’s interdisciplinary interests in the aesthetic, philosophical, and scientific discourses and controversies of his time. Readings will include: Prometheus, Goetz von Berlichingen, Faust I, The Sorrows of Young Werther, Iphigenia in Tauris, Novella, Metamorphosis of Plants, Theory of Colours etc. Taught in German.
Prerequisites: AS.210.362
Instructor(s): A. Krauss
Area: Humanities.
AS.213.358. German Pop Culture. 3 Credits.
Taught in German. The term “popular culture” designates cultural products and practices that are disseminated as ‘mass culture.’ Pop culture is accessible to many and deals with objects and materials that circulate in the everyday life of a society; it functions, one might say, as a cultural archive of the present. In contrast to high culture, pop culture enjoys an ambiguous reputation: it represents the cultural mainstream, functions as an easily consumable commodity and promotes the marketing of dominant ideologies, in the view of critical theory. However, more recent debates within cultural studies discuss pop culture as a site of social-symbolic conflicts and subversive forms of reception. Against this background, the seminar examines pop-culture phenomena in Germany after 1950, including the cult object: soccer, popular film and TV (“Tatort”), German pop music and hits (from “Hitparade” to “Rosenstolz” and beyond), recent pop literature after 1990 (Sibylle Berg, Rainald Götz, Thomas Meinecke). At the center of the analyses are questions related to the historical and political situation of pop culture, its specific aesthetic processes, and the (critique of) ideology performed by these processes.
Prerequisites: AS.210.361[C] AND AS.210.362[C]
Instructor(s): A. Krauss
Area: Humanities.

AS.213.361. The Holocaust in Film and Literature.
How has the Holocaust been represented in literature and film? Are there special challenges posed by genocide to the traditions of visual and literary representation? Where does the Holocaust fit in to the array of concerns that the visual arts and literature express? And where do art and literature fit in to the commemoration of communal tragedy and the working through of individual trauma entailed by thinking about and representing the Holocaust? These questions will guide our consideration of a range of texts — nonfiction, novels, poetry — in Yiddish, German, English, French and other languages (including works by Elie Wiesel, Primo Levi, and Isaac Bashevis Singer), as well as films from French documentaries to Hollywood blockbusters (including films by Alain Resnais, Claude Lanzmann, and Quentin Tarantino). All readings in English.
Instructor(s): S. Spinner
Area: Humanities.

AS.213.367. Contemporary German Film.
After almost a quarter century of neglect, German cinema is on the map again. The many awards German films have been granted over the last 10 years speak to the renaissance of German Cinema since 2000. Among these movies are Florian Henckel von Donnersmarcks “The Lives of Others” (Academy Award for Best Foreign Language Film, 2006), Caroline Link’s “Nowhere in Africa” (Academy Award for Best Foreign Language Film, 2002), Fatih Akin’s “Head-On” (Golden Bear at the Berlin International Film Festival, 2004; European Film Award 2004), Oliver Hirschbiegel’s “Downfall” (nominated for Academy Award for Best Foreign Language Film, 2004) or Wolfgang Becker’s “Goodbye, Lenin!” (European Film Award, 2003). Nazi Germany, the Stasi, or the Reunification are prominent topics of this internationally acclaimed Contemporary German Cinema. Parallel to these mainstream productions, an aesthetically far more adventurous cinema has developed known as “Berlin School” or “Nouvelle Vague Allemande”. Dissecting the everyday reality of post-wall Germany, this ‘counter-cinema’ draws on the New German Cinema of the 1970s (among other influences) to develop radical notions of realism and challenge narrative conventions. This course will offer a survey on German Film since 2000 - discussing the historical and cultural context of selected movies as well as analyzing aesthetic strategies and concepts of realism in Contemporary German Cinema. Taught in German.
Prerequisites: AS.210.362
Instructor(s): E. Strowick
Area: Humanities.

AS.213.368. German Political Thought.
This course will introduce students to major figures in German political thought from Martin Luther to Karl Marx and Immanuel Kant to Carl Schmitt. The class will explore such issues as the notion of sovereignty, the relationship between church and state, the theory of parliamentary democracy, and the political and economic ramifications of liberalism. Reading and discussion in English.
Instructor(s): R. Tobias
Area: Humanities.

AS.213.369. Dada’s Ideologies: Literature, Art, & Politics. 3 Credits.
This course will examine the literary and political theories implied in, and encountered by, Dadaist works and praxes. Particular attention will be paid to Dadaist confrontations with the growth of modern mass media, the politics of World War I, and consumerist capitalism in the wake of Taylorism and Fordism. Readings include major Dadaists as well as Althusser, Benjamin, Debord, Gramsci, Irigaray, Lukács, Marx, Saussure, among others.
Instructor(s): J. Pelcher
Area: Humanities.
AS.213.371. Kafka and the Kafkaesque.
Franz Kafka is regarded as one of the most influential writers of the 20th century. To this day, his lucid and subtle prose continues to intrigue literary critics, writers of fiction, and readers with observations that create a fictive world at once strange and familiar, hopelessly tragic and hilariously comical. The related term “kafkaesque” refers to the unique character of a literary universe that is perceived as both eerie and resistant to any classification. In this course, we will analyze texts by Franz Kafka from a variety of perspectives: as investigations into modern institutions and bureaucracy, law, punishment and family structures. Special emphasis will be given to the exploration of Kafka’s poetic practice, i.e. to the material, rhetorical and performative quality of his writing. In addition to reading a selection of Kafka’s prose and analyzing several film adaptations, we will also discuss some influential commentaries on his work and discuss Kafka’s impact on the conceptualization of modernity. Students will gain an in-depth understanding of Kafka’s oeuvre while developing skills in critical analysis and literary close reading.
Instructor(s): A. Krauss
Area: Humanities.

AS.213.376. Art in Literature.
Discussion in German. Since the Enlightenment, works of art have played a prominent role in literary texts, providing an occasion for texts to reflect on their status as art and to explore the possibilities and challenges unique to aesthetics. In this course we will examine novellas and poems that refer to paintings or other works of art to illuminate the nature of art and to reflect on phenomena that have no place in any other discourse. Readings to include works by Lessing, Eichendorff, Storm, Mörke, Adrian, Freud, and Hofmannsth. Prerequisites: AS.210.361 AND AS.210.362
Area: Humanities.

AS.213.387. Major City, Minor Literature? Berlin in German-Jewish and Yiddish Literature. 3 Credits.
Between the two World Wars, a period of intense artistic and intellectual vitality, Berlin was an international center for theater, visual arts, and literature. Many important Yiddish-language writers were drawn to Berlin and, together with their German-language counterparts, produced a body of literature that explores issues of modernity and identity. By comparing works in Yiddish and German, we will learn about inter-War Berlin’s cultural diversity and richness, while also gaining insight into the particular issues of writing about Jewish identity in the 1920s, and the implications of writing in a minor language (Yiddish). We will read works by authors including Joseph Roth and Alfred Döblin in German, and Moyshe Kulbak and Dovid Bergelson in Yiddish. All texts will be in translation. Some questions we will explore include: • What is a minority/minor language or literature? • How did German and Yiddish interact in cultural and social spheres? • Can texts in different languages comprise a single body of literature? • What did it mean to be German and what did it mean to be Jewish? • Are assimilation and hybridity useful concepts? • Is there such a thing as Jewish modernism? • How did literature of the period respond to the rise of the Nazi party and the intensification of antisemitism?
Instructor(s): S. Spinner
Area: Humanities.

The course will examine how mid- and late-19th-century literature creates so-called reality effects which make the text seem a representation of the social world. The term “effect” intends to mark a most decisive insight: that literature does not simply depict a pre-given outer life but produces illusionary impressions of “authenticity” by using various aesthetic and rhetorical devices (e.g. modes of description, frames, specific narrations of time and space). In reading Gottfried Keller, Adalbert Stifter, Conrad Ferdinand Meyer, Theodor Storm and Theodor Fontane we will analyze these aesthetic strategies in relation to literary conventions and codes which readers have learned to interpret as ‘realistic’. Given that these conventions change over time and are situated in specific contexts, we will also be discussing the historicity of reality effects with respect to the rise of photography and modern historiography in the 19th century. Taught in German.
Prerequisites: AS.210.362
Instructor(s): A. Krauss
Area: Humanities.

Instructor(s): A. Krauss; E. Strowick; K. Pahl; R. Tobias
Area: Humanities.

Instructor(s): E. Strowick; M. Caplan; R. Tobias.

AS.213.509. German Honors Program.
Instructor(s): E. Strowick; M. Caplan; R. Tobias.

AS.213.510. German Honors Program.
Instructor(s): A. Krauss; E. Strowick; K. Pahl; R. Tobias
Area: Humanities.

AS.213.597. German Lit Ind Stdy-Summer.
Instructor(s): M. Caplan.

This graduate-level seminar will consider the theoretical problems and relationship between tragedy and comedy as modes of narration, methods of performance, and philosophical dispositions. Among the topics we will consider are the reciprocal relationship of comedy and tragedy; their respective derivation from myth, ritual, and philosophical dialogue; the relation of each to concepts of selfhood, society, the body, and the body politic. Along the way we will also examine questions such as why tragedy has attracted so much greater theoretical and philosophical interest than comedy, why comedy has been subdivided into various genres while tragedy has remained relatively indivisible, what political uses these modes of storytelling might signify, and how each serves as a mode of critique toward other narrative and dramatic conventions. Authors to be considered include Sophocles, Shakespeare, E.T.A. Hoffmann, Kafka, Brecht, Sholem Aleichem, Sh. Y. Agnon, Moyshe Kulbak, Ahmadou Kourouma, and the Coen Brothers. Theorists will include Aristotle, Hegel, Nietzsche, Freud, Lacan, and Zupancic. All readings and discussions in English.
Instructor(s): M. Caplan.
The course analyzes the transformations of the relationship between form - life - aesthetics with regard to Goethe’s morphological writings as well as the complex history of the reception in the philosophy of life (Spengler, Klages), in literary Modernism (Rilke, Einstein, Benn, Kafka) and in the early cultural studies of the 20th century (Simmel, Cassirer, Blumenberg). The “doctrine of the shape of formation (Bildung) and transformation (Umbildung) of organic bodies,” Goethe’s morphology considers shape (Gestalt) not as something static but in constant change, taking particular interest in the movable (“das Bewegliche”), i.e., processes of transformation in their temporality: “Observing all shapes, particularly organic ones, nowhere do we find something established, something inactive, but rather everything oscillates in constant movement. Hence our language uses the word Bildung for both, the emerged as well as the emerging.” A nexus between life and form, Bildung raises the problem of representation: A force towards representation, it itself escapes representation. It is by way of metamorphosis and dynamization of representation that the relationship between life and form is arranged anew, again and again - imposing questions of Bildung, representability (Bildlichkeit), morphological methods and poetics on modern literature and the humanities. Taught in German. Recommended Course Background: AS.210.311-AS.210.312 or instructor permission.
Instructor(s): E. Strowick
Area: Humanities.

AS.213.604. Small Forms.
Small forms cover the broad field from aphorism, epigram, fable and riddle to anecdote, short story, novella, ... and treatise. In each of those ‘compositional arts’ the smallness unfolds in different and historically specific ways. Spanning a period from 1770 to 1940 and focusing (not exclusively) on aphorisms, the seminar will explore the manifold poetics of the small in literature and philosophy: What can small mean on the level of (literary) form? What (historically specific) kind of readings do small forms facilitate? What readings do they thwart? What happens to aphorisms when they become parts of a monstrously large overall composition? What distinguishes small forms from (e.g.) fragments? How do small forms relate to simple forms (Jolles) or minor literature (Deleuze)? To what extent do small forms gain epistemological impact, e.g. with respect to the critique of system and systematic philosophy since 1870? Readings include Lichtenberg, Schlegel, Novalis, Nietzsche, Kafka, Robert Walser, Benjamin, Adorno. Readings and discussions in German.
Instructor(s): A. Krauss
Area: Humanities.

This course will consider the link between modern fiction and melancholia, which on the one hand seems obvious given the overriding mood of many modern narratives by Beckett, Sebald, Bernhard, Krovow, among others and which on the other hand poses numerous interpretative challenges given the sparing nature of representation in modern fiction and the attachment to things in melancholia. What is the aesthetic sensibility associated with melancholia? Is melancholia limited to baroque representation? How can we conceive of attachment in the absence of things? Readings to include Freud, Benjamin, Adorno, Heidegger, Sebald, Beckett, Bernhard, and Hofmannsthal.
Instructor(s): R. Tobias
Area: Humanities.

We will read texts by Freud, Klein, Lacan, and Laplanche that are of particular interest for literary and social theory. We will discuss recent literary theory and criticism (especially queer literary theory and criticism) that draws on psychoanalysis. In addition, we will consider psychoanalytically inflected thought on sexuality and conformism by members of the Frankfurt School.
Instructor(s): K. Pahl
Area: Humanities.

AS.213.611. The Baroque and Its Afterlives.
The status of the Baroque as defined and discussed by theorists such as Walter Benjamin and Gilles Deleuze, preeminently, manifests itself in a melancholic preoccupation with relics, ruins, and allegory. As such its aesthetic originates at a cosmological fault-line between life and death. Given these metaphysical characteristics, it should come as little surprise that its subsequent influence on literary modernism constitutes itself in echoes, spectrality, fragmentation, and the grotesque, all of which function as modes of critique working through and against technologies and ideologies of modernity. The fate of the Baroque, in an aptly non-Euclidean baroque figure, both parallels and intersects with the status of other proto-modern discourses such as the carnival in the articulation of the gothic, symbolism, expressionism, and several varieties of modern fantasy. This seminar will discuss one of many possible trajectories for this aesthetic in drama, narrative, and critical theory. Beginning with authors such as Shakespeare, Grimmeishausen, and Calderón de la Barca, we will consider works such as Mozart’s Don Giovanni, the tales of Reb Nakhman and E.T.A. Hoffmann, and films such as Fritz Lang’s Metropolis or the recent adaptation of Coriolanus. All readings and discussions in English.
Instructor(s): M. Caplan
Area: Humanities.

This course will explore the aesthetic-political practices of literatures and manifestos grouped under the term historical avant-garde. According to the most general understanding, avant-garde is considered the critique of bourgeois culture and ‘traditional’ art concepts, with this critique being related to a fundamental crisis of bourgeois society. The seminar aims at developing a more specific perspective by discussing the following aspects of avant-garde poetics: the self-reflection of aesthetic discourse in regard to the definition and hierarchization of styles and genres; a theory of language that draws on rhythm and materiality; an aesthetics of production which questions the notion of authorship and ‘organic work’ and stresses instead the constitutive role of repetition, (inter-medial) variation, and chance; the critical intervention in the concept of aesthetic autonomy and its institutions of reception; the “aporias of the avant-garde” (Enzensberger) inherent in its concept of radical innovation and exceptionality. In order to highlight the theoretical implications of avant-garde poetics we will analyze its literary strategies with respect to contemporary debates on modern technologies of art reproduction (Benjamin), the psychoanalytic reframing of the subject, and the advent of literary structuralism/formalism (Jakobson). In addition to that, we will discuss classics of avant-garde scholarship (e.g. Peter Bürger). Authors include: Paul Scheerbart, Hugo Ball, Tristan Tzara, Hans Arp, Carl Einstein, Else Lasker-Schüler, the ‘Sturm-Kreis’, and Arno Holz.
Instructor(s): A. Krauss
Area: Humanities.
AS.213.613. Hermeneutics around 1800 (from Hamann to Büchner).
With Schleiermacher, hermeneutics defined itself as a universal theory of understanding which no longer focuses only on biblical and juridical exegeses but on linguistic utterances in general. It thus became the matrix for subsequent Geisteswissenschaften and paved the way for various critical approaches which even today remain highly influential. The course examines the genesis of modern hermeneutics through the lens of its philological and philosophical precursors, contemporary commentators and literary authors. Key issues will be the underlying concepts of textuality and language, historicity and the subject. Authors include: Chladenius, Meier, Hamann, Herder, Kant, Schlegel, Schleiermacher, Goethe, Rahel Levin Varnhagen, Jean Paul, Büchner. Instructor(s): A. Krauss
Area: Humanities
Writing Intensive.

Kleist's novella “Michael Kohlhaas” (1811) is as much a political parable as it is a meditation on the power of art. In it the Prussian partisan considers the right of resistance as expressed in the struggles of Kohlhaas, whose battle against the House of Saxony would have been recognized by contemporary readers as an allegory for the Prussian struggle against Napoleon's occupying army. Kant’s short treatise “Uber den Gemeinspruch: Das mag in der Theorie richtig sein, taugt aber nicht in der Praxis” (1793) had revived the debate about whether a revolt could ever be justified, given that justice depends on the existence of a state. But “Michael Kohlhaas” is also concerned with another kind of revolt that is arguably more arbitrary, in that it does not serve any end. It is the revolt of art, which overturns existing norms and conventions by establishing a new law: the law of art or what could be called poetic justice. Kleist’s text makes a case for the autonomy of art in the literal sense. Art is self-legisitating, a law unto itself, and this feature points as much to the potential as to the danger of art. Readings to include works by Kleist, Martin Luther, Pufendorf, Breitinger, Kant, Goethe, Tieck, and Adorno.
Instructor(s): R. Tobias
Area: Humanities.

AS.213.617. Peripheral Modernisms.
This graduate-level seminar will consider the relation of centers to margins in the production of modern literature. The starting assumption of this inquiry will be the political, social, and linguistic role of literary modernism as a critique of modernity. If a centrifugal force disseminates the processes of modernization from the metropolis out, can one suggest that modernism, as a critique of modernity, originates at the periphery and works its way inward? When does the critique of modernity begin, and how can one characterize such a critique if in certain cultures it precedes the advent of modernization? How does a consideration of literature from the margins of the industrial and imperial centers of the modern world cause us to rethink the phenomenology—distinct from a taxonomy—of modernism? In what ways can the belatedness of a culture’s modernization lead it to anticipate subsequent crises in modernity? If modernism precedes modernization in the peripheral context, what then, is post-modernity or post-modernism? Authors to be considered in this course include Reb Nakhman of Breslov, Machado de Assis, Mendele Moykher-Sforim, Gertrude Stein, Robert Walser, Franz Kafka, William Faulkner, Amos Tutuola, Clarice Lispector, and Yambo Ouloguem. Theoretical perspectives will include Adorno, Bakhtin, Barthes, Benjamin, Deleuze and Guattari, and Derrida. All readings and discussions in English.
Instructor(s): M. Caplan
Area: Humanities.

The seminar will investigate when and in which ways theatrical space was interpreted as a shelter for the fleeing. Starting with Greek tragedy and ending withElfriede Jelinek's postdramatical text “Die Schutzflehehende” we will discuss the relations between the institutions of theater and drama and political concepts of Asylum from a historical perspective. We will proceed on the basis of the idea that the stage offers temporary protection where refugees stop their journey, argue their case and expect a decision. Reading Aeschylus, Euripides, Goethe, Brecht and Jelinek, we will analyze different theatrical set ups and procedures in which the precarious state of the fleeing is and has been negotiated on stage. We will also deal with recent theater projects which open the stage to refugees and give them a platform outside Immigration offices. Reading Benjamin and Florens Christian Rang we will also discuss how the relationship of Asylum and theater is reflected in modern theory of tragedy.
Instructor(s): Staff
Area: Humanities.

AS.213.621. Theater: Drama, Performance, Theory.
We will study exemplary plays and theoretical texts about the aesthetics and poetics of drama and the function of theater in society from Lessing to Brecht and beyond – with excursions to Aristotle. We will explore the history of German thought on theater from illusion to Verfremdung to postdramatic multi-media formats, from the Bildung of the audience to the autoopoiesis of the performance, and from the Nationaltheater to various forms of less than stehende Schaubühnen. We will be concerned with theories of performativity, with the issue of emotions on stage (does theater need emotions? do emotions need theater?), as well as with the close connection of theater, philosophy, and politics (Derrida, Badiou).
Instructor(s): K. Pahl
Area: Humanities.

AS.213.625. Life Worlds: Literature and Phenomenology.
This course will examine the notion of life-world or Lebenswelt, as it increasingly comes to define the nexus of relations that characterize not only human experience but also works of art. A particular interest of the course will be how phenomenology expands our understanding of literature and the critical methods used to approach it. While the reading for the course will be drawn primarily from philosophy, we will also consider poems by Georg Trakl and Rainer Maria Rilke with an eye toward the poetic space they open. To what degree is the space we inhabit with its network of meanings a literary space according to these poets? Readings to include excerpts from: Dilthey, Einleitung in die Geisteswissenschaften; Husserl, Ideen (1913); Krisis der europäischen Wissenschaft; Heidegger, Sein und Zeit; Merleau-Ponty, Phenomenology of Perception; The Visible and the Invisible; and Käte Hamburger, “Die phänomenologische Struktur der Dichtung Rilkes.”
Instructor(s): R. Tobias
Area: Humanities.
AS.213.629. The Art of Framing.
Frames and Framings in art and literature are aesthetic means of creating focus. They draw a distinction between interiority and exteriority, foreground and surroundings; they cut out segments from space-time continuum and thus provide basic instruments of orientation, they constitute pictorial representation as well as the compositional structure of literature. From an epistemological perspective one can say that frames create a paradoxical threshold in-between which facilitates both the differentiation and transgression of spheres. It is further remarkable that frames while spectacularly making visible something specific at the same time expose the instances of their own ‘showing’: by implementing frames representation observes itself in the very process of representing. Through constellating systematic and historical readings the seminar will analyze theoretical concepts of frame and framing (Simmel, Genette, Marin, Derrida) and at the same time explore the transformation of frame forms and functions in literature and aesthetic discourse between 1720 and 1830 (Brockes, v. Haller, Wieland, Lessing, Herder, Lichtenberg, Goethe, Moritz, Jean Paul, Schlegel, Brentano, Tieck, Hoffmann). Among the topics to be discussed will be the conceptualization of subject-object relations as an analytical tool to reconstruct how the organizing principles of framing in Enlightenment (point of view, Guckkasten, chain of pictures, landscape/camera obscura) drift into the twilight of epistemological reflection: Around 1800 frame structures (and its doublings/transgressions) present the “Produzierende mit dem Produkt” and thus articulate the insights of transcendental philosophy, they turn into a medium of romantic irony.
Instructor(s): A. Krauss
Area: Humanities.

The seminar will explore to what extent Hegel can be read as contributing to a feminist philosophy. We will focus on Hegelian openings onto the emotional in Phenomenology of Spirit. In addition, we will study feminist philosophers who have drawn on or offered critical readings of Hegel (Irigaray, Butler, Cavarero, Malabou, and others). Co-listed with AS.190.633
Instructor(s): J. Bennett; K. Pahl
Area: Humanities.

AS.213.635. Anthropology and Modernism.
This course will examine the reciprocal relationship between modernism and anthropology in Western and Central Europe, including examples from French, German, and Yiddish contexts. We will focus on the presence of anthropological and ethnographic discourses within various registers of modernist thought, literature, and visual culture, with special attention to visual and literary primitivism. We will also consider attempts by ethnographers to shape their practice in a modernist mold. Our central concerns will include the attempt to create a modernist poetics grounded in ethnography and the relationship between anthropological theory and ethnographic praxis in the modernist understanding of “culture.”
Instructor(s): S. Spinner
Area: Humanities.

AS.213.650. Poetic Thought.
This course will examine essays and poems by Goethe, Hölderlin, and Rilke with an eye toward the ways in which their work addresses issues central to German Idealism and modern German thought. These include the relation of subject to object; the problem of the representation of the whole; the reconciliation of science and art; and the role of consciousness in the construction of the world. Readings to include texts by Goethe, Hölderlin, and Rilke with commentary by Heidegger, Gadamer, Henrich, Husserl, Benjamin, Szondi, and Allemann.
Instructor(s): E. Forster; R. Tobias
Area: Humanities.

AS.213.654. „Stimmung“: Mood – Attunement – Atmosphere in Literature and Literary Criticism.
Taught in German. The course title marks a problem of translation which already Leo Spitzer in his “Prolegomena to an interpretation of the word “Stimmung” underscores: “It is a fact that the German word Stimmung as such is untranslatable.” Mood, attunement, atmosphere are facets of an aesthetics of Stimmung as it developed in literature and philosophy from the 18th to the 20th century. Most recently, Stimmung has had a renaissance as a methodological term in a Literary Criticism which seeks to overcome the paradigm of post-structuralism. As David Wellbery has demonstrated, the linguistic usage of the word Stimmung comprises three aspects: a subjective mode of experience/perception, an atmospheric dimension and a communicative efficacy. It is along those lines that the course analyzes the poetics and aesthetics of Stimmung in German Literature and Thought from the 18th through the 20th century. Stimmung prove to be fertile ground for contagious forms of communication, specific modes of representation (i.e. coloring, nuance), and the dissolution of subject/object boundaries. Furthermore, we will discuss Stimmung as a term of Literary Criticism from the 20th century to the present. Readings will include: Kant, Schiller, Stifter, Fontane, Hofmannsthall, Hermann Bahr, Thomas Mann, Georg Simmel, Martin Heidegger, Leo Spitzer, Erich Auerbach, Gernot Böhme, Hans-Ulrich Gumbrecht.
Instructor(s): E. Strowick
Area: Humanities.

AS.213.656. Thinking of the Environment.
Few concepts are more anthropocentric than the environment. Although the term is usually invoked to describe what is other than the human being, it places the human at the center of the universe by defining nature as the world surrounding him. This course will examine several literary and philosophical texts from Novalis to Celan that approach nature as a sphere alien to thought, which can never be known except through the rhetorical device of prosopopoeia, which gives face to what is inhuman. Readings to include works by Novalis, Schlegel, Tieck, Stifter, Rilke, and Celan.
Instructor(s): R. Tobias
Area: Humanities.

AS.213.668. Kleist.
This seminar will explore the narrative, dramatic, theoretical and quasi-journalistic work of Heinrich von Kleist along two lines of inquiry. We will read his literary experiments as reactions to the major shift in the sex-gender system and the new deployment of sexuality in the eighteenth century. We will discuss his unique role in the production, communication and interpretation of feeling across narrative and theater.
Instructor(s): K. Pahl.
AS.213.673. Adorno’s Aesthetic Theory.
The posthumously published Aesthetic Theory is arguably Adorno’s most important work. In it he traces the development of autonomous art and locates art’s critical potential in its freedom from all notions of utility or purpose that derive from other spheres of life that are themselves corrupted by instrumental reason. We will examine Adorno’s analysis of art’s unique capacity to challenge conventions and produce new, if ephemeral, configurations. Discussion to focus on such concepts as illusion (Schein), mimesis, non-identity, myth, and truth content. Instructor(s): R. Tobias.

AS.213.675. Paul Celan’s Poetry & Interpretation.
Paul Celan, arguably the most widely known poet writing in the German language after WWII, was once characterized by a hostile literary critic as the author of obscure, scandalously “hermetic” texts. Celan, however, insisted that his poems were open rather than hermetic. He believed his task to consist in speaking a language fit for preserving events that would acquire their shape in poems. This language, with its rigorous structure, compact imagery, and surprising inner logic, poses a challenge to understanding, as it is “open for interpretation.” Consequently, Celan’s poems motivated many prominent thinkers and critics to seek new paradigms of interpretation. In this class, we will read Celan’s poetic, prosaic, and theoretical texts in view of their literary, political, and historical significance. We will also read philosophical interpretations of Celan’s texts, such as Jacques Derrida’s “Shibboleth” and Maurice Blanchot’s “The Last to Speak.” Along with these thinkers, we will try, by way of reading Celan, to understand how we “understand” poetic texts. The language of writing and discussion in this seminar will be English but most readings will be in German. Instructor(s): A. Glazova.

Modernity gives rise to various forms of suspicion, including modern forms of resentment and practices of self-discipline (a suspicion of oneself), as well as to an epistemology of suspicion as it is developed in the modern human sciences. The course starts out with an analysis of the detective genre and of the specific transformations it undergoes in modern German literature. In a next step, we will examine literary representations of suspicion within a broader cultural-historical frame: Nietzsche’s analysis of resentment serves as one point of reference; another is what Carlo Ginzburg has called the paradigm of clues. The modern human sciences, since the last third of the 19th century, have relied on a method that produces knowledge by way of interpreting clues. While suspicion in the human sciences is related to the production of truth, literature uses suspicion as a way to produce aesthetic and logical undecidabilities. We will analyze literary representations of suspicion with respect to the narrative structure (unreliable narration) and the mediacy of suspicion. Finally, the course emphasizes the methodological relevance of suspicion: As a practice of deciphering, interpreting, and reading traces, suspicion calls for being reformulated literary-theoretically. Readings will include: Heinrich von Kleist, E.T.A. Hoffmann, Nietzsche, Theodor Fontane, Freud, Kafka, Thomas Mann, Heimito von Doderer, Peter Handke etc. Taught in German Instructor(s): E. Strowick Area: Humanities.

Though every conventional description of modernist aesthetics dates its origins to the era preceding World War I—in some versions several decades before 1914—there has always been an understanding of the War’s “catalytic” influence on the aesthetic of chaos, madness, violence, and despair that comes to characterize at least one major strain of modernistic art. Taking the after-effects of the First World War as well as the Russian Revolution(s) as its point of origin, this graduate-level seminar will consider such writers as Sigmund Freud, Walter Benjamin, Sh. Y. Agnon, Sh. Ansky, Guillaume Apollinaire, Isaac Babel, Georges Perec, Erich Maria Remarque, Joseph Roth, Virginia Woolf, and Stefan Zweig. All readings and discussions available in English. Instructor(s): M. Caplan Area: Humanities.

AS.213.685. Theories of Translation (1530/1930).
Taught in German. It is one of the topoi of literary studies that translation presupposes interpretation and is thus bound to certain discursive premises. To investigate specifically how this connection between translation and interpretation has developed historically and is embedded in concerns of philosophy of language, the seminar reconstructs concepts (politics) of translation from Luther to Benjamin and Buber-Rosenzweig. One of the focal points is the emergence of a modern theory of representation between 1730 and 1820 (Gottsched, Venzky, Hamann, Herder, Schleiermacher), the effects of which are staged with the aid of different Shakespeare translations (Wieland, Lenz, Schlegel). Finally, by including more recent theories of translation from the milieu of deconstruction/post-structuralism, the seminar seeks to reconsider interpretation from the standpoint of translation, and translation from that of interpretation. Instructor(s): A. Krauss Area: Humanities.

AS.213.689. Creativity.
Modernity requires creativity of the artist. But what does this mean? Creativity has been thought of as a gift, but also as a technique or an attitude that can be developed. It thus moves between the mysterious, the mechanical, and the relational. While creativity was of little importance for the normative poetics (Regelpoetik) of the Baroque, the Enlightenment demanded an emancipation from external rules, which led to the apotheosis of human creativity in the idea of the genius. Countering overly idealistic notions of autonomy and human artistic agency, others cultivated practices that acknowledge and even amplify the role of chance. This seminar will focus on the eighteenth and early nineteenth centuries and invite contributions on more recent poetics from its participants. Particular emphasis will be placed on interrogating the roles of the imagination, phantasy, and visualization in the creative process. Instructor(s): K. Pahl Area: Humanities.
Readings and discussions in German. This course will be organized around a close reading of “Aus meinem Leben: Dichtung und Wahrheit,” one of the many works of Goethe that was enthroned as prototype of a genre: discourses on modern autobiography emerged in its context and have drawn on its unique performance of writing one’s own life until today. The seminar is devoted to develop a reading of the entire book emphasizing its theoretical implications (subject formation/Bildung, concepts of time/historicity, modes of representation, genre theory, theory of the ‘daemonic’) and its prolific discursive productivity. Meticulously analyzing this productivity along with its epistemological implications, the seminar will explore how “Dichtung und Wahrheit” both establishes and revokes a representative model of autobiography. Instructor(s): A. Krauss
Area: Humanities.

AS.213.706. Literature, Museums, Mimesis.
Can museums be literary? Can literature be museal? Throughout the twentieth century and into the present, the museum has repeatedly challenged models of representation, none more so than mimesis, both as aesthetic theory and representational practice. This has been a role played by museums, both in their traditional guises as repositories of objects and — as André Malraux presciently had it — as “imaginary museums.” This course will examine the larger disruption of mimesis, and more specifically literary realism, through the particular catalyzing effects of museums. We will deal with two primary museological phenomena: first, the introduction of the “primitive other” into European modernity via ethnographic museums; second, the museological commemoration and representation of trauma, specifically of the Holocaust. Special attention will be paid to discursive, formal, and rhetorical locations of overlap between the museal and the literary, including ekphrasis, linearity, volume, and collection. Readings will include fiction, poetry, and theoretical texts, as well as secondary sources examining particular museums and exhibitions. All texts in English.
Instructor(s): S. Spinner
Area: Humanities.

AS.213.718. Wirkliche Wirklichkeit: Eccentric Realism.
Taught in German. Categories such as the uncanny, motion, or seriality are not easily associated with German Realism. The course takes a fresh look at texts by Theodor Fontane, Adaïlbert Stifter, and Thödr Storm in order to explore the thesis of the modernity of Realism. We will analyze framing techniques, temporal structures (e.g. boredom or belatedness) as well as the interrelation between realist poetics and other discourses and media by which realist texts produce reality as perceived reality. The aesthetics and epistemology of Realism will further be discussed with respect to Erich Auerbach’s “Mimesis” and Roland Barthes’ “reality effect.”
Instructor(s): E. Strowick
Area: Humanities.

AS.213.741. Literature, Psychoanalysis, and Unassimilable Experience.
This course will consider experiences at the juncture between memory and forgetting, history and oblivion, narration and music. Such liminal experiences are frequently interpreted in psychoanalytic theory as trauma, though there is no reason that a purely negative definition should prevail. The suspension of the self and the concomitant immersion in the sensible world could just as well be regarded as an ecstatic experience. This course will examine the notions of immediacy, singularity, power, and sensuality in psychoanalytic theory (Freud, Lacan, Klein, Malabou) and beyond. Kleist’s “Die heilige Cäcilie” and Kafka’s “Josefine, die Sängerin” will serve as touchstones for our exploration of the ecstasy that literature at once produces and reproduces as a verbal representation and musical medium.
Instructor(s): K. Pahl; R. Tobias
Area: Humanities.

The course explores some aspects of the contradictory constitution of the modern subject as a subject that is split, opposed, in tension. Two archetypal figures of this split are the “bourgeois,” as the social-economic subject, and the “citizen” or “citoyen,” as the political subject. The bourgeois and the citoyen are defined by distinct and opposing conceptions of the “will,” of education (Bildung), and of the relation between law and nature, normativity and facticity. In asking how to understand the conflictual relationship between these two basic figures of the modern subject, the course will focus especially on the paradoxes of “individual rights” (subjektive Rechte) as the fundamental mechanism of modern subject-formation. How do rights both empower subjects, while also contributing to forms of their disempowerment? To what extent do rights contain and organize the tensions between subjects understood as social or economic, and as political? CLASS BEGINS FEBRUARY 25 AND ENDS APRIL 1. Readings will include excerpts from (among others): Hegel, Marx, Nietzsche, Horkheimer and Adorno, Heidegger, Foucault, Balibar and Rancière.
Instructor(s): C. Menke; R. Tobias; Staff
Area: Humanities.

The novel is unique among literary genres in its capacity to represent the inner life of characters portrayed in the third person. Neither poetry nor drama is equipped to convey the innermost thoughts of characters who do not speak for themselves but are instead narrated. This course will examine the implications of “third-person subjectivity” for the novel’s claim to construct (or reconstruct) a world governed by ethical norms that are all but impossible to fulfill. In fact, the very impetus for the novel is the unresolvable tension between the ideals that a work posits and the choices its characters face in a world defined by compromise and limitation. What criteria for judgment does the novel provide? How does it establish a world it simultaneously critiques as devoid of meaning save the meaning posited by the subject? We will also investigate the use of novels and novelistic form in philosophy. Is it possible for novels to be treated not only as vehicles, but also as equivalents to philosophical views? How do novelistic forms provide new ways of thinking or philosophizing? Readings to include works by Lukács, Bakhtin, Hamburger, Sartre, Beauvoir, Ricœur, Murdoch, Nussbaum, Diamond and novels by Coetzee and Flaubert.
Instructor(s): R. Tobias; Y. Ong
Area: Humanities.
AS.213.760. Break and Continuity: German Thought around the French Revolution.
The turn of the eighteenth century saw the political revolution of 1789 as well as interrelated revolutions in thought, symbolic system, value system, family structure, gender relations, etc. We will explore the discourse of revolution in its oscillation between two conceptions – as breakthrough and as return (to the golden age of Greek Antiquity, to a prelapsarian state). From providence to chance event, and between break with and continuity of the old order, German thinkers considered the revolution. We will read Kant, Rousseau, Hölderlin, Hegel, Goethe, Kleist, and others.
Instructor(s): K. Pahl.

This seminar addresses German-speaking exile literature from 1933 to 1950. On the basis of historical and political contextualization, readings and discussions will focus on literary theoretical and discourse analytical questions. In contrast to Nazi ideology and its totalitarian claim to constitute “Germanness”, numerous émigrés intended to represent the other Germany from outside its national borders. This politicization of exile discourse which made ‘direct’ critical involvement with the regime appear imperative had a lasting effect on literature written in exile. The leitmotif of our analysis will be the question to what extent exile literature developed its critical reflection towards a specific aesthetics of exile; an aesthetics that articulates the reference to the historical-political situation, to Nazi Germany, expulsion, loss of language, dislocation and cultural transfer in form of a critique of representation. We will discuss topics such as the conceptualization of (German) tradition/transfer, languages of (non-) identity, theories of (anti-)imimesis, discourse politics and aesthetics, or Avant-garde and exile. Authors include: Thomas Mann, Irmgard Keun, Else Lasker-Schüler, Hannah Arendt, Adorno, Benjamin, Brecht, Lukács, Anna Seghers.
Instructor(s): A. Krauss.

AS.213.790. What is Philology?.
In recent years, philology has gained new attention as a field of methodological reflection which at the same time opens up Literary Criticism towards interdisciplinarity research and media studies as it emphasizes the specific status of Literary Criticism in the humanities. The course will examine the changing field(s) of philology from the 18th century to the present in both historical and systematic scope. Including methods of textual criticism, edition philology, and hermeneutics, philology has been addressing questions of theory, methodology and epistemology in various constellations. Precisely because philology’s interest lies in connecting languages and literatures to their historical contexts, one of its primary tasks is to account for the epistemic framework and limitations of such historicization, so as to ensure that the literary object not be confused with historical contexts but is perceived as a distinct phenomenon in itself. – In addition to these questions, the course will discuss methods of edition philology, ranging from historical-critical edition to “material philology” and “genetic criticism” along with analyzing editions of Kafka, Joyce and Flaubert. Further, we will examine the more recent discussion on philology and new media (e.g. digital editions). Readings will include Vico, Schlegel, Schleiermacher, Nietzsche, Auerbach, Szondi, Bollack, Nichols, Cerquiglini, and Ferrer among others. The course will be taught in English. Meets with 212.790, 214.790, and 215.790
Prerequisites: ;;
Instructor(s): E. Strowick; J. Neefs
Area: Humanities.

Placed at the crossroads of aesthetics and politics, psychology and economics, the history of technology and popular culture, film has emerged as the interdisciplinary object of study par excellence. Based on intensive weekly viewing and on classic and contemporary statements in film theory, this seminar—required for the Graduate Certificate in Film and Media—opens up questions of film language, authorship, genre, spectatorship, gender, technology, and the status of national and transnational cinemas.
Instructor(s): B. Wegenstein; D. Schilling.

AS.213.792. GRLL SEMINAR/Fellini - Almodóvar.
In this co-taught graduate seminar, Professors Eduardo González and Bernadette Wegenstein will be discussing these two seminal European directors in their cultural and historical context and with an eye to both their radical eccentricity and utter centrality to cinema today (e.g., The Great Beauty). Our discussions will start with questions that are intrinsic to film theory such as mimicry, travesty, the visual and narrative construction of the erotic, as well as questions pertaining to the degree of realism in these directors’ work, i.e., the “road beyond neorealism” for Fellini, and Almodóvar’s queerness as expressed in his “true-and-false testimonies.” We will then proceed to read and watch some historical documents around the constructions of some of these directors' films, such as Petronius’ Satyricon, about the worshiping of the most important female deity in late antiquity, Isis, in light of Fellini’s Satyricon; and Thierry Jonquet’s novel Tarantula and the French-Italian horror film, Eyes Without a Face (1960), which were both the basis for Almodóvar’s The Skin I Live In (2011). We will be reading Karen Pinkus’ Montesi Scandal, a unrealized screenplay about the birth of the Paparazzi in Fellini’s Rome, as well as Almodóvar’s columns from La Luna de Madrid, written in the persona of a female prostitute. The class will also include several guest speakers TBA.
Instructor(s): B. Wegenstein; E. Gonzalez
Area: Humanities.

AS.213.800. Independent Study.
Instructor(s): A. Krauss; E. Strowick; K. Pahl; R. Tobias.

Instructor(s): A. Krauss; E. Strowick; K. Pahl; R. Tobias.

AS.213.813. German Qualifying Paper Preparation.
Instructor(s): A. Krauss; E. Strowick; K. Pahl; R. Tobias.

This is an introductory course to Dante’s Inferno where we will think about the human phenomenon of singing. We will compare songs and texts that are familiar to us today to 14th century cantos written by Dante Alighieri. Dante and our contemporary popular music have more in common than we may first think. They both convey thoughts, feelings, and a range of universal human experiences that cannot be expressed in everyday language. Although Dante’s world and our own are vastly different, there are universal human experiences that were present in his world that still remain relevant today. The phenomenon of singing and of music goes beyond textual limits and students will be placed in a position of finding what they have in common with both the contemporary artist and the medieval poet.
Instructor(s): J. Gomez.
AS.214.171. Freshman Seminar: Witchcraft and Demonology in Renaissance Europe.
Who were the witches? Why were they persecuted for hundreds of years? Why were women identified as the witches par excellence? How many witches were put to death? (Answer: 30-40,000, between about 1400 and 1800.) What traits did European witchcraft share with witch-mythologies in other societies? After the witch-hunts ended, how did “The Witch” go from being “monstrous” to being “admirable” and even “sexy”? Answers are found in history and anthropology, but also in literature, folklore, music, and the visual arts. After an introduction to ancient and medieval witchcraft, we will study European witch-persecution between 1400 and 1800. The second half of the course will concentrate on artistic representations of witches in media ranging from manuscripts to movies, concentrating on Italy, France, Spain, and Germany.
Instructor(s): W. Stephens
Area: Humanities.

AS.214.207. Italian-American Culture.
This course explores the many depictions, descriptions, and definitions of Italian-American ethnicity and identity in various media, from the narratives and poetry of the first Italian immigrants in the nineteenth century to the wildly popular, stereotype-promoting American films and television shows of today. Through literature, film, poetry, language, music, and practice of cultural traditions, we will investigate how Italian-Americans express their identity to others. Although this course features a large component on familial and religious traditions, it is open to students of all backgrounds who have an interest in this rich heritage. Italian food will also be studied (and enjoyed!). Cost of food/transportation to restaurant(s) is not included.
Instructor(s): W. Stephens
Area: Humanities.

The topic of Love will guide us across Italian Literature and Cinema. We will analyze historical Loves and Lovers from the Middle Ages up to the present. We will examine how Love was talked about and portrayed, what Love was and what it has become. Love will help us to better understand Italy and Italy will maybe help us to better understand Love.
Instructor(s): L. Bacchini
Area: Humanities.

Intersession Abroad Program. The course examines Reality and Imagination in Medieval and Early Modern Italian Literature, with an emphasis on modern Florence.
Instructor(s): W. Stephens
Area: Humanities.

AS.214.237. Madness & Trauma in Modern Italian Literature.
Illness, whether psychological or physiological, is a common trope in Italian literature. In this course, we will examine the fictional and nonfictional works of modern Italian authors who narrate emotional trauma, mental illness, and abnormal psychology. How do these authors confront illness in their protagonists and in themselves? How do external factors (such as war or wide-spread epidemic) change the way in which a narrator or character sees the world?
Instructor(s): A. Falcone
Area: Humanities.

AS.214.261. The World of Dante.
An Introduction to the Divine Comedy
Area: Humanities.

AS.214.271. Boccaccio’s Decameron.
A close reading of Giovanni Boccaccio’s masterpiece will allow the students to become acquainted with the civilization of the European Middle Ages. Among the areas of interest are: medieval Italy as a mosaic of powers, faith and religion, women in society, nobles, commoners and the rise of the middle class, the rituals of love, and the purposes of literature.
Instructor(s): P. Forni
Area: Humanities.

AS.214.278. Italian Film.
This undergraduate seminar is an overview of 100 years of Italian film history covering such pivotal moments as the early Futurist films, the creation of Cinecittà, the Italian Neorealist film movement, the legendary Commedia all’italiana films, as well as a discussion of classic Italian auteurs such as Fellini, Pasolini, Wertmüller, Bertolucci, and such contemporaries as Garrone and Sorrentino.
Instructor(s): B. Wegenstein
Area: Humanities.

AS.214.301. Survey of Italian Literature.
Un viaggio dal Rinascimento alla modernità, per incontrare il genio italiano e conoscere la nostra umanità. Through readings from the most celebrated texts by Italian authors, we will travel from the early renaissance to the 20th century to encounter the struggles and triumphs of the human conscience, and the highest achievements of Italian culture. The course will explore poetry, short story, theatre, epic, and novel, with an introduction to Italian opera. Students will have the opportunity to read Dante Alighieri, Baldassarre Castiglione, Galileo Galilei, Giacomo Leopardi, Giorgio Bassani, and many others in original language, and to discover how these works are relevant in our own life and times. Taught in Italian. Recommended course background: Italian AS.210.252; may be taken concurrently with Advanced Italian II.
Prerequisites: Not open to students who have taken AS.214.302.
Instructor(s): E. Refini
Area: Humanities.

AS.214.302. The Agony and the Ecstasy from Dante to the Romantics.
By exploring texts and topics in Italian literature and culture from the Middle Ages to modernity, the course will address a variety of themes crucial to the development of the Italian literary tradition. Authors will include Dante, Petrarch, Boccaccio, Ariosto, Tasso, Leopardi, Manzoni. The course is taught in English with special sessions in Italian for Italian Majors and Minors (so as to count towards the Italian Major/Minor requirements).
Prerequisites: Not open to students who have taken AS.214.301.
Instructor(s): Staff
Area: Humanities.

AS.214.303. Rome as told by its Narrators.
The course is intended for students who would like to learn about Rome through its history, literature, and arts. We shall explore the city and its culture, analyzing the works of several authors and film directors. The main goal is to offer an experience of the Eternal City as a place where the whole of Italy is reflected in its beauty and complexity. The course will be taught in English.
Instructor(s): W. Stephens
Area: Humanities.
AS.214.317. Italian Theater from Commedia dell’arte to Dario Fo.
Students must have completed Intermediate Italian II (210.252) or equivalent. Italian writers and performers have created some of the world’s greatest theatrical works, particularly in the genres of comedy and opera. We will study the evolution of Italian theater from the improvisatory humor of the Commedia dell’arte, through the invention and development of Italian opera, to the zany and politically engaged satire of Dario Fo, winner of the 1997 Nobel Prize in Literature. Other major authors we will study include Carlo Goldoni and Luigi Pirandello. We will view film versions and live performances of plays and operas in Italian. The class will be conducted in Italian.
Instructor(s): J. Coleman
Area: Humanities.

AS.214.330. Love and War in Italian Literature.
This course is based on a choice of narrative and poetic texts from several centuries of Italian narrative and poetry. We will examine the literary renditions of the personal stories of Italians caught within the tragic logic of the war. Our focus is going to be the effects of war on love relationships as they are presented by a number of authors including Dante, Tasso, Tomasi di Lampedusa, Berto, Calvino, Bassani and Morante.
Instructor(s): P. Forni
Area: Humanities.

AS.214.346. The Short Story in Italy Across the Centuries.
The genre of the short story was in many ways invented by the Italians. During the later Middle Ages, preachers adopted the short tale, cultivated by fireside storytellers for ages, to add interest to the morals of their sermons. By the late thirteenth century, Italian writers were collecting such stories for entertainment as well as edification. Boccaccio’s Decameron (1352) was the first classic collection and inspired other collections throughout the Renaissance. It and other Italian collections inspired writers in many genres and countries, including Shakespeare and other dramatists. In modern times, short stories have become one of the predominant genres of world literature. This seminar surveys Italian short fiction from the fourteenth through the twenty-first century. Emphasis is on the representation of Italian culture and history through storytelling, including in film. Course will have two full sections, one taught in Italian for majors, the other taught in English, with no prerequisites, for non-majors. Limited to fifteen students per section.
Instructor(s): P. Forni; W. Stephens
Area: Humanities.

This course will focus on the life, work, and thought of Francesco Petrarca, or “Petrarch.” Though known today primarily as the author of Italian love poetry, Petrarch considered his Latin work more lasting. We will explore both sides of his work, the vernacular and Latin (in English translation) to come to an understanding of his place in medieval intellectual history, the history of philosophy, and the history of literature.
Instructor(s): C. Celenza
Area: Humanities
Writing Intensive.

AS.214.350. The Eternal City: Rome in Literature and Film.
This class will be conducted in Italian. By studying the works of modern Italian writers and filmmakers, as well as ancient and medieval texts, we will explore the history and the enduring cultural importance of the city of Rome. We will consider the “myth of Rome” as a center of order and authority, and we will examine texts that subvert this myth by portraying the chaotic, joyous, and unseemly realities of life in Rome. Authors and filmmakers we will study include Virgil, Petrarch, Moravia, Ginzburg, Pasolini, Rossellini, and Fellini.
Instructor(s): J. Coleman
Area: Humanities.

AS.214.353. Travel & Fantasy Worlds in Italian Literature.
This course examines important works of Italian literature that narrate journeys to exotic or imaginary places, blurring the boundaries between reportage and fantasy. We will consider topics including utopias, new worlds and exploration, allegorical and spiritual journeys, construction of identity, and the conceptualization of the “other.” Readings will span from the Middle Ages to the present day, including Marco Polo, Giovanni Boccaccio, and Italo Calvino. The class will be conducted in Italian. Recommended Course Background: AS.210.351 or AS.210.352 or equivalent.
Instructor(s): J. Coleman
Area: Humanities.

AS.214.361. Rome as Told by its Narrators: A Journey through History, Literature, Arts and Film.
The course is intended for students who would like to learn about Rome through its history, literature, arts, and film. We shall explore the city and its culture analyzing the work of several authors. The main goal of that itinerary is to offer a whole experience of Rome through time. The Eternal City is also a place where the whole of Italy is reflected in its beauty and complexity.
Instructor(s): T. Katinis
Area: Humanities.

The goal of this course is to acquaint the students with themes and images recurring in the Italian poetic tradition from the Middle Ages to the Novecento.
Instructor(s): P. Forni
Area: Humanities.

AS.214.369. Food and Culture in Italy.
Throughout Italy’s history, food traditions have been central to the formation of Italian identities, both national and regional. In this course we will study Italy’s food traditions and explore the ways in which food has become a major theme of Italian literature, film, and music, from the Renaissance to the present day. The class will be conducted in Italian. Students must have completed Intermediate Italian II (210.252) or equivalent.
Instructor(s): J. Coleman
Area: Humanities.
Magic and Marvels of Wonders make us question what we see and experience: what is reality, what is illusion; what’s natural and what’s supernatural? What’s human and what’s more, or less, than human? During the Renaissance, ideas about the magical and the marvelous were bound up with questions and issues very different from those of our time. With the exact sciences still to be invented, the nature of the world was much less hard and fast for Renaissance people than it is for the modern educated person. The literary masterpieces of the Italian Renaissance, especially the romance and the theater, provide vivid illustrations of the early modern sense of wonder. Foremost among these are the theatrical comedies which Italian authors revived in imitation of the ancients, and the romances, especially Ariosto’s Orlando furioso (1532) and Tasso’s Gerusalemme liberata (1581). These works influenced ideas about magical and marvelous phenomena across Europe for centuries to come. Works will be read and discussed in English. Italian majors will attend a weekly supplemental discussion in Italian and compose their written work in Italian.
Instructor(s): W. Stephens
Area: Humanities.

What does it mean to be Italian rather than French, American, or anything else? What’s the difference between being Tuscan, Milanese, or Sicilian? Between being Christian, Jewish, Muslim, or “other”? How does the reality of Being Italian differ from the clichés that prejudice, commercialism, or mass media fads help to spread? Considering these questions can be important whether you want to use your Italian in business, in academia, or for sheer pleasure, whether you want to watch films, read books, or see the sights.
Prerequisites: AS.210.251 AND AS.210.252
Area: Humanities.

AS.214.376. Warrior Women from Ancient Times to Game of Thrones. 3 Credits.
This course will trace the origins of the warrior woman from ancient times through today’s pop culture and reflect on the multiplicity of its social, cultural, and political ramifications.
Instructor(s): J. Gomez
Area: Humanities.

The course will explore the notion of ‘voice’ in order to show how poetry, literature, philosophy, and music have been dealing with it throughout the ages. In particular, by focusing on classical figures such as the Sirens, Circe and Echo, as well as by considering the seminal discussions of the ‘voice’ in Plato and Aristotle, the course will address the gendered nature of the voice as a tool to seduce and manipulate the human mind. More specifically, the course will discuss the ways in which male and female voices embody different functions. Examples to be analyzed include texts by Dante, Petrarch, Ariosto, and Tasso. The course will also consider later rewritings of myths concerned with the voice such as Giuseppe Tomasi di Lampedusa’s The Siren and Italo Calvino’s A King Listens.
Instructor(s): E. Refini
Area: Humanities.

Who was Niccolò Machiavelli? The author of the Italian Renaissance’s most famous book, The Prince, he also wrote histories, commentaries, comedies, and letters. And he had a career as a prominent Florentine diplomat, which ended tragically but informed everything he wrote. This course is intended to offer students an introduction to Machiavelli’s major works and to the intellectual, social, and political contexts that shaped his thinking.
Instructor(s): C. Celenza
Area: Humanities.

AS.214.393. Italian Opera and the Art of Adaptation.
Italian opera, from its very inception, has developed in close dialogue with other art forms. The pioneering operas of Peri and Monteverdi based on the figure of Orpheus are part of a larger cultural movement that saw Renaissance philosophers (Marsilio Ficino), visual artists (Bronzino) and humanists (Angelo Poliziano) resurrect and transform the ancient Orpheus myth. The subsequent evolution of opera was influenced by (and influenced) innovations in stage comedy, the novel, and other art forms. In this course, we will explore these connections between the development of opera and other facets of Italian culture. No knowledge of Italian is required. The course will be taught in English; an additional Italian language discussion section will be offered for majors.
Area: Humanities.

This course is intended to familiarize students with the intellectual world of Renaissance Italy, or more specifically, the “lost” Italian Renaissance of the long fifteenth century, from the time when Petrarch (1304-74) was in full maturity to the 1520s. During this period, most Italian intellectuals wrote the majority of their work in Latin - not the Medieval Latin of the Church and the universities but in what they saw as a more authentic Latin, like that used in ancient Rome, in the time of Cicero, Virgil, Quintilian, and others. These Renaissance “humanists,” inspired by the example of Roman, and eventually Greek, antiquity, believed that they were carrying out a cultural revival. Who were these humanists? Why then did they choose Latin (and a reformed Latin at that) instead of their native tongue as the language in which to effect this renewal? What did this choice afford them in terms of literature and philosophy? Why was this phase of literary and philosophical history undervalued in the evolution of modern scholarship? By the end of this course, you should be able to formulate answers to those questions. Some of the works of these authors still await editions, lying in manuscript libraries or difficult-to-access early printed editions. Many have now had their Latin texts edited, and a number have recently been translated into English. Students therefore have the chance to explore work in a field that is new and growing. A separate Renaissance Latin reading group will accompany the course for those who have studied Latin.
Instructor(s): C. Celenza
Area: Humanities.
Boccaccio's Decameron (1352), a collection of 100 short stories, ranges from the bawdy through the cynical to the romantic and even fantastic. It has inspired numerous writers, artists, musicians and film-makers. We will read Boccaccio's masterpiece on its own terms and in relation to the development of story-telling, from gossipy “news” (novelle) to artistic short story, theatrical adaptation, literary fairy-tale, and the fantastic. The Decameron will be compared with its forerunners in saints' lives, bawdy fabliaux, and moral exempla, and with its literary, theatrical, and filmic imitators in Italy and Europe. Italian graduate students and undergraduate majors will attend an extra weekly meeting conducted in Italian. Those students should enroll in section 2 which will be awarded 4 credits.
Instructor(s): W. Stephens
Area: Humanities.

AS.214.561. Italian Independent Study.
Instructor(s): C. Celenza; E. Refini; W. Stephens.

AS.214.562. Italian Independent Study.
Instructor(s): C. Celenza; E. Refini; W. Stephens
Area: Humanities.

AS.214.597. Italian Lit Internship-Summer.
Instructor(s): J. Coleman; P. Forni.

A seminar that considers how the early moderns encountered the (mostly material, mostly classical) remains of earlier cultures, in both visual and verbal realms. Survival and revival; manuscripts and art works; antiquarianism and the burden of the past; ephemeral and dreams of permanence. Some attention to the methodologies of historicism in both literary and art-historical study, including Burckhardt, Warburg, Panofsky, Greene, and recent work by Nagel and Wood; then a consideration of such figures as Dante, Petrarch, Ronsard, Mantegna, Francesco Colonna, Spenser, Shakespeare, and Milton.
Instructor(s): L. Barkan.

The course aims to outline the musical reception of Michelangelo's poems from the 16th to the 21st century. Moving from a critical introduction to Michelangelo's Rime, the course will address Michelangelo's own ideas on music and the few musical settings of his poems by contemporary composers. The course will turn then to the Post-Romantic renaissance of Michelangelo's myth as the context within which the main bulk of musical settings of the artist's poems was produced. What did composers such as Wolf, Britten, Dallapiccola, Shostakovich and Reimann find in Michelangelo's poetry? Through a close reading of the poems chosen by the composers, the course will explore the biographical, philosophical and socio-historical implications suggested by the different musical settings. No training in music performance or theory is required.
Instructor(s): E. Refini
Area: Humanities
Writing Intensive.

AS.214.604. # internet.
This seminar will address the history of the internet as participatory platform from such social media as facebook and twitter to blogs and forums of political or activist nature, as well as online gaming environments; the questions raised will regard the social change these platforms produce, the legal implications of sharing information, the political and economical issues around “digital labor” (Scholz), as well as the broader ethical questions about identity and the construction of self in participatory online environments. This class will include a hands-on dimension combining media theory & practice.
Instructor(s): B. Wegenstein
Area: Humanities.

The newly acquired “Bibliotheca Fictiva" collection of rare books contains over 1200 literary forgeries and related documents, and makes Johns Hopkins the only center in Europe or the Americas equipped to investigate the deep relations between literature (in the broad sense that includes historiography), literary forgery, and literary theory. We will trace the development of the concept of literary counterfeit in humanist scholarship, with its medieval and classical antecedents, and the growth of modern literary genres, particularly the historical novel, that depended on concepts of authenticity and probability or verisimilitude. Theoretical readings, from Lorenzo Valla through postmodern literary theory, will be matched with notorious forgeries and with metalianterary fiction, from Rabelais and Cervantes to Borges, Eco, and their imitators. Elementary Latin will be helpful but not required; some paleographical skills will be taught; all sessions will be held in the Bibliotheca Fictiva collection in the rare book room of the new Brody Learning Center.
Instructor(s): E. Havens; W. Stephens
Area: Humanities.

AS.214.610. Latin and Vernacular Eloquence from Dante to Bembo.
This course will examine the coexistence of Latin and the Italian vernaculars as languages of literary expression in Italy between the thirteenth and sixteenth centuries. We will study theoretical works that articulate ideals of eloquence and style for Latin and the vernacular and that conceptualize the nature and relative roles of these languages. We will also consider the social, political, and intellectual factors that influenced how literary authors and translators employed Latin and the vernacular. Reading knowledge of Italian is required. While Latin works will be read primarily in translation, we will work with selected texts in Latin with the goal of better understanding medieval and Renaissance Latin style. Some prior study of Latin is assumed; advanced Latin is not a prerequisite.
Instructor(s): J. Coleman.

AS.214.616. Visual Languages in Medical Knowledge.
This interdisciplinary course, co-taught by professor Veena Das (Anthropology) and Research professor and filmmaker Bernadette Wegenstein (German and Romance Languages and Literatures) will track the mediation of images in the making of medical knowledge and show how sensory knowledge is incorporated or transformed in the process. Co-listed with 211.416 and 070.416
Instructor(s): B. Wegenstein; V. Das
Area: Humanities.
AS.214.630. Rossellini-Fellini-Pasolini: Italian Cinema and its Meaning Beyond Italy.
The great triumvirate of the Italian cinema, Rossellini, Fellini, and Pasolini can be said without exaggerations to be the fathers of modern film. Through the poetry of their moving images, they lay the groundwork in some ways for almost every kind of cinema that has been made in their wake. This course will examine the breadth of their opus and writings in an effort to understand the source of their influence. Recommended Course Background: AS.210.311-AS.210.312 or instructor permission.
Instructor(s): B. Wegenstein.

AS.214.637. The Intellectual World of the Italian Renaissance.
This course is intended to familiarize students with the intellectual world of Renaissance Italy, or more specifically, the “lost” Italian Renaissance of the long fifteenth century, from the time when Petrarch (1304-74) was in full maturity to the 1520s. During this period, most Italian intellectuals wrote the majority of their work in Latin – not the Medieval Latin of the Church and the universities but in what they saw as a more authentic Latin, like that used in ancient Rome, in the time of Cicero, Virgil, Quintilian, and others. These Renaissance “humanists,” inspired by the example of Roman, and eventually Greek, antiquity, believed that they were carrying out a cultural revival. Who were these humanists? Why then did they choose Latin (and a reformed Latin at that) instead of their “native” tongue as the language in which to effect this renewal? What did this choice afford them in terms of literature and philosophy? Why was this phase of literary and philosophical history undervalued in the evolution of modern scholarship? By the end of this course, you should be able to formulate answers to these questions. Some of the works of these authors still await editions, lying in manuscript libraries or difficult-to-access early printed editions. Many have now had their Latin texts edited, and a number have recently been translated into English. Students therefore have the chance to explore work in a field that is new and growing. A separate Renaissance Latin reading group will accompany the course for those who have studied Latin.
Instructor(s): C. Celenza
Area: Humanities
Writing Intensive.

Three of the most wildly inventive works of Renaissance literature are Luigi Pulci’s verse romance Morgante (1478/1483), Teofilo Folengo’s macaronic Baldus (1517/1521) and François Rabelais’s five prose tales known to posterity as Gargantua et Pantagruel (1532-1550’s?). Beginning from a template of mock epic, these three works unleash a tornado of linguistic and narrative tours de force, burlesquing and satirizing almost every aspect of literature, politics, and religion, with such reckless gusto that their authors were often accused of irreligion and even atheism. Their frenetic attacks on every conceivable norm of language, good taste, and decorum provide a fascinating "Dionysian" counterpoint to the dignified "Apollinian" works that are more easily assimilable to modern ideas about the essence of the Renaissance. A thorough familiarity with either early modern Italian or early modern French is absolutely essential for full appreciation of these works, as is a basic knowledge of Latin.
Instructor(s): W. Stephens.

AS.214.655. Translating Knowledge: Brunetto’s Tresor and Dante’s Convivio.
By focusing on Brunetto Latini’s Tresor and Dante Alighieri’s Convivio, the seminar will examine the notion of “encyclopedic knowledge” in the Middle Ages. The two works – both examples of “translation” – call traditional ideas of knowledge into question. The seminar will study the Convivio as a response to the Tresor and will situate Dante’s project within a wider discussion of vernacular translation as a key tool for the dissemination of the classical tradition in the Middle Ages.
Instructor(s): E. Refini
Area: Humanities.

AS.214.658. Dante’s Inferno: A Reading for Teaching.
How to Teach the Divine Comedy to American Undergraduates.
Instructor(s): P. Forni.

In this course we will study representative works by the major figures of Italy’s humanist movement, considering the significance of the movement as a whole and the many currents that scholars have identified within it. Topics and authors we will explore include early Paduan humanism (Lovato, Mussato), Florentine civic humanism (Salutati, Bruni), the birth of philology (Poliziano, Valla), vernacular humanism (Alberti, Landino), and the relationship between humanistic studies and Christian religion (Ficino, Sannazaro, Erasmus). The class will be taught in English. The ability to read Italian is required. Some knowledge of Latin is desirable but is not required.
Instructor(s): J. Coleman
Area: Humanities.

AS.214.668. Boccaccio I.
Instructor(s): P. Forni.

A reading of Boccaccio’s Decameron completes the unit of two-semester courses on the Florentine writer.
Instructor(s): P. Forni.
AS.214.671. Ancient and Modern in the Mirror of the City: The Image of Rome in Italian Literature from the 13th to the early 19th Century.
The course will run from October 19th through December 7th, meeting twice per week. The source of two formative traditions shaping Italian identity, Antiquity and Christianity, Rome is the most cited place in Italian literature and a key source for Italy’s ongoing dialogue with the past. Yet, every epoch of Italian literature has had its own idea of the past. How did Italian authors shape the image of Rome? Focusing on both canonical and non-canonical writers, this course will provide a unique approach to the history and vicissitudes of classicism in the history of Italian culture. We will explore the following authors and texts: Le miracole de Roma (13th-century translation into the Roman vernacular of the Latin Mirabilia Urbis Romae, 12th cent.); the Anonimo Romano’s Cronica (1350s); Petrarch (Collatio laureationis, epistles); Poggio Bracciolini’s De varietate fortunae (1431); Biondo Flavio’s preface to his Roma instaurata (1444-46); Raphael’s letter on Roman antiquities to Leo X, written in cooperation with Castiglione (1519); Andrea Fulvio’s preface to his Antiquitates Urbis (1527); “Pasquinades” (“Pasquinate”) from the sixteenth century; Rome in Baroque poetry (Marino and Chiabrera) and in the poetry of the early Arcadian Academy (1690s); 18th-century satires on Rome (Devoti, Contucci); Alessandro Verri’s Notti Romane (1792 and 1804), Leopardi’s letters from Rome (1822); and G. G. Belli’s Sonetti on the ruins and monuments of Rome (1830s). Consequently, this course will also provide students with an overview of the many languages of Italian literature, such as medieval Roman vernacular, medieval and humanist Latin, neo-Latin, and nineteenth-century Roman dialect.
Instructor(s): Staff
Area: Humanities.

AS.214.672. Tasso, the Epic & Tradition.
Students will achieve deep familiarity with Tasso’s Gerusalemme liberata and Aminta; read selections from Gerusalemme conquistata, Il mondo creato, Tasso’s Dialogues, and his literary-theoretical treatises; survey important texts of Tasso criticism, and sample Tasso’s legacy in poetry and figurative arts.
Instructor(s): W. Stephens

AS.214.673. Ariosto’s Orlando Furioso.
This course will run from October 19th through December 7th, meeting twice per week. The course aims to analyze the development of Foscolo’s poetry in the years between the eighteenth and nineteenth centuries (1798-1807), namely the development from the sonnets and the odes to the poem I Sepolcri, starting off from the most common models of the famous contemporary poets (Parini, Monti, Alffieri, Pindemonte) to arrive at a new understanding of “lyric poetry.” Furthermore, the lectures will focus on the discussions and controversy that arose with regards to the Sepolcri (with Pindemonte and others) immediately after publication, when the novelty of the poem aroused bewilderment and perplexity in many critics, readers and poets. The analysis of the anti-Foscolo writings that appeared at this time - and the replies of Foscolo himself will show how most of the readers of that time, still tied to a static view of literary genres, were negatively affected by the audacity in the mixture of the various registers that characterize the poem (epic, lyric, elegy, satire, tragedy) held responsible both for the lack of formal and stylistic unity of the poem, and its complete obscurity. The class will be taught in Italian.
Instructor(s): F. Bausi; Staff
Area: Humanities.


AS.214.675. The Invention of the Secular Theatre.
Must read Italian, but not limited to Italian graduate students. Between late Antiquity and the fifteenth century, religious and cultural strictures on theatrical activity were enforced continuously, though not consistently. While spectacle (and, in the later Middle Ages, drama) remained important to medieval life, it was left to Italian humanists to reconstitute secular theater in the fullest sense, by reviving the ancient classical forms of comedy and tragedy, and by inventing new forms such as tragicomedies, commedia dell’arte, and opera. Sixteenth-century drama in Italian was the model for the development of dramatic literature in the other major Western European countries, including works of Shakespeare, Molière and other major authors. After reading several classic texts of the Italian sixteenth century in modern editions, students will produce editions and translations of other texts—both sixteenth-century imprints and the unpublished plays in a unique manuscript recently acquired by JHU—for planned publication. All sessions will be held in Special Collections in the Brody Learning Commons, and students will help prepare an exhibition of Renaissance editions.
Instructor(s): E. Havens; W. Stephens
Area: Humanities.

AS.214.676. The Renaissance Comic Romance.
In the second half of the fifteenth century, Italian poets transformed the medieval adventure stories of Charlemagne’s and Arthur’s knights. Luigi Pulci’s earthy, bourgeois Morgante and Matteo Maria Boiardo’s romantic, courtly Orlando innamorato created two variants of a genre that led from Ariosto’s Orlando furioso through Folengo’s Baldus to inspire Rabelais’s Gargantua and Pantagruel, Cervantes’ Don Quixote, and, eventually, the European novel. The course concentrates on the works of Pulci, Boiardo, and Folengo, combining close analysis of their linguistic and narrative fabric with examples of their influence on later comic masterpieces.
Instructor(s): W. Stephens
Area: Humanities
Writing Intensive.

AS.214.678. Ariosto’s Orlando Furioso.
Ludovico Ariosto (1474-1533) was one of the major poetic innovators of the European Renaissance. He is best known for Orlando Furioso, the long epic-romance that also bears traces of his innovations in other genres, especially theatrical comedy in the vernacular. Orlando Furioso is an encyclopedia of Renaissance genres and topics that was influential throughout European literature. Written as a continuation of Boiardo’s Orlando innamorato (left unfinished in 1494), Ariosto’s poem overshadowed his competitors, including Giangiorgio Trissino and the Tassos, father and son. From L’Italia liberata dai goti and L’Amadigi to Gerusalemme conquistata (leaving aside the many poems now forgotten), only Gerusalemme liberata achieved anything comparable to the popularity and critical acclaim won by the Furioso. Aside from three complete re-publications prints in 1516, 1521, and 1532, Ariosto left at his death five unfinished cantos that were never integrated into the poem, and that would have altered it considerably. Reading ability in Italian required.
Instructor(s): W. Stephens.
AS.214.729. Petrarch and His Legacy.
In this seminar we will study Petrarch’s poetry, as well as selected prose works. We will consider the various facets of Petrarch’s profound influence on European literature and intellectual culture: his role in inaugurating humanism and the revival of classical learning; his new vision of historical change and human subjectivity; the immense impact of his Canzoniere on European lyric poetry and on the development of the Italian language itself. The conclusion of the course will be devoted to early modern authors who adapted the Petrarchan lyric mode in new ways, including Vittoria Colonna, Thomas Wyatt, and Shakespeare. Instructor(s): J. Coleman
Area: Humanities.

An introduction to the Italian novel of the 20th Century
Instructor(s): P. Forni
Area: Humanities.

This seminal text of the late Middle Ages will be a point of departure for discussing the role of literature in forging the socio-political convictions of Western Civilization.
Instructor(s): P. Forni
Area: Humanities.

AS.214.765. Casiglione and Della Casa.
The students will become acquainted with two of the most influential books of conduct written in the Renaissance: the Cortegiano and the Galateo.
Instructor(s): P. Forni

AS.214.769. The Orpheus Myth and the Arts in Early Modern Italy.
The revival of the Orpheus myth in Early Modern Italy shaped some of the period’s most important developments in literature, music, and the visual arts: as the first Italian secular play, Angelo Poliziano’s Orfeo marked a new beginning for Italian theater in the late fifteenth century. Just over a century later, the composers and librettists who created Italian opera (Peri, Rinuccini, Monteverdi, Striggio, and others) made the Orpheus myth the most characteristic theme of this new art form. In this course we will study these and other Early Modern works based on the Orpheus myth, as well as their classical antecedents (including texts by Virgil, Ovid, Boethius). We will explore the literary, musical, and artistic repercussions of the rediscovery and reinterpretation of ancient Greek Orphic poetry by intellectuals and poets of Lorenzo de’ Medici’s circle, including Marsilio Ficino, Cristoforo Landino, and Giovanni Pico della Mirandola. Discussions will be conducted in English. Some knowledge of Italian is desirable, but advanced Italian is not a prerequisite.
Instructor(s): J. Coleman.

AS.214.790. What is Philology?
In recent years, philology has gained new attention as a field of methodological reflection which at the same time opens up Literary Criticism towards interdisciplinary research and media studies as it emphasizes the specific status of Literary Criticism in the humanities. The course will examine the changing field(s) of philology from the 18th century to the present in both historical and systematic scope. Including methods of textual criticism, edition philology, and hermeneutics, philology has been addressing questions of theory, methodology and epistemology in various constellations. Precisely because philology’s interest lies in connecting languages and literatures to their historical contexts, one of its primary tasks is to account for the epistemic framework and limitations of such historicization, so as to ensure that the literary object not be confused with historical contexts but is perceived as a distinct phenomenon in itself. - In addition to these questions, the course will discuss methods of edition philology, ranging from historical-critical edition to “material philology” and “genetic criticism” along with analyzing editions of Kafka, Joyce and Flaubert. Further, we will examine the more recent discussion on philology and new media (e.g. digital editions). Readings will include Vico, Schiegel, Schleiermacher, Nietzsche, Auerbach, Szondi, Bollack, Nichols, Cerviglini, and Ferrer among others. The course will be taught in English. Meets with 212.790, 213.790, and 215.790
Prerequisites: ;
Instructor(s): E. Strowick; J. Neefs
Area: Humanities.

Placed at the crossroads of aesthetics and politics, psychology and economics, the history of technology and popular culture, film has emerged as the interdisciplinary object of study par excellence. Based on intensive weekly viewing and on classic and contemporary statements in film theory, this seminar—required for the Graduate Certificate in Film and Media—opens up questions of film language, authorship, genre, spectatorship, gender, technology, and the status of national and transnational cinemas.
Instructor(s): B. Wegenstein; D. Schilling.

AS.214.792. GRLL SEMINAR/Fellini - Almodóvar.
In this co-taught graduate seminar, Professors Eduardo González and Bernadette Wegenstein will be teaching this seminar to European directors in their cultural and historical contexts and with an eye to both their radical eccentricity and utter centrality to cinema today (e.g., The Great Beauty). Our discussions will start with questions that are intrinsic to film theory such as mimicry, travesty, the visual and narrative construction of the erotic, as well as questions pertaining to the degree of realism in these directors’ work, i.e., the “road beyond neorealism” for Fellini, and Almodóvar’s queerness as expressed in his “true-and-false testimonies.” We will then proceed to read and watch some historical documentaries around the constructions of some of these directors’ films, such as Petronius’ Satyricon, about the worshipping of the most important female deity in late antiquity, Isis, in light of Fellini’s Satyricon; and Thierry Jonquet’s novel Tarantula and the French-Italian horror film, Eyes Without a Face (1960), which were both the basis for Almodóvar’s The Skin I Live In (2011). We will be reading Karen Pinkus’ Montesi Scandal, an unrealized screenplay about the birth of the Paparazzi in Fellini’s Rome, as well as Almodóvar’s columns from La Luna de Madrid, written in the persona of a female prostitute. The class will also include several guest speakers TBA.
Instructor(s): B. Wegenstein; E. González
Area: Humanities.
AS.214.851. Italian Foreign Language Teaching Practicum I.
Required for first-year Italian Graduate Students. Must take Italian Foreign Language Teaching Practicum II (AS.214.852) to receive credit for this course. This course will not have a scheduled meeting time.
Instructor(s): A. Zannirato
Area: Humanities.

AS.214.852. Italian Foreign Language Teaching Practicum II.
Required for First year Italian Graduate Students. This course will not have a scheduled meeting time.
Prerequisites: AS.214.851
Instructor(s): A. Zannirato
Area: Humanities.

AS.214.861. Italian Independent Stdy.
Instructor(s): C. Celenza; E. Refini; W. Stephens.

AS.214.862. Italian Dissertation Res.
Instructor(s): B. Wegenstein; C. Celenza; E. Refini; P. Forni; W. Stephens.

AS.214.863. Italian Proposal Prep.
Instructor(s): Staff.

The revolts of African slaves and Native Americans in colonial and present-day Latin America have captured the attention of some of the best Latin American and European filmmakers of the last decades. This course will explore the representation of African slaves and Indian rebels on the big screen from a revisionist historical perspective paying attention to the struggle for their liberation and resistance against the abuses of capitalism in connection with postcolonial studies and the key notion of the coloniality of power. We will focus on these issues through the critical analysis of six films: QUILOMBO (Brazil), BURN! (Italy and France), THE LAST SUPPER (Cuba), ERENDIRA IKIKUNARI (Mexico), TUPAC AMARU (Cuba and Peru) and SHIP OF FOOLS (Argentina). All films have English subtitles and all discussions will be in English.
Instructor(s): J. Baumgardt
Area: Humanities, Social and Behavioral Sciences.

AS.215.113. The Andes through Quechua.
Quechua, the lingua franca of the Inka Empire, is the first language of more than ten million people in the Andes and second language of millions more. This multi-media course prepares students for further study of Quechua and the Andes. Through film, song, short story, and communicative language instruction, students will learn basic words, phrases, and grammar for oral communication; reading and writings skills; as well as study habits and resources to continue their learning.
Instructor(s): A. Smith
Area: Humanities.

AS.215.117. Film & Feminism.
This course is an introduction to the intersections between film and feminist theory, activism and criticism. Each session will involve a screening and discussion of readings exploring topics such as the nature of the gaze, global feminism, "girl" culture, and constructions of femininity and beauty. Directors include Fellini, Almodovar, Claudia Llosa, Deepa Mehta, Ousmane Sembène and others. The course aims to prepare students for future courses in film and/or women, gender and sexuality studies.
Instructor(s): A. Sheeran
Area: Humanities.

Paul Leduc is a unique independent filmmaker from Mexico whose films explore different aspects of the history of his country. If there is something that defines Leduc’s films, this is his social compromise with the poor and the oppressed and their liberation as well as the denunciation of the abuses committed by capitalist globalization in Mexico. In this course, we will pay attention to these issues when watching Leduc’s five most important films: Reed: Insurgent Mexico (1973), Frida: Alive Nature (1986), What Do You Think? (1986), Baroque (1989) and Cobrador, in God We Trust (2006). All films have English subtitles.
Instructor(s): J. Valiente-Nunez
Area: Humanities, Social and Behavioral Sciences.

Latin/o/as form a rich and important cultural component of the American community and Latin/o/a writers comprise a dynamic demographic in the U.S. literary world. This course will examine the work of key Latino/a authors (Junot Diaz, Sandra Cisneros, Julia Alvarez), with a particular emphasis on those of Chicano and Caribbean heritage. In this survey of U.S.-Latino/a fiction, we will explore the various ways that native bi-cultural and bi-lingual individuals negotiate the challenges of identity, belonging, and self-expression through literature.
Instructor(s): J. Baumgardt
Area: Humanities.

During a 1955 gathering of filmmakers in Salamanca, several directors implored their peers and colleagues to rebel against the stringent censorship of Francisco Franco’s regime. In this course, we will examine films produced in Spain following that seminal moment and during the decline of Franco’s dictatorship. In addition to providing the films with a cultural and historical background, we will consider the variety of responses to the state censorship that abounded during Franco’s reign.
Instructor(s): C. Kozy
Area: Humanities.

AS.215.231. Introduction to Literature in Spanish.
The main objective of this course is to examine and discuss specific authors and topics in literature in Spanish from the Middle Ages to the 20th century. The course is designed to cover a selection of Hispanic texts from Spain and Latin America. Literary genres to be studied will include narratives, poetry, and drama. The bulk of each class session will be dedicated to the discussion of the assigned readings. This course is taught in Spanish. This course is required for the major in Spanish.
Instructor(s): E. Gonzalez; Staff
Area: Humanities.

AS.215.243. Freshman Seminar: The Middle Ages in Film.
The Middle Ages and medieval themes are ubiquitous in popular movies of our times. This course studies the Middle Ages as they have been portrayed in film, with a focus on Spain. Course materials include studies on the imaginative uses of the Middle Ages as well as films like The Cid, Tirante el Blanco, Ladyhawke, and Destiny, among others.
Instructor(s): N. Altschul
Area: Humanities.

AS.215.303. Program Abroad: Cuba in Film and Literature.
Intersession Abroad Program. The course examines Cuba through contemporary film and literature.
Instructor(s): E. Gonzalez
Area: Humanities.
During a 1955 gathering of filmmakers in Salamanca, several directors implored their peers and colleagues to rebel against the stringent censorship of Francisco Franco’s regime. In this course, we will examine several films produced in Spain following that seminal moment and during the decline of Franco’s dictatorship. In addition to providing the films with a cultural and historical background, we will consider the variety of responses to the state censorship that abounded during Franco’s reign.
Instructor(s): C. Kozev
Area: Humanities.

This course explores the work of the amorous poet and the “lady of his thoughts” from Garcilaso’s sonnets (1543) to don Quijote’s infamous love for the immaterial Dulcinea (1605). A chronological selection of amorous poetry from the period, including Cervantes’ own work as a poet, will be read in conjunction with excerpts from Leon Hebreo’s, Dialogues of Love, the key philosophical text for Neo-platonic love which was in wide circulation among poets of the period.
Instructor(s): G. Ponce
Area: Humanities.

AS.215.311. Radicalism, Film & Literature in Modern Latin America-Community Based Learning.
This course will explore the cultural symbiosis of radical politics, film, and literature in modern Latin America. Beginning with Cuban revolutionary Jose Marti and the definitive end of the Spanish Empire and concluding with current socialist movements in South America, we will analyze key radical texts by the likes of Friedrich Engels and Ernesto “Che” Guevara, classic films like The Battle of Chile by Patricio Guzman, and important works of literature by authors such as Pablo Neruda and Rigoberta Menchu. Note: Class will be conducted in English and all assigned texts will also be in English in order to encourage interdisciplinary enrollment and participation.
Instructor(s): M. Strayer
Area: Humanities.

The readings bring into consideration the question of terror (of war) and displacement as experienced by migrants in novels by prize winning authors such as Arguedas, Vargas Llosa, Alarcon, Riesco, Roncagio and Silva Passuni.
Instructor(s): S. Castro-Klaren
Area: Humanities.

Desde la conquista musulmana hasta la expulsión de los moriscos la Península Ibérica fue una sociedad caracterizada por el multilingüismo y la presencia, muchas veces conflictiva, de habitantes de las tres religiones monoteístas. Este curso presenta un panorama de las literaturas y culturas hispano-musulmanas e hispano-judías, así como hispano-cristianas y de temática morisca, desde la conquista musulmana (711) hasta la segunda parte del Quijote (1615).
Recommended Course Background: AS.210.311-AS.210.312 or instructor permission.
Instructor(s): H. Sieber; N. Altschul
Area: Humanities.

AS.215.327. Modern Political Thought in Latin America.
Sophomores, Juniors and Seniors only. The course is an introduction to modern political thought in Latin America. It draws on essays and novels written by major and influential political thinkers such as D.F. Sarmiento, Gonzalez Prada, J.C. Mariategui, Leopoldo Zea, J. E. Rodo, Octavio Paz, Jose Revueltas, Jose Maria Arguedas, Mario Vargas Llosa, Darcy Ribeiro, Enrique Dussel and the authors of the Sumac Kawsay as well as Liberation Theology central writings. The course will be taught in English. Students wishing to do work in the original Spanish or Portuguese will be encouraged to do so.
Instructor(s): S. Castro-Klaren
Area: Humanities.

A close reading and discussion primarily in Spanish of Cervantes’ masterpiece, with concentration on its major themes and contributions to the formation of the modern novel. We will use A. Murillo’s edition of the novel, Editorial Castalia.
Prerequisites: AS.210.311 AND AS.210.312
Instructor(s): H. Sieber
Area: Humanities.

AS.215.337. Teatro Espanol del Siglo del Oro.
Close reading of various Spanish authors, among them Lope de Vega, Calderon de la Barca, Moreto, and Zorilla. Students should have taken courses beyond intermediate level or advanced Spanish. This class will be conducted primarily in Spanish as a seminar and will require active participation and discussion. Papers will be written in Spanish.
Undergraduate Seminar.
Instructor(s): H. Sieber
Area: Humanities.

AS.215.338. Introduccion a la literatura argentina.
La literatura se enmarca en la realidad social y es una ventana hacia la cultura. En esta introducción consideraremos diferentes temas de especial importancia en la cultura y literatura argentina, como la separación entre la ciudad (puerto, civilización, contacto europeo) y el campo (provincias, barbarea, tradicionalismo rural) que empieza con el texto fundacional de Domingo F. Sarmiento, Facundo. Observaremos asimismo que esta influente dicotomía que se establece con la independencia política es modificada con la llegada masiva de inmigrantes a fin de siglo y finalmente pierde su fuerza con la dictadura militar de los años ’70 y con el desencanto neoliberal que estalla con la crisis del 2001.
Instructor(s): N. Altschul
Area: Humanities.

An interdisciplinary approach to the study of Latin America since Independence. The course will reply on an historical approach to the the study of literature, art and the formation of cultural epochs and periods.
Instructor(s): S. Castro-Klaren
Area: Humanities.

AS.215.343. Nación criolla: cultura y literatura en el siglo XIX.
El curso examina la formación de nuevas identidades hispanoamericanas y la búsqueda de un pasado que las haga legítimas, especialmente en el Cono Sur (Chile, Argentina, Uruguay). Consideraremos en particular las relaciones con el pasado español y con el pasado amerindio en textos políticos, críticos y literarios de figuras clave del siglo diecINUEVE, e.g. Domingo Faustino Sarmiento, Andrés Bello, Simón Bolívar, Esteban Echeverría, y José Victorino Lastarria.
Area: Humanities.
Through the close reading of primary texts written by or about adolescents, this course examines youth participation in Latin American art and society from the mid-20th century. Students wishing to complete the writing portions of the course in Spanish or Portuguese should enroll in section 2 which will award 4 credits instead of the usual 3.
Instructor(s): L. Judy
Area: Humanities.

AS.215.350. Mexico: An interdisciplinary approach to the construction of our image and understanding of Mexico.
The course studies the accounts of the Mexica on the journey and foundation of Tenochtitlan. Later we move on to the clash of cultures with the Spanish conquest (1521). After studying the art of the colonial period, the course focuses of the Mexican Revolution of 1910 and ends with a consideration of the image of the nation in murals and writers such as Octavio Paz, Carlos Fuentes and Elena Garro. Taught in English.
Instructor(s): S. Castro-Klaren
Area: Humanities.

This course will examine the cinema of Spain that was produced from the onset of the Spanish Civil War in 1936 until the death of dictator Francisco Franco in 1975. The films we will analyze include partisan documentaries, government propaganda shorts, escapist musicals, wry comedies, neo-realist thrillers, iconoclastic dramas, and meditations on national and personal trauma. In addition, we will contextualize our analyses by reading seminal works of Spanish cultural history, social criticism and film theory. This course is taught in English.
Instructor(s): C. Kozev
Area: Humanities.

We will study and discuss a selection of recent films from Spain, Argentina, Peru, Mexico and Cuba. We will concentrate on hot political and social issues in these countries as reflected in each film. Issues under discussion will be: the formal study and vocabulary of film and cinema in Spanish; gender and sexuality; national memory and trauma; trends in commercial film-making at the local and global levels; the imprint of social media networks. Taught in Spanish. Advanced Spanish is a prerequisite. The course counts as credit for the Major and Minor in Spanish and may apply as the equivalent to Intro to Literature in Spanish AS. 215. 231.
Instructor(s): E. Gonzalez
Area: Humanities.

AS.215.388. Narrating Mexico: Novel and History. 3 Credits.
The 200 years since the eruption of Mexican Independence present a panorama of struggle, strife, and literary creation. This course explores how Mexican literature formulates, contests and conditions portrayals of the national reality of Mexico. Taught in Spanish. Recommended Course Background: Advanced Spanish I or another Spanish survey course.
Instructor(s): C. Ray
Area: Humanities
Writing Intensive.

Through the careful study of Carlos Fuentes’ novel of Mexico City, La región más transparente, we will examine the city’s multiple and contending histories and mythographies from the Aztecs to the present as rendered in visual, textual, and performance media: murals, cinema, TV, burlesque, lucha libre, etc. Taught in Spanish; the course requires advanced reading skills in Spanish. Prior consultation with the instructor is required.
Prerequisites: AS.210.311
Instructor(s): E. Gonzalez
Area: Humanities.

Advanced Spanish and reading proficiency. Estudio de las culturas literarias de Argentina, Uruguay y Chile en sus respectivos contextos sociales y políticos desde la conquista española. Las culturas indígenas, el desarrollo de la nación, las culturas populares, culturas inmigrantes, regímenes políticos, actualidad económica y social en la época de la globalización.
Instructor(s): E. Gonzalez
Area: Humanities.

What is human madness? Taking into account Foucault’s famous dictum, "There can be no madness without society," this course returns to the earliest constructions of madness in the early modern period and moves forward into modernity through a close reading of literary, philosophical and scientific texts published in Spain. Readings include: Cervantes, Leon Hebreo, Huarte de San Juan, Lope de Vega, Calderon, Galdos, Freud, and others. Earlier representations of mental disquiet will be compared with the latest advances in psychology and neuroscience published in the JHU Gazette and the HUB. Recommended Course Background: AS. 210.312
Instructor(s): G. Ponce
Area: Humanities.

While our modern conception of "horror" owes much to English literature of the 19th century, it has an under-appreciated precedent in the literature of the Spanish Golden Age. In this course we will read tales of witches, monsters, and the living dead from an age that preceded ours by 400 years, but whose darkest fears are surprisingly familiar.
Instructor(s): W. Egginton
Area: Humanities.

AS.215.422. Amor y romanticismo en una Novela y tres películas.
Prerequisites: AS.210.311 AND AS.210.312
Area: Humanities.
Close reading of the Lazarillo de Tormes, Guzman de Alfaranche, Miguel de Cervantes, and others. Taught in Spanish.
Prerequisites: AS.210.312
Instructor(s): H. Sieber
Area: Humanities.

AS.215.443. Hispanic Literatures and the Arts.
Literary works from different genres (fiction, drama, poetry) by authors from Spain and Latin America are studied and illustrated in reference to the plastic and visual arts and cinema, indigenous, popular, and religious cultures. Cross-listed with PLAS
Instructor(s): E. Gonzalez
Area: Humanities.

El arte cinematográfico del gran cineasta español será estudiado a través de su obra, vista en partes selectas, obras enteras y dentro del marco escénico provisto por otras películas del cine español. Recommended Course Background: AS.210.326 or demonstrated proficiency in the language.
Instructor(s): E. Gonzalez
Area: Humanities.

Study of the music and literature inspired by three groups of great liminal influence in the cultural and political affairs of their respective nations. Gauchos (Argentina), Afro Hispanics (Cuba, Puerto Rico, Santo Domingo), Gitanos (Spain). Attention given to popular and learned myths and stereotypes and the history of efforts to establish self-identity. Conducted in Spanish. Recommended Course Background: AS.210.326
Instructor(s): E. Gonzalez
Area: Humanities.

We will study the visual and textual arts, cinema, political culture, and blogosphere; reaching back to the first phases in the building of the revolutionary state apparatus and its sovereign mandate. Taught in Spanish.
Prerequisites: AS.210.312(C)
Instructor(s): E. Gonzalez
Area: Humanities.

This course will deal with close readings of Borges ficciones and critical essays in order to determine how his thinking on the problem of writing and thinking is fictionalized in his stories.
Instructor(s): S. Castro-Klaren
Area: Humanities.

AS.215.466. The Spanish Avant-garde.
From the turn of the 20th century until the outbreak of Civil war in 1936, Spain witnessed the greatest flourishing in its literary and artistic scenes since its Golden Age 300 years before. In poetry, prose, painting, and film, Spanish artists and intellectuals were innovating artistic forms and participating in new kinds of cultural production and critical practice. In this course we will examine this period, paying special attention to the works of such writers and artists as Miguel de Unamuno, José Ortega y Gasset, Luis Buñuel, Salvador Dalí, Federico García Lorca, and Pablo Picasso. The course will be taught in Spanish.
Instructor(s): W. Egginton
Area: Humanities.

Readings will include selections from Medieval and Renaissance Works, such as "El Conde Lucanor", "Amadís de Gaula", "La carcel de amor", "El Abencerraje", "Lazarillo de Tormes", "La Diana", "El buscon", "Novelas ejemplares" (Cervantes) and "Don Quixote".
Instructor(s): H. Sieber
Area: Humanities.

Taught in Spanish. Este curso examina la presencia del Islam y el concepto del “oriente” en el Cono Sur, especialmente Argentina. Leeremos obras de los siglos 19 y 20 que representan al oriente, y discutiremos los significados y cambios que la llegada de inmigrantes “islámicos” produjo en la cultura literaria de esta zona de América Latina. Tendremos en cuenta de forma particular que el problema del “oriente” en España y sus colonias es un problema “interno”. Debido a que la península ibérica tuvo una importante presencia musulmana durante toda la edad media (711-1609), en el círculo europeos España fue considerada “islámica” u “oriental” también durante los tiempos modernos. Es así que el Oriente llega a América con la conquista de los españoles “islamizados.” Cross-listed with PLAS
Instructor(s): N. Altschul
Area: Humanities.

Desde el 711 hasta el 1609 de la era cristiana, la península ibérica fue una sociedad multi-lingüística con zonas y ciudades pobladas y/o administradas por miembros de las tres religiones abrahámicas monoteístas. Este curso presenta un panorama de las literaturas hispano-musulmanas, hispano-judías e hispano-cristianas haciendo especial hincapié en el contexto histórico de la península. Los textos en árabe y hebreo serán leídos en traducción inglesa o castellana, dependiendo de su accesibilidad. Taught in Spanish.
Instructor(s): N. Altschul
Area: Humanities.

AS.215.525. Spanish Independent Study.
Instructor(s): E. Gonzalez; W. Egginton.

Instructor(s): E. Gonzalez; H. Sieber; N. Altschul; S. Castro-Klaren
Area: Humanities.

AS.215.527. Spanish Internship.
Instructor(s): E. Gonzalez
Area: Humanities.

We will hone our skills in reading novels as political documents and political documents as narrative with revolution and revolt in the background and Marxism as the main informing theoretical legacy. Writings by Cortázar, Vargas Llosa, Euclides da Cunha, Carpentier, Bolaño, Marx, Gramsci, Mariátegui, Fanon, Deleuze, Toscano, Badiou.
Instructor(s): E. Gonzalez.

Close readings in historical context of José Donoso’s El obsceno pájaro de la noche and Casa de campo, Isabel Allende’s La casa de los espíritus, and Pilar Donoso’s Correr el tupido velo, as well as selected essays from Sandra M. Gilbert’s “Rereading Women
Instructor(s): E. Gonzalez
Area: Humanities.
AS.215.623. Literary Patronage in the Age of Cervantes.
This seminar will concentrate on the roles and relationships of patrons and clients, particularly after the death of Philip II (1598). Dedications by authors to their patrons will be discussed and each student will select a particular author as a semester-long project. Authors include Cervantes, Gongora, Quevedo, Lope de Vega, Velez de Guevara and Maria de Zayas.
Instructor(s): H. Sieber
Area: Humanities.

This seminar will be based on close readings of the ‘Lazarillo de Tormes’, selections from Mateo Aleman’s ‘Guzman de Alfarache’, and three of Cervantes’ ‘Novelas ejemplares.’ These texts reflect the impact that Spanish fiction exerted on Golden Age Spanish literary history and on the European novel in general. An extensive bibliography will also be covered.
Instructor(s): H. Sieber

AS.215.635. Spanish Golden Age Theater.
Close reading of plays by lope de Vega, Calderon, Tirso de Molina, and others.
Instructor(s): H. Sieber
Area: Humanities.

AS.215.639. Don Quijote de la Mancha.
The novel will be the focus of the entire seminar. Recent trends in Cervantes criticism, textual issues related to the novel’s publication, biographical, cultural, and social history, and patronage in the Courts of Philip II and III will be topics of discussion and research. The goal is a wide-ranging appreciation and understanding of the novel’s original contexts.
Instructor(s): H. Sieber.

Taking into account the crisis in self (national) representation and the fluidity of identities, the course will delve into the work of major Latin American writers in order to study issues of self-representation across time and specific contexts. The course will begin with the work of Sarmiento and move on to Gilberto Freyre, Rachel de Queiroz and Clarise Lispector. In a second stage the course will delve into Garcia Marquez’ autobiography and Mario Vargas Llosa’s “La tia Julia y el escribidor”, to end with Ernesto Cardenal’s autobiography.
Instructor(s): S. Castro-Klaren.

Four authorships deeply embroiled in translation and the work of Eros and Thanatos will be studied: J. L. Borges (Pierre Menard), J. Derrida (fragments from La carte postale), Javier Marías (Corazón tan blanco), and Andrés Neuman (El viajero del siglo).
Instructor(s): E. Gonzalez
Area: Humanities.

AS.215.646. The Narrative of Conquest in the Andes, 1530 - 1680.
Departing from narratology and the perspective of post-colonial studies, the course will analyze the narrative of conquest as developed by Cieza de Leon, Garcilaso de la Vega, Inca, Guaman Poma, Jose de Acosta and William Prescott.
Instructor(s): S. Castro-Klaren.

From neuroscience to political theories, we will examine early modern and late modern works in literature and critical thought in which dreams and dreaming intersect with power under diverse political regimes and modalities.
Instructor(s): E. Gonzalez
Area: Humanities.

AS.215.688. Postcolonial Middle Ages.
Taught in English. Postcolonial Studies dramatically changed inquiry on the Middle Ages in the last two decades, mainly in the study of English and French materials. This seminar brings medieval Iberian subjects into the discussion and examines the new critical idioms and approaches of pan-European postcolonial medievalism.
Instructor(s): N. Altschul
Area: Humanities.

AS.215.692. Islamic Spain 711-1609.
Spain was a cultural contact zone throughout the Middle Ages. Emphasizing historical context, this seminar examines the cultures and literatures of Islamicate Iberia from the Muslim conquest to the expulsion of the moriscos. Taught in English. Some readings in Spanish. Open to seniors with permission.
Instructor(s): N. Altschul.

AS.215.695. New and Old Disputations of/for the New World.
This course will focus on readings of original texts—chronicles, reports, treatises, and polemics—and critical commentary on the issues central to the disputation for control and deployment of the meanings of the "new" world and its status in the realm of coloniality. Besides selections from the Inca Garcilaso de la Vega, Guaman Poma, and Ixtlilxochitl, we will read from Jose de Acosta and Bernabe Cobo. Antonello Gerbi’s Disputa Del Nuevo Mundola and Walter Mignolo’s The Darker Side of the Renaissance, along with Enrique Dussel’s El Encubrimento Del Otro and Charles Man’s 1491 will constitute the totality of readings and problematic of the seminar.
Instructor(s): S. Castro-Klaren
Area: Humanities.

This course examines variegated constructions and redeployments of “the middle ages” in postmedieval times. Topics include historical revivals, the national philologies, literary, and filmic reconstructions, postcolonial medievalisms, and theories of temporality, among others. Readings in English and Spanish.
Instructor(s): N. Altschul.

AS.215.710. Medievalisms.
This course examines variegated constructions and redeployments of “the middle ages” in postmedieval times. Topics include historical revivals, the national philologies, literary, and filmic reconstructions, postcolonial medievalisms, and theories of temporality, among others. Readings in English and Spanish.
Instructor(s): N. Altschul.

From telegrams to tweets, the twentieth-century media revolution appears unique; but the magnitude of the revolution is not unprecedented. Another media revolution preceded ours by about 400 years, and coincided with the dawn of modern Europe. This course will examine examples of inflationary media—media whose deployment affects not just the content being transmitted, but also a culture’s entire understanding of reality—from both ages, with special attention to those deployed in the context of emergent early modern nation states like Spain, but with an eye to better understanding the effects and potentials of analogous media practices today.
Instructor(s): W. Egginton.
AS.215.713. What Are Humanities?.
They are one of three established divisions of knowledge. Almost half the departments at our own university are categorized under that division. We all feel we know what the “humanities” are, but how? Is the best answer we have to that question a paraphrase of Justice Potter Stewart’s definition of pornography, “I know them when I see them”? In this seminar we will examine the question of what the humanities are through the close reading of a series of key texts spanning the period from the Renaissance to the twentieth century. In many ways our readings will be necessarily proleptic, since the very category we are interrogating postdates many of the sources we will be analyzing. Our guiding question, however, will be how the specific division of knowledge under which we now organize our disciplines came into being, and what presuppositions that organization implies. The course will be conducted in English but will include, to the extent possible, readings in the original language. Graduate students should be prepared to work in the original language if it is one that they already master (which may include Latin, Spanish, Italian, French, or German) and with translations when not. Readings may include selections by Desiderius Erasmus, Lorenzo Valla, Juan Luis Vives, Juan Ginés de Sepúlveda, Francisco de Vitoria, Bartolomé de las Casas, Denis Diderot, Johann Wolfgang von Goethe, Immanuel Kant, Martin Heidegger, Maurice Merleau-Ponty, and Jean-Paul Sartre.
Instructor(s): W. Egginton
Area: Humanities.

A close reading of Cervantes’ short stories, with concentration on their literary tradition and their relationship to some of his other works. We will also investigate Spanish court society, politics, and history between 1598 & 1621 and critical bibliography.
Instructor(s): H. Sieber.

Graduate students or advanced seniors. This seminar will explore the corpus of political thought in Latin America since independence (1810) to the present by focusing on the discourses that constructed and continue to construct 5 key questions in the negotiation of power in the post-colonial res politica: territory, nationhood, national subjectivation, cultural imagination, justice and regimes of inclusion and exclusion. Readings will include the work of Sarmiento, Euclides da Cunha, Gonzalez Prada, Mariategui, Marti, Revueltas, Paz, Dussel, Ribeiro, Freire, Arguedas, Liberation Theology and Sumaz Kawsay authors.
Instructor(s): S. Castro-Klaren
Area: Humanities.

AS.215.753. Latin American Premodern.
Focusing on the idea that Iberian colonization was premodern in character, this course examines the association of Spanish and Portuguese America with topics like feudality, the orient, despotism, and medieval cultural lifestyles. Among others, theoretical discussions include the medieval-modern divide, (neo)medievalism, settler postcolonial theory and comparative colonialisms, modernization and dependency theories; texts include, among others, Argentinians Domingo Sarmiento and José Ingenieros, Brazilians Euclides da Cunha and Gilberto Freire, Peruvian José Carlos Mariátegui, and Cuban Alejo Carpentier.
Instructor(s): N. Altschul.

AS.215.763. Vargas Llosa and Garcia Marquez: Intertextual crossing and World Literature.
The objective of the course is to read critically key works by these two writers in the context of their self stipulated intertexts--Flaubert and Faulkner, respectively-- and the place such intertextual readings in the contexts of the recent discussions on “world literature”.
Instructor(s): S. Castro-Klaren.

AS.215.790. What is Philology?.
In recent years, philology has gained new attention as a field of methodological reflection which at the same time opens up Literary Criticism towards interdisciplinary research and media studies as it emphasizes the specific status of Literary Criticism in the humanities. The course will examine the changing field(s) of philology from the 18th century to the present in both historical and systematic scope. Including methods of textual criticism, edition philology, and hermeneutics, philology has been addressing questions of theory, methodology and epistemology in various constellations. Precisely because philology’s interest lies in connecting languages and literatures to their historical contexts, one of its primary tasks is to account for the epistemic framework and limitations of such historicization, so as to ensure that the literary object not be confused with historical contexts but is perceived as a distinct phenomenon in itself. – In addition to these questions, the course will discuss methods of edition philology, ranging from historical-critical edition to “material philology” and “genetic criticism” along with analyzing editions of Kafka, Joyce and Flaubert. Further, we will examine the more recent discussion on philology and new media (e.g. digital editions). Readings will include Vico, Schlegel, Schleiermacher, Nietzsche, Auerbach, Szondi, Bolock, Nichols, Cerquiglini, and Ferrer among others. The course will be taught in English. Meets with 212.790, 213.790, and 214.790
Prerequisites: ;
Instructor(s): E. Strowick; J. Neefs
Area: Humanities.

Placed at the crossroads of aethestics and politics, psychology and economics, the history of technology and popular culture, film has emerged as the interdisciplinary object of study par excellence. Based on intensive weekly viewing and on classic and contemporary statements in film theory, this seminar—required for the Graduate Certificate in Film and Media—opens up questions of film language, authorship, genre, spectatorship, gender, technology, and the status of national and transnational cinemas.
Instructor(s): B. Wegenstein; D. Schilling.
AS.215.792. GRLL SEMINAR/Fellini - Almodóvar.
In this co-taught graduate seminar, Professors Eduardo González and Bernadette Wegenstein will be discussing these two seminal European directors in their cultural and historical context and with an eye to both their radical eccentricity and utter centrality to cinema today (e.g., The Great Beauty). Our discussions will start with questions that are intrinsic to film theory such as mimicry, travesty, the visual and narrative construction of the erotic, as well as questions pertaining to the degree of realism in these directors’ work, i.e., the “road beyond neorealism” for Fellini, and Almodóvar’s queerness as expressed in his “true-and-false testimonies.” We will then proceed to read and watch some historical documents around the constructions of some of these directors’ films, such as Petronius’ Satyricon, about the worshiping of the most important female deity in late antiquity, Isis, in light of Fellini’s Satyricon; and Thierry Jonquet’s novel Tarantula and the French-Italian horror film, Eyes Without a Face (1960), which were both the basis for Almodóvar’s The Skin I Live In (2011). We will be reading Karen Pinkus’ Montesi Scandal, a unrealized screenplay about the birth of the Paparazzi in Fellini’s Rome, as well as Almodóvar’s columns from La Luna de Madrid, written in the persona of a female prostitute. The class will also include several guest speakers TBA.
Instructor(s): B. Wegenstein; E. Gonzalez
Area: Humanities.

AS.215.826. Spanish Independent Study.
Instructor(s): E. Gonzalez; H. Sieber; N. Altschul; S. Castro-Klaren.

Instructor(s): E. Gonzalez; H. Sieber; N. Altschul; S. Castro-Klaren; W. Egginton.

Instructor(s): E. Gonzalez; H. Sieber; N. Altschul; S. Castro-Klaren; W. Egginton.

AS.216.300. Contemp. Israeli Poetry.
This course examines the works of major Israeli poets such as Yehuda Amichai, Nathan Zach, Dalia Rabikovitch, Erez Biton, Roni Somek, Dan Pagis, Yona Wollach, Yair Horwitz, Maya Bejerano, and Yitzhak Laor. Against the background of the poetry of these famous poets we will study recent developments and trends in Israeli poetry, including less known figures such as Mois Benarroch, Shva Salhoov and Almog Behar. Through close reading of the poems, the course will trace the unique style and aesthetic of each poet, and will aim at presenting a wide picture of contemporary Hebrew poetry.
Prerequisites: Students may receive credit for AS.216.300 or AS.300.413, but not both.
Instructor(s): N. Stahl
Area: Humanities.

Palestinian and Israeli cinemas have emerged side by side, each depicting its Other as a deceiving mirror of its own self. This course will analyze the different images of these Others in both cinemas.
Instructor(s): N. Stahl; Z. Cohen
Area: Humanities.

AS.216.342. The Holocaust in Israeli Society and Culture.
This course examines the role of the Holocaust in Israeli society and culture. We will study the emergence of the discourse of the Holocaust in Israel and its development throughout the years. Through focusing on literary, artistic and cinematic responses to the Holocaust, we will analyze the impact of its memory on the nation, its politics and its self-perception.
Instructor(s): N. Stahl
Area: Humanities.

AS.216.370. Israel Through Prose.
This course examines representations of various aspects of Israeli society and culture in contemporary Israeli prose. The course will follow both a thematic and chronological path in order to study the ways in which Israeli prose reflects political, ideological, social and cultural aspects of contemporary Israel. In this context, we will read works by several major authors such as: Agnon, Shabtai, Kahanah-Carmon, Oz, Kenaz, Yehoshua, Grossman, Castel-Bloom, Matalon, Laor, Kashua and Hoffmann. Students who sign up for section 2 will work an additional hour in Hebrew with Professor Cohen at a time mutually agreed upon by the professor and the students enrolled.-Carmon, Oz, Kenaz, Yehoshua, Grossman, Castel-Bloom, Matalon, Laor, Kashua and Hoffmann.
Instructor(s): N. Stahl; Z. Cohen
Area: Humanities.

AS.216.373. War in Israeli Arts and Culture. 3 Credits.
In this course we will study the various representations of what functions as one of Israel’s most unifying and yet dividing forces: war. By analyzing literary and cinematic works as well as visual art and popular culture we will attempt to understand the role of war in shaping Israeli society, culture and politics. Topics such as commemoration and mourning, dissent and protest, trauma and memory and the changing image of the soldier will stand at the center of the course. Students with a knowledge of Hebrew wishing to do extra work in Hebrew should enroll in section 2 and the fourth hour will be scheduled at a time convenient to the enrollees and instructor.
Instructor(s): N. Stahl; Z. Cohen
Area: Humanities.

AS.216.398. Zionism: Literature, Film, Thought.
This course studies the relation between Israeli culture and Zionism. Based on a close reading of both literary and non-literary Zionist texts, we will explore the thematic, social and political aspects of the Zionist movement. The course focuses on primary sources and its main goal is to familiarize students with the history of Zionism and its influence on Israeli culture. In the last part of the semester we will investigate the different meanings of Post-Zionism through contemporary literary and non-literary texts as well as recent Israeli films.Students wishing to do additional work in Hebrew should enroll in section 2 where students will meet for an additional hour at a time TBD and will earn 4 credits for the course.
Prerequisites: Students may receive credit for AS.216.398 or AS.300.398, but not both.
Instructor(s): N. Stahl; Z. Cohen
Area: Humanities.
AS.216.412. The Divine in Literature and Cinema.
This course studies various issues concerning literary and cinematic representations of the divine. We will investigate theoretical, theological, generic and aesthetic aspects of the topic and will familiarize ourselves with the general problem of the relation between religion, literature and cinema. Among the topics to be discussed are, negative theology in literature and film, theodicy and anti-theodicy, the question of religion and literary modernism, providence and narratology in the modern novel and in contemporary cinema.

This course studies literary and cinematic representations of the apocalypse. We will investigate theoretical, theological, generic and aesthetic aspects of the topic and seek to trace the narrative dynamics as well as literary and cinematic means of apocalyptic representations. We will discuss works from various periods, languages, cultures and religions. Among the issues to be discussed: what is the apocalypse, war and the apocalypse, the Holocaust as apocalypse, Biblical apocalypse, post-apocalyptic works, the apocalypse in popular culture, realism, anti-realism and the apocalypse.

Instructor(s): N. Stahl
Area: Humanities.

AS.216.500. Independent Study.
Instructor(s): N. Stahl
Area: Humanities.

AS.216.612. The Divine in Literature and Cinema.
This course studies various issues concerning literary and cinematic representations of the divine. We will investigate theoretical, theological, generic and aesthetic aspects of the topic and will familiarize ourselves with the general problem of the relation between religion, literature and cinema. Among the topics to be discussed are, negative theology in literature and film, theodicy and anti-theodicy, the question of religion and literary modernism, providence and narratology in the modern novel and in contemporary cinema.

Instructor(s): A. Letvin
Area: Humanities.

AS.216.800. Independent Study.
Instructor(s): N. Stahl

Cross Listed Courses

History of Art

AS.010.204. Italian Art in the Middle Ages.
This course explores key monuments of medieval art and architecture in Italy from c. 400 until 1350. We will concentrate on historical, functional, and aesthetical aspects that lead to the creation of single monuments and art works. Emphasis is given to the analysis of “sacred space” by means of architecture, painted, and sculptural decoration, as well as ritual performances. Another focus is laid on the emergence on the political dimension of art for the creation of civic identity as well as in the context of the late medieval courts. We raise questions about the importance of materiality and science for the creation of medieval art works.

Instructor(s): N. Zchomelidse
Area: Humanities.

AS.010.216. 20th Century Italian Art.
This course will be a critical survey of the major artistic movements in Italy during the 20th century, from Futurism to Arte Povera. Often seen as a secondary location of artistic production, the class will situate the artists working in Italy within a broader historical and global context.

Instructor(s): K. Johnson
Area: Humanities.

AS.010.312. Surrealism.
Topics include: art and the unconscious; “psychic automatism” and its implications for theories of medium, genre, and composition; objects, journals, and exhibitions. Visits to Special Collections and the BMA.

Students will curate and install an exhibition of Surrealist journals from MSEL Special Collections, to open in April 2014.

Instructor(s): M. Warnock
Area: Humanities.


With over 1,800 works attributed to him, Francisco de Goya (1746-1828) was constantly inventing, experimenting, and pushing the limits of the representable. This course will begin by examining Goya’s printed oeuvre as one possible itinerary for studying his life and work. The second half of the course will consider alternative narratives for Goya’s career based on genre and theme. Topics will include portraiture, madness, religious painting, and the discovery of Goya by later generations of artists, authors, and filmmakers. The course includes several visits to the print room at the Baltimore Museum of Art. There will be a final paper.

Instructor(s): M. Merback

MSEL Special Collections, to open in April 2014.

AS.010.312. Surrealism.
Topics include: art and the unconscious; “psychic automatism” and its implications for theories of medium, genre, and composition; objects, journals, and exhibitions. Visits to Special Collections and the BMA.

Students will curate and install an exhibition of Surrealist journals from MSEL Special Collections, to open in April 2014.

Instructor(s): M. Warnock
Area: Humanities.

AS.010.707. Therapies of Art and Literature in Early Modern Europe.

This seminar examines the myriad ways art and literature in Early Modern Europe addressed itself to its audiences as a form of therapy. Taking as our point of departure Petrarch’s neo-Stoic therapy of the passions, the revival of consolatio literature, and the development of new Christian “wisdom” genres aimed at ethical self-cultivation, we consider how artists participated in the care of the body, the soul, and the self, innovating therapies that were at once sacramental and philosophical, spiritual and ethical. Intersections with the history of medicine will prompt us to inquire into the transposition of physiological and psychological theories, practices, and metaphors into the arena of ethical-spiritual therapy.

Instructor(s): M. Merback.

AS.010.730. Sacred Images in Early Modern Spain.

This course will look at the dialogue between sacred images and art in Baroque Spain. The status of religious images, the “paragone” or competition between sculpture and painting, and the issue of cult, will all be analyzed through the work of such painters as Velazquez, Zurbaran and Ribera. Cross-listed with the Spanish section of GRLL.

Instructor(s): F. Pereda.

Classics

AS.040.716. Petrarch (1304-74) and the Beginnings of Renaissance Latin.

This course will provide close readings of certain Latin texts by Petrarch, with attention to his letters and to other prose works.

Instructor(s): C. Celenza.
Film and Media Studies

This course provides students an introduction to the discipline of sound studies and its relationship to three eras of historical forms of technological media. Structured around a problematic of emitter, medium, and receiver, it explores how sound was encoded by its creators as a structure of meaning in early media cultures; how it emerged as a means of aesthetic creation with the rise and dominance of the cinematic medium; and last, how it reaches the infatuated individual listener in the new era of mobile earbud audio. Theorizing our relationship to media through the study of sound and history, we find new histories to be explored, as well as new media aesthetics to be negotiated. Through engagement with thinkers such as economist Jacques Attali, auditory and cultural historians Emily Thompson and Jonathan Sterne, film sound theorists Michel Chion and Rick Altman, and sound studies scholar Michael Bull, we construct how technologically mediated listening allows us to understand the historical and theoretical components of sound’s media aesthetics. Recommended Course Background: AS.061.245 for undergraduates or JHU graduate student status (open to all JHU graduate students).
Instructor(s): M. Ward
Area: Humanities.

Anthropology

AS.070.262. Cuban Intellectuals, Cinema, and the State.
This course examines the relationship between intellectuals and the Cuban state, focusing on how cinema and other arts have been mobilized both as propaganda and as sites for social criticism. Screenings are required for this course and will take place on Tuesdays from 7 pm to 9:30 pm. Cross-list: Film and Media Studies, PLAS, Romance Languages.
Area: Humanities, Social and Behavioral Sciences.

History

AS.100.602. The French Revolution.
This seminar introduces graduate students to the rich historiography of the French Revolution. Topics include: revolutionary origins, political culture and radicalization, friendship and emotion, family and gender, the search for stability after the Terror, Napoleon’s Brumaire coup.
Instructor(s): L. Mason
Area: Humanities, Social and Behavioral Sciences.

Medicine, Science and the Humanities

AS.145.101. Death and Dying in Art, Literature, and Philosophy: Introduction to Medical Humanities. 3 Credits.
This team-taught course offers an introduction to the new concentration in medicine, science, and humanities by approaching the topic of death and dying from historical, anthropological, philosophical, theological, literary and art historical perspectives. Open to freshmen, and sophomores who have already taken either Great Books II or History of Medicine.
Prerequisites: AS.360.134 OR AS.140.106
Instructor(s): C. Wiener; E. Strowick; L. Lisi; M. Merback
Area: Humanities
Writing Intensive.

AS.145.330. Insomnia in Modern Literature, Philosophy, and Film.
Insomnia, while being defined and treated as a sleep disorder in the field of medical discourse, has attracted other kinds of interest, too. Philosophers and writers have been intrigued by insomnia since antiquity. From their perspectives, the capability of being sleepless not only distinguishes humankind from animals but testifies to human awareness in its ceaseless striving for wisdom and truth. Insomnia appears as vigilance, an exalted state of mind well suited for philosophic reflection, intense scrutiny of the world, and sudden inspiration. Yet these moments of sustained productivity are inextricably bound to insomnia’s “dark” side, the fact that sleeplessness tortures the body and exhausts the mind, haunts the weary wakeful and makes him meditate on insomnia. Thus sleeplessness turns into an obsession with the potential to transform thinking into endless introspection, self-absorbed melancholy, if not misanthropic sarcasm. This course will examine representations of insomnia in modern philosophy, literature and film. We will analyze to what extent interpretations of sleeplessness in the humanities differ from those in medical and scientific discourse. Particular emphasis will be placed on the relationship between insomnia, subjectivity, thinking, and writing. Authors and films to be considered will include among others Emanuel Lévinas, Émil Cioran, Franz Kafka, Samuel Beckett, Ernest Hemingway, F. Scott Fitzgerald, Djuna Barnes, Gabriel García Márquez and Insomnia (2002; Christopher Nolan).
Instructor(s): A. Krauss
Area: Humanities, Social and Behavioral Sciences.

Philosophy

AS.150.483. Topics in Jewish Philosophy: Hassidism.
Hassidism is the ecstatic religious movement that emerged in East European Jewry in the mid eighteenth century. In this research seminar we will concentrate on the teachings and activities of the circle of DOV BER OF MEZIRICH between 1760 and 1772. We will study both internal and external sources (such as Salomon Maimon’s report in his Lebensgeschichte). All materials will be available in English translation, though reading knowledge of Hebrew would be an asset.
Instructor(s): Y. Melamed.

Political Science

The seminar will explore to what extent Hegel can be read as contributing to a feminist philosophy. We will focus on Hegelian openings onto the emotional in Phenomenology of Spirit. In addition, we will study feminist philosophers who have drawn on or offered critical readings of Hegel (Irigaray, Butler, Cavarero, Malabou, and others).
Instructor(s): J. Bennett; K. Pahl
Area: Social and Behavioral Sciences.

AS.191.421. A Normal Country German Politics and Identity.
This seminar deals with questions pertaining to the formation of modern German nationalism and national identity through the perspective of German politics and history. Dean’s Teaching Fellowship
Instructor(s): F. Bauwens
Area: Social and Behavioral Sciences.
Humanities Center

AS.300.115. Introduction to Romantic Poetry.
This course offers an introduction to romantic poetry through a comparative approach to three of the movement’s key authors: Friedrich Hölderlin, John Keats, and Giacomo Leopardi. We will work through their main writings in detail along with considerations of their cultural contexts and theoretical and critical approaches to romanticism more broadly.
Instructor(s): L. Lisi
Area: Humanities.

AS.300.116. First Year Hebrew.
Designed to provide reading and writing mastery, to provide a foundation in Hebrew grammar and to provide basic conversational skills. Cross-listed with Jewish Studies. Final day/time will be determined during the first week of classes based on students’ schedules.
Instructor(s): Z. Cohen.

AS.300.215. Second Year Hebrew.
Designed to enrich vocabulary and provide intensive grammatical review, and enhance fluency in reading, writing and comprehension. Cross-listed with Jewish Studies. Final day/time will be determined during the first week of classes based on students’ schedules.
Prerequisites: AS.384.115 or equivalent.
Instructor(s): Z. Cohen
Area: Humanities.

AS.300.216. Second Year Modern Hebrew II.
Designed to enrich vocabulary and provide intensive grammatical review, and enhance fluency in reading, writing and comprehension. Recommended Course Background: AS.384.215 or permission required.
Prerequisites: AS.384.215
Instructor(s): Z. Cohen
Area: Humanities.

AS.300.304. Theories of Art and the Novel.
This course involves the close study of key texts that, from the postwar years into 1970s (from Bachelard, Poulet, and Starobinski to Lacan, Barthes, and Derrida), are landmarks in this changing critical and philosophical landscape. Knowledge of French is desirable but not required.
Instructor(s): E. Ender
Area: Humanities.

AS.300.419. 1966 before and after: French theory.
The “Languages of Criticism” conference held at Hopkins marked a watershed moment in the history of literary studies and redefined, for many scholars and intellectuals, the nature of humanistic inquiries. This course involves the close study of key texts that, from the postwar years into 1970s (from Bachelard, Poulet, and Starobinski to Lacan, Barthes, and Derrida), are landmarks in this changing critical and philosophical landscape. Knowledge of French is desirable but not required.
Instructor(s): E. Ender
Area: Humanities.

Interdepartmental

Program in Latin American Studies

AS.361.130. Introduction to Latin American Studies.
This course provides an introduction to the study of Latin American cultures and societies from the vantage point of city life and urban representation. We will engage literatures from a variety of disciplines to discuss how issues such as modernization and urbanization processes; tradition, identity and ethnicity; class, marginality and urban social movements; gender and the changing status of women; arts and literature are experienced and represented in the Latin American urban environments.
Instructor(s): E. Gonzalez; G. Paquette; V. Procupez
Area: Humanities, Social and Behavioral Sciences.

Center for Language Education

AS.384.115. First Year Hebrew.
Designed to provide reading and writing mastery, to provide a foundation in Hebrew grammar and to provide basic conversational skills. Cross-listed with Jewish Studies. Final day/time will be determined during the first week of classes based on students’ schedules.
Instructor(s): Z. Cohen.

AS.384.116. First Year Modern Hebrew II.
Designed to provide reading and writing mastery, to provide a foundation in Hebrew grammar and to provide basic conversational skills. Cross-listed with Jewish Studies.
Prerequisites: AS.384.115
Instructor(s): Z. Cohen.

AS.384.215. Second Year Hebrew.
Designed to enrich vocabulary and provide intensive grammatical review, and enhance fluency in reading, writing and comprehension. Cross-listed with Jewish Studies. Final day/time will be determined during the first week of classes based on students’ schedules.
Prerequisites: AS.384.115 or equivalent.
Instructor(s): Z. Cohen
Area: Humanities.

AS.384.216. Second Year Modern Hebrew II.
Designed to enrich vocabulary and provide intensive grammatical review, and enhance fluency in reading, writing and comprehension. Recommended Course Background: AS.384.215 or permission required.
Prerequisites: AS.384.215
Instructor(s): Z. Cohen
Area: Humanities.

AS.384.217. Second Year Hebrew.
Designed to enrich vocabulary and provide intensive grammatical review, and enhance fluency in reading, writing and comprehension. Recommended Course Background: AS.384.215 or permission required.
Prerequisites: AS.384.215
Instructor(s): Z. Cohen
Area: Humanities.

AS.384.218. Second Year Modern Hebrew II.
Designed to enrich vocabulary and provide intensive grammatical review, and enhance fluency in reading, writing and comprehension. Recommended Course Background: AS.384.215 or permission required.
Prerequisites: AS.384.215
Instructor(s): Z. Cohen
Area: Humanities.

AS.384.315. Modern Hebrew.
Designed to enrich vocabulary and provide intensive grammatical review, and enhance fluency in reading, writing and comprehension. Recommended Course Background: AS.384.215 or permission required.
Prerequisites: AS.384.215
Instructor(s): Z. Cohen
Area: Humanities.
AS.384.315. Third Year Hebrew.
Designed to maximize comprehension and the spoken language through literary and newspaper excerpts providing the student with the language of an educated Israeli. Cross-listed with Jewish Studies. Final day/time will be determined during the first week of classes based on students’ schedules.
Prerequisites: AS.384.216 or equivalent.
Instructor(s): Z. Cohen
Area: Humanities.

AS.384.316. Third Year Modern Hebrew II.
Designed to: maximize comprehension and the spoken language through literary and newspaper excerpts providing the student with the language of an educated Israeli. Recommended Course Background: AS.384.315 or permission required. Cross-listed with Jewish Studies.
Prerequisites: AS.384.315
Instructor(s): Z. Cohen
Area: Humanities.

Program in Museums and Society
Explores the material culture of knowledge through transformations in the technologies and arts of communication, taught entirely from rare books, manuscripts, and artifacts in JHU libraries and museum collections.
Instructor(s): E. Havens
Area: Humanities.

Explore the material culture of "wonder" from the Renaissance to the Enlightenment in literature, science, and art, with Hopkins’ rare book collections and the Walters Art Museum. M&S practicum course.
Instructor(s): E. Havens
Area: Humanities.

For current course information and registration go to https://isis.jhu.edu/classes/

AS Humanities Center Courses
AS.100.287. B'More: Baltimore's Beginnings.
This course will explore the founding and early history of Baltimore, highlighting Baltimore’s role in the War of 1812 and the way Baltimore history was enshrined in what became America’s national anthem. Throughout, we will visit museums of Baltimore history and consider how Baltimore history is conveyed to the public.
Instructor(s): S. Gamble
Area: Humanities.

AS.300.100. B'More: Homelessness.
Please note, class will meet Saturday, Jan. 23 in the event of inclement weather. This course is for freshmen ONLY. In Baltimore, as in any major city, many urban poor find themselves without a home and without shelter. For these individuals, life on the streets is desperate and dangerous. Students will read, discuss, and debate about the causes and implications of homelessness in Baltimore, and explore present policies and potential solutions. Guest speakers include homeless rights advocates from both local government and community groups. Students will also participate in service directly affecting homeless persons.
Prerequisites: Students may enroll in one B'More course only.
AS.371.188 OR AS.371.189 OR AS.271.119 OR AS.100.285 OR AS.140.318 OR AS.360.108 OR AS.360.122 OR AS.360.171
Instructor(s): T. Gottbrett
Area: Humanities, Social and Behavioral Sciences.

AS.300.102. Great Minds.
Introductory survey of foundational texts of modern Western literature, thought and cinema. This semester will include works by Descartes, Marx, Dostoevsky, Tolstoy, Woolf, Wittgenstein, Heidegger, Arendt, and Pierre Hadot, and films by Deiza Vertov and Carl Theodor Dreyer. The course is taught in lectures and seminar discussions led by the course faculty.
Instructor(s): A. Eakin Moss; H. de Vries; P. Marrati
Area: Humanities.

AS.300.108. The Uncanny.
Freud describes the uncanny as a strange familiarity. Disturbing for the subject which discovers its own ignorance, it is a way to reconsider what one takes for granted as “home”. We’ll analyze this experience through philosophy and psychology, literature and film.
Area: Humanities.

This course is an interpretive and critical engagement with a number of social, political, and ethical issues that are raised in five Iranian movies made during decades since the 1979 Iranian Revolution until present. We will deal with immanent problems in the form and structure of the movies in their relation to the actual and open problems in social and political structures in Iran. We will watch works by Abbas Kiarostami, Asghar Farhadi and others.
Instructor(s): O. Mehrgan
Area: Humanities, Social and Behavioral Sciences.

AS.300.133. Freshmen Seminar: Women of Epic Fame in Literature and Drama, 800 BCE-1650 CE.
From Homer’s Odyssey to Shakespeare’s Antony and Cleopatra, powerful women who achieve their ends by working from within the system are often overlooked or not fully explored. Our readings and discussions will foreground these women of fiction, while we also consider the social conditions of their living contemporaries. Readings will include: Homer’s Odyssey (Penelope); Virgil’s Aenead (Dido); Dante’s Inferno (Beatrice); Milton’s Paradise Lost (Eve), and several accounts of Cleopatra in plays by Shakespeare and his contemporary women writers. Cross listed with Theater Arts, Writing Seminars, and WGS.
Instructor(s): E. Patton
Area: Humanities.
AS.300.139. Introduction to Intellectual History.
This course offers a conceptual and historical introduction to Intellectual History. What makes the “history of ideas” different from the history of other objects? What, if anything, distinguishes the history of ideas from the history of philosophy? What is it exactly that we call “ideas”? In what sense do they have a history? These are examples of the kind of questions addressed in the course.
Instructor(s): P. Marratí; S. Carmel
Area: Humanities.

AS.300.143. Introduction to Comparative Literature.
This course offers an introduction to the history, theory, and praxis of comparative literature. We will read texts from some of the founding figures of the discipline and look at the most recent debates in the field, including translation studies, literary theory, and world literature, among others. Particular attention will be given to the methodologies and problems of studying literatures in different linguistic traditions and the relation between literature and other areas of thought and culture, such as philosophy, art history, and psychoanalysis. Case studies in comparative approaches to literature will provide concrete examples to our discussions.
Instructor(s): L. Lisi
Area: Humanities.

AS.300.200. Idealist Aesthetics: Kant to Adorno.
This course deals with major aesthetic categories in (German) idealist aesthetics. Starting with Kant’s analytic of the beautiful, we examine the idealist concepts of the artwork (Goethe, Schiller, Hegel), and its relation to history, society, and truth (Adorno). To do so, we engage with artworks, also trying to show why and where these categories are set aside in the avant-garde and contemporary aesthetic culture.
Area: Humanities.

AS.300.201. Film and Philosophy.
Philosophers have thought about the nature of freedom, beauty, and time for millenia. But what can film teach us about these ideas? This course will stage a dialogue between philosophers like Friedrich Nietzsche and William James and films by directors such as Woody Allen, Wes Anderson, and Stanley Kubrick. Our goal is not only to use philosophy in order to better appreciate films, but also to use films in order to resolve some of the most persistent questions posed in the history of philosophy.
Area: Humanities.

AS.300.202. Life and Form in Modern Thought.
The idea of form-giving and law-giving is essential to modern thought, so is the conflict between forms and individual and collective lives. The course is a philosophical treatment of the concept of form in four spheres: aesthetics, morality, politics, history. We will read and discuss texts by, among others, Kant, Nietzsche, Lukacs, Benjamin, Schmitt, Adorno and interpret certain art- and literary works by Balzac, Malevich, Stevens, Kafka.
Instructor(s): O. Mehrgan
Area: Humanities.

AS.300.207. A Mix of Voices: Chinese Literatures from Late Imperial through Modern.
This course examines the arts and culture of China from 1368-2000, with major focus on writers. We will begin with artists of the Ming (1368-1644) and Qing (1644-1911), focusing first on canonical voices: court poets, authors of classical fiction, literati essayists, calligraphers and painters. Outside of the court urban artists observed a dramatically changing world around them. Fiction, drama, memoir and mass-produced arts explored new social alignments and freedoms. The twentieth century brought revolution and party governance, along with arts born of mass media: periodicals, film and wood block print. Finally, post-Mao avant-garde artists both retrieved traditional aesthetics and explored new venues and visions. This look at the literature of China will require both close reading of texts as well as an interdisciplinary examination of the cultural factors that shape literatures.
Instructor(s): V. Cass
Area: Humanities.

AS.300.213. Homelessness in America.
This course examines homelessness in the United States from multiple perspectives. Students will hear first-hand from individuals who have experienced homelessness as well as experts in the field.
Instructor(s): T. Gottbreht
Area: Humanities.

AS.300.215. Monsters, Miracles, and Men from Mars.
From medieval mystical visions of the Godhead to modern accounts of alien abductions, encounters with the supernatural and paranormal have long been sources of terror and amazement. This course explores visual and narrative representations of these encounters. It is a media-intensive course that juxtaposes a variety of sources from the medieval period, the space age, and contemporary film and television.
Instructor(s): K. Boyce-Jacino; T. Golan
Area: Humanities.

AS.300.220. Astrofuturism at the Final Frontier.
From Sputnik to Sun Ra to Star Wars, the middle of the twentieth century was consumed by an enthusiasm for all things outer space. This course will examine Space Age popular culture - primarily from the astrofuturism movement, which believed in the endless utopian possibilities of space. We will work with a diverse constellation of materials, from 2001: A Space Odyssey to Star Trek, and beyond.
Instructor(s): K. Boyce-Jacino
Area: Humanities.

AS.300.228. Brain and Society.
On April 2, 2013, President Obama unveiled the Brain Activity Map Project, a 100 million dollar investment to map the single-celled neurons composing the human brain. Scientific in its aim, the project is culturally significant as well. Popular websites lumosity.com and neuronetlearning.com offer brain-exercises to boost intelligence, while the emergent academic fields neurophilosophy, neuroethics, and neurohistory borrow from the brain sciences. The interaction between the brain and society, however, is by no means new. In this course, we will investigate the origins of brain maps and trace their reception in nineteenth-century European and American literature, philosophy, and politics. Topics include phrenology, the nervous system, psychopathology, and brain localization, and these fields’ resonance in German Idealism, Victorian literature, French anthropology, and American fiction. The course is reading intensive.
Instructor(s): L. McGrath
Area: Humanities, Social and Behavioral Sciences.
AS.300.229. Film and Philosophy.
This course offers an introduction to basic concepts in the theory of film and classic problems in the history of philosophy. Our goal is to stage a dialogue between philosophy and the history of modern film in order to see the unique ways that cinema expresses ideas like the nature of beauty and human freedom. The course is organized chronologically as we watch films, both foreign and American, ranging from the 1940s to 2010s.
Instructor(s): L. McGrath
Area: Humanities.

AS.300.230. The Mystical Tradition.
Is the mystic a thinker, a poet, a heretic, or a saint? Is mysticism a branch of speculative philosophy? A secret teaching for reaching oneness with God? A mode of saying the utterly unsayable? These questions we will address by traversing the realms of Sufism, Kabbalah and negative theology, reading dialogues, poems, commentaries and sermons, written by men and women, Greeks and Jews, Muslims and Christians, from Antiquity to Early Modern times.
Instructor(s): M. Buijs
Area: Humanities.

AS.300.231. Introduction to Comparative Literature.
This course offers an introduction to the history, theory, and praxis of comparative literature. We will read texts from some of the founding figures of the discipline and look at the most recent debates in the field, including translation studies, literary theory, and world literature, among others. Particular attention will be given to the methodologies and problems of studying literatures in different linguistic traditions and the relation between literature and other areas of thought and culture, such as philosophy, art history, and psychoanalysis. Case studies in comparative approaches to literature will provide concrete examples to our discussions.
Instructor(s): L. Lisi
Area: Humanities.

This course has set itself a double goal: reviewing the major intellectual traditions in the volatile political context of modern Iran, and reflecting on the concrete experience of intellectual life in contemporary Iran. We will examine the form and the specific contents of this experience, how it is historically informed by politics and how it politically relates to history. Wrestling with the West is at the heart of this experience.
Instructor(s): O. Mehrgan
Area: Humanities.

AS.300.235. Freud’s Concept of Anxiety.
We will examine the evolution of Freud’s concept of anxiety, explore its origins, and consider its impact on post-Freudian psychology.
Instructor(s): A. Rot
Area: Humanities.

AS.300.239. Philosophy and the Emotions.
We will read some of the most important texts in the history of the philosophy of the emotions, including works by Plato, Descartes, Spinoza, Schopenhauer, Heidegger, and Freud. We will discuss themes such as love, shame, apathy, anxiety, the mind-body problem, the notion of spirit, the notion of mood, and the overall problem of the distinction between emotion and reason.
Instructor(s): A. Rot
Area: Humanities.

AS.300.241. The Literature of the Everyday.
The ordinary, the common, the everyday: why does literary realism consider the experiences of the average individual to be worthy of serious contemplation? In this course, we will read closely a set of novels by Flaubert, Mann, Dickens, Zola, Tolstoy, and Woolf from the period between 1850 and 1950 in which the development of realism reaches climax. These novels explore the nature of work, family, the body, consciousness, and the changing relation between individual and tradition in modernity. We will situate these novels in their social, historical, and literary contexts, and establish a set of terms for the formal study of the novel as a genre (plot, character, setting, narrative, etc.). (Students of all levels who are interested in literature are encouraged to take this course.)
Instructor(s): Y. Ong
Area: Humanities.

This course explores the history of the bicycle from its invention in the early nineteenth century to the early twentieth century, when it was easily accessible and widely used by people living in cities and towns. During this period, the bicycle became a focal point of cultural anxieties about gender, class, and the city itself. Using mostly 19th-century sources, we will study the history of the bicycles construction and production as well as its reception in Victorian cities.
Instructor(s): K. Boyce-Jacino
Area: Humanities.

AS.300.281. Sovereignty and Modern Drama.
This course is interested in the relationship between sovereignty and drama. By placing the common individual center stage, twentieth-century modern drama achieved a theatrical revolution. And yet the modern theater has not completely shed itself of its former preoccupation with kings and their undoing, as evidenced by the royal figures who show up in plays by influential playwrights as various in their political and artistic commitments as Strindberg, Ibsen, Jarry, Yeats, Shaw, Pirandello, O’Neill, Anouilh, Brecht, Sartre, Ionesco, and others. This course seeks to examine how, when, and why royal personnages are employed in modern drama. What does the theater have to say about sovereignty and authority? About humanism and anti-humanism? Is theater linked to sovereignty? If so, how? This course will consider the political, philosophical, and theological critiques implicit in the plays where sovereigns are found, paying close attention as well to the problem of theatricality. Dean’s Teaching Prize Fellowship Course.
Instructor(s): N. Jerr
Area: Humanities.

"In America the natural man has triumphed over the imported book," announced José Martí. The call to cast off the literary forms of Old Europe echoed throughout the hemisphere during the 20th century, as poets sought to write a new kind of "American" poetry. The epic has been rearticulated in sequences and series, verse novels, lyric cycles, and collage poems, such that it has become the "post-epic." We will investigate the long poem in 20th-century North and Latin America, from the encyclopedic Cantos of Ezra Pound and the sweeping Canto General of Pablo Neruda to briefer works by Derek Walcott and Gwendolyn Brooks, and fragmented series by Gertrude Stein and César Vallejo. We will read texts including Charles Olson's sprawling history of America, The Maximus Poems, and William Carlos Williams's Paterson; Aimé Césaire's Notebook of a Return to My Native Land and Kamau Brathwaite's The Arrivants; Elizabeth Bishop's cartographic North & South; Octavio Paz's single, 584-line, cyclical sentence, Sunstone; and Vicente Huidobro's careening, linguistically playful Altazor. As we test our definition of "post-epic" against these texts, we will consider whether the term may be applied equally to the heroic tale and the "open field" poem. To situate the long poem in history, we will examine changes in poetic form alongside questions of modernization and globalization, technology and development, and socio-political transformation.

Area: Humanities.

AS.300.290. Freshman Seminar: Shakespeare and his "Goddess": real and imaginary lovers in the poetry and drama of early modern Europe.

Shakespeare's description of his lover's eyes as 'nothing like the sun' is both an homage and a sendup of a 300-year-old poetic convention reaching back to the days of Petrarch and the early humanist poets. Incorporating music and drama, we will examine that sonnet tradition from the perspective of Shakespeare and his contemporaries, tracing both the historical roots of the Shakespearian sonnet form its influence on the music of the present day, and finishing the semester with Shakespeare's The Taming of the Shrew, a play that further illustrates and problematizes Shakespeare's "goddess" reference. Readings will include poetic dialogues between male and female poets, such as those by the early Italian Petrarchans Vittoria Colonna, Michelangelo, Veronica Gambera, and Gaspara Stampa; their French counterparts, Maurice Scève, Louis Labé, Joachim du Bellay and Pernette du Guillet; and later reflections on the sonnet by Shakespeare and his English contemporaries: Sir Philip Sidney; Sidney's niece, Mary Herbert, Lady Wroth; John Donne; Robert Southwell; and Katherine Phillips. All continental works will be read in translation.

Instructor(s): E. Patton
Area: Humanities.


This interdisciplinary seminar examines the concept of home and the condition of exile in 20th century Russian and Soviet culture from a variety of theoretical and methodological perspectives. Students will be introduced to classics of Soviet dissident, exilic, and official literature (Akhatova, Brodsky, Nabokov, Bulgakov, Zamyatin), Soviet films (including Tarkovsky's Solaris), as well as key theoretical texts about what it means to be "at home." Open to freshmen and sophomores with approval of professor.

Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.301. Life, Vitality, Thought. Philosophy and the Natural Sciences in Nineteenth Century Europe.

Last year neuroscientists at MIT shined an optogenetic light on brain cells in order to artificially stimulate memories. If every detail of our past has a particular location in the brain, then we could alter, and even destroy, memories. Does this mean that humans are like machines whose history can be erased as easily as we delete files on a computer? Or are memories, like consciousness, not so easily reducible to brain structures? This class will examine how these and other questions shaped the history of modern biology and experimental psychology beginning in the nineteenth century. We will read the works of prominent biologists, psychologists, and philosophers who were all involved in a rich debate over the nature of life and thought.

Instructor(s): L. McGrath
Area: Humanities.

AS.300.303. Multum in Parvo: Forms of Short Fiction.

The theory and practice of reading brief narratives, from the parable to the post-modern short story. We will be attending to the rhetorical and ethical issues that are raised within the compass of such fictions, with consideration of some specific forms that have shaped the development of recent literary tales: the case history, portraits of the artist, fictions of detection, and certain enduring philosophic myths. Time permitting, we'll also examine how a few of our narratives have been translated into another medium such as film.

Instructor(s): R. Macksey
Area: Humanities.

AS.300.304. Philosophy of Religion.

This course explores the rationality of religious beliefs and the rules that govern their context in religious life. Topics explored include faith and reason, religious experience, religious language and proofs for God’s existence.

Instructor(s): D. Dubois
Area: Humanities.

AS.300.305. Islamic Philosophy.

This course is an introduction to key concepts and seminal texts of Islamic Philosophy in the classical period, running from the 7th to the 13th century. Although instrumental to the transmission of Greek philosophy and to the rise of modern philosophy in the western world. Islamic philosophy is not merely a conduit of transmission. Philosophers on Islamic lands, offered original philosophical solution to both old problems, and new problems that arose with monotheism. We will begin our examination of the specificity of Islamic Philosophy by situating it in its historical and political context. We will have to tackle fundamental questions: How did philosophers who wrote in Arabic translate and transmit Greek philosophical texts? What does it mean to do philosophy within an Islamic context? Is it not an oxymoron to talk about philosophy within a religious context? The course is divided into three sections that treat of three general fields: politics, metaphysics and psychology and discusses the major Philosophers of the classical period, with particular attention paid to the work of Alfarabi, Avicenna and Averroes.

Instructor(s): L. Ferhat
Area: Humanities.

AS.300.310. Introduction to Psychoanalysis.

One of the most controversial intellectual endeavors of the 20th century, psychoanalysis is a theory about human nature, motivation, behavior, development and experience, as well as a clinical method of treatment for psychological disorders. We will read texts by Freud, Jung, Ferenczi, Rank, Horney, Klein, Anna Freud, Lacan, and others.

Instructor(s): O. Ophir
Area: Humanities.
AS.300.311. Sovereignty and Modern Drama.
What does the modern theater have to say about sovereignty and authority? Does this align with or challenge the political discourse? How is theater linked to sovereignty? Considering a wide range of plays, this course explores the ways the notion of sovereignty persists as a theme in modern drama despite its commitments to the common, everyday hero. We will focus on the political, philosophical, and theatrical critiques implicit in the plays where sovereigns are found. From the short chamber plays of Yeats based on Noh drama, to the epic theatre of Brecht, from the Abstract drama of Jarry and the Absurd theatre of Ionesco, to the Naturalism of Strindberg and the Realism of O'Neill, from the meta-theatricity of Pirandello to the Minimalism of Beckett, students will encounter a variety of artistic styles and commitments, giving them an overview of many of the major movements that mark modern drama. Dean's Teaching Fellowship Instructor(s): N. Jerr
Area: Humanities.

AS.300.312. Imagining Revolution and Utopia.
Examines theories of revolution and utopia and responses in literature, art and film. Primary case study is Russia and the Soviet Union, with comparative look at influential European works and contemporary politics. Topics include gender and the family, terror, communism and communitarianism, and the avant-garde in art and film. Cross listed with Studies of Women and Gender, and Sexuality, and Film & Media Studies Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.317. Russian Novel.
Russian authors began writing novels in the shadow of counterparts in Western Europe, and thus had the chance to experiment with the form and scope of genres and themes they found in European literature: Alexander Pushkin's novel in verse Eugene Onegin pays homage to Byron's Don Juan and satirizes Richardson's Pamela; Mikhail Lermontov's nested stories A Hero of Our Time owes a debt to Romantic and gothic fiction, and Nikolai Gogol's Dead Souls brings Dante's Inferno to the Russian provinces. From these literary forefathers emerged the likes of Feodor Dostoevsky and Leo Tolstoy, who made a lasting impact on world literature with their psychological and philosophical novels. This course examines the Russian novel in its historical and cultural context alongside contributions of Russian literary criticism in defining novel form and genre. Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.318. The Modernist Novel: Mann, Woolf, and Joyce.
The purpose of this course is to survey works by three of the greatest, most relentless innovators of the twentieth century - Thomas Mann, Virginia Woolf, and James Joyce -- who explored and exploded narrative techniques for depicting what Woolf called the "luminous halo" of life. Selected novels include: Death in Venice, Buddenbrooks, Jacob's Room, Mrs. Dalloway, To the Lighthouse, A Portrait of the Artist as a Young Man, and Ulysses. Instructor(s): Y. Ong
Area: Humanities.

AS.300.319. Skepticism and Theology.
This course examines the relation between the history of philosophical theology and the foundations of modern skepticism by focusing on their mutual point of departure: the concept of the human being as an essentially "finite" being "limited" in its capacity to know others, the world, and God. Instructor(s): T. Dika
Area: Humanities.

AS.300.322. Reason, Religion, and Modernism in Europe.
Amidst the rise in psychological research in France and the secular reforms of the Third Republic, French philosophical and religious thinkers upended their Catholic tradition in the late nineteenth century. This seminar explores the Modernist turn in Catholicism, which drew on scientific advancements in order to challenge Church hierarchies and fundamentally transform Catholics' personal relationship to God. Our objective is to examine the intersection of science, faith, and society in historical and philosophical perspective. Instructor(s): L. McGrath
Area: Humanities.

AS.300.324. Cinema of the 1930s: Communist and Capitalist Fantasies.
Comedy and musical comedy film flourished in the USA during the Great Depression as well as in the USSR during the Stalinist Great Terror. This course will compare films of the era in a variety of genres (musical, epic, Western, drama), examining the intersections between politics and aesthetics as well as the lasting implications of the films themselves in light of theoretical works on film as a medium, ethics and gender. Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.326. Comparative Modernisms.
Dynamic, unprecedented literary innovation marks the first part of the 20th century. This course moves from Dadaism, Surrealism, and the Harlem Renaissance, through Anglo-American, Caribbean, and Brazilian modernisms, and the Latin American vanguard. We’ll investigate literary experimentation in connection with the visual arts, modernization, colonialism, race, gender, and war. We will read novels, poetry, and essays from major writers who may include Apollinaire, André Breton, Marcel Proust; Gertrude Stein, HD, Djuna Barnes, Elsa von Freytag-Loringhoven, Mina Loy, T.S. Eliot; James Joyce, W.B. Yeats; Langston Hughes, Zora Neale Hurston, Jean Toomer; Claude McKay, Aimé Césaire, Langston Hughes, Zora Neale Hurston, Jean Toomer; Claude McKay, Aimé Césaire, Louise Bennett, Jean Rhys, Nicolás Guillén; Oswald de Andrade, Julio Cortázar, Oliverio Girondo, Jorge Luis Borges. Instructor(s): R. Galvin
Area: Humanities.

AS.300.327. Antigone: All the World's a Stage.
Best known from Sophocles' plays, Antigone - with her fierce familial loyalty and religious piety, her opposition to the law, and her willingness to sacrifice herself and her future marriage - has held a special fascination for modern and contemporary thinkers, showing up not only in theatrical (re)productions, but also as an exemplary figure for philosophers, political and psychoanalytic theorists, feminist thinkers, and novelists. What is more, her influence has not been limited to the Western tradition, for she has been reconceived on stages all over the world: Europe, the Americas, Asia, and Africa. Tracing key moments of the reception of Antigone from the nineteenth-century to the present, this course will explore what it is about Antigone that has proven so irresistible to playwrights and thinkers with a wide variety of political and aesthetic commitments. Giving particular attention to performances of Antigone around the globe, we will address how these versions negotiate the stakes of adaptation. Instructor(s): N. Jerr
Area: Humanities.
AS.300.333. Melancholy in Science, Literature, and Film.
This course explores the manifold nature of melancholy from an interdisciplinary perspective that combines sciences, history of medicine, and the arts. Defined by Greek medicine as the excess of black bile, melancholy, in its long history, has been seen as disease of the soul, state of intellectual grace, or psychological condition. The course will examine chronologically the development and variety of the meanings of melancholy between medical texts, visual representations, poetry, psychoanalytic theory, and films. The works analyzed will include, among others, those by Galen, Robert Burton, Albrecht Dürer, Shakespeare, Cervantes, Baudelaire, Freud, Lars von Trier.
Instructor(s): E. Fabietti
Area: Humanities.

AS.300.334. Comic Evolution: Stages in Comedy.
An eclectic tour of comic forms and theories from classical antiquity to contemporary practice. Although the textual focus will be on stage comedy, we’ll also consider the comic in other forms & media—film [Keaton], comic strip [Herriman], and parodic satire. Some of the familiar questions on the agenda: topical vs. ‘perennial’ material, the social functions of comedy, the shelf-life of humor, butts & scapegoats, symmetries & asymmetries between comedy and tragedy, verbal & non-verbal comic devices, the general rhetoric of comedy, & the possibility of a GUT.
Instructor(s): R. Macksey
Area: Humanities.

AS.300.337. The Rise of the Modern Short Story.
Instructor(s): R. Macksey
Area: Humanities.

AS.300.338. Comic Evolution: Stages in Development of Comedy.
An eclectic tour of comic forms and theories from classical antiquity to contemporary practice. Although the textual focus will be on stage comedy, we’ll also consider the comic in other forms and media—film [Keaton], comic strip [Herriman], and contemporary satire. Some of the familiar questions on the agenda: topical vs. ‘perennial’ material, the social functions of comedy, the ‘shelf life’ of humor, butts & scapegoats, symmetries & asymmetries between comedy and tragedy, verbal and non-verbal comic devices, the general rhetoric of comedy, and the possibility of a Grand Unified Theory. (Final paper.)
Instructor(s): R. Macksey
Area: Humanities.

AS.300.340. Thinking the Body/The Body Thinking: Introduction to Aesthetics from the Perspective of Dance.
In the nineteenth and twentieth centuries, dance has developed into a serious art form. However, philosophers of art have paid little attention to dance. Why is this the case? Is dance perhaps too corporeal or too unreflective or in some other way too marginal to be a fruitful topic for philosophical reflection? Or does the failure of mainstream philosophical aesthetics to take dance seriously perhaps signal unacknowledged biases in such approaches? Might dance, the art form whose medium is the human body, have something to contribute to current philosophical interest in rethinking the human body and, particularly, the relation between mind and body? Seeking responses to questions such as these, this course provides an introduction to the place of dance in the philosophy of art. The first half of the course examines portions of seven foundational texts in the philosophy of art and culture as well as philosophical accounts of dance that draw on these foundational texts in a range of ways. The aim is not only to explore dance from the perspective of traditional aesthetic theories, but also to explore such traditional theories from the perspective of arguably the art form which they have been most resistant to treating seriously. This oblique angle of entry into mainstream approaches to general aesthetic topics will bring into focus important questions that might be easily overlooked if one examines such theories only in light of their preferred examples of art. The second part of the course explores dance as itself a mode of philosophical reflection, examining how the work of choreographers such as George Balanchine, Jerome Bel, William Forsythe, Crystal Pite and Yvonne Rainer explore the possibilities and limits of their medium: the human body. One proposal will be of particular concern: Might such instances of the body thinking bring into focus more adequate ways of thinking about the body?
Instructor(s): K. Boyce
Area: Humanities.

AS.300.343. Philosophy and Literary Form.
This course examines the difference literary form can make to the shaping of philosophical content. Philosophers have tended to treat literary form as merely ornamental. For this reason, they have often underestimated the philosophical significance not only of certain works of literature but also the literary form of even those works uncontroversially considered to be philosophical. This course explores the philosophical significance of literary forms in both kinds of works. The first half examines how and why Anglo-American philosophers have incorporated the interpretation of individual literary works into their philosophical writing. We will concentrate on three works of literature—Ibsen’s A Doll’s House, James’s The Golden Bowl and Wordsworth’s Prelude—each of which has attracted significant philosophical attention. The second half of the course examines how philosophers have brought literary analysis to bear in order to illuminate the philosophical achievement of certain canonical philosophical texts. We will concentrate on three literary forms—dialogue, meditation and confession—as these forms are instantiated by three works of philosophy: Plato’s Republic, Descartes’s Meditations and Wittgenstein’s Philosophical Investigations.
Instructor(s): K. Boyce
Area: Humanities.
AS.300.345. Madness Interpreted - The Schreber Case and its Many Readings.
Daniel Paul Schreber, the fin-de-siècle Senatspräsident of the Saxon Supreme Court, became the most famous psychiatric patient in the world. His 1903 Memoir of My Nervous Illness is known for being the most written about account of madness in Western history. His rich psychotic, delusional world, as expressed in the bizarre, at times comic, at times painful, Memoir, with its unique cosmology, private theology, extraordinary creatures, transgressed sexuality, and cataclysmic vision of the universe, was first analyzed by Freud in 1911, but later inspired voluminous commentary by psychoanalysts, historians, philosophers, theologians, literary critics, essayists, scholars in political science and in queer studies. Whether he was paranoid schizophrenic, a victim of traumatic abuse, a solipsistic philosopher, a proto-fascist, or a cultural hero, his memoir lends itself to all these interpretations. Readings will include: Schreber, Freud, Klein, Lacan, Deleuze and Guattari, Canetti, de Certeau, Lingis, Lyotard, Santner, among others. Cross listed with GRLL, History.
Instructor(s): O. Ophir
Area: Humanities.

AS.300.350. Skepticism on Stage and Page.
This course explores influential interpretations of and responses to skepticism in literature, philosophy and theater. Case Studies will include: Descartes, Ibsen, James, Kafka, Kierkegaard, Poe, Shakespeare, and Wittgenstein.
Instructor(s): K. Boyce
Area: Humanities.

AS.300.351. The Phenomenon of Boredom from an Interdisciplinary Perspective.
We will examine the history, philosophy, sociology, and psychology of boredom and consider the characteristics, concerns, and methods of the different fields and disciplinary frameworks in which this phenomenon has been studied.
Instructor(s): A. Rot
Area: Humanities.

AS.300.352. Fictions of Autobiography.
A comparative survey of autobiographical writing as a creative process. Beginning with a few classic examples (Augustine, Petrarch, Montaigne, Rousseau), the seminar will proceed to more recent adventures in the first-person singular. Modern instances will include self-creation in several genres and media, including narrative, dramatic, and cinematic forms. Seminar meets at 107 St. Martin’s Road.
Instructor(s): R. Macksey
Area: Humanities.

AS.300.353. Present Mirth: Stages of Comedy.
A comparative survey of presentational comedies from Aristophanes to Beckett on stage and screen, with some attention to to the vexed question of theories of comedy [no laughing matter].
Instructor(s): O. Mehrgan; R. Macksey
Area: Humanities.

AS.300.354. From Literature to Film - the case of Israeli Cinema.
This course explores the differences and similarities between two artistic mediums: literature and cinema. Our case study will be the interesting transformation of Hebrew fiction into Israeli films-- a dominant phenomenon in Israeli cinema since its very beginning. Our main framework will be narrative theories, but we will also consider the specific historical, ideological and geo-political aspects involved in this transformation. By comparing the two artistic modes and studying the transformation of 5 literary works into films, students will become familiar with the history of modern Hebrew literature, contemporary Israeli cinema, and the relationship between these two artistic mediums. Cross-listed with Jewish Studies, Film and Media Studies, and Writing Seminars
Instructor(s): N. Stahl
Area: Humanities.

AS.300.355. Forms of Modern Fiction.
A comparative tour of modern narrative forms from 3 continents. The emphasis is on the development of shorter fictional models, though some of the founders and innovators are better known for their novels. The emphasis will be on the emergence new structural, rhetorical, and thematic concerns, including adaptation to other media. There will be an optional hour for queries and discussion TBA.
Instructor(s): O. Mehrgan; R. Macksey
Area: Humanities.

AS.300.357. Homelessness in America: Interdisciplinary and Critical Perspectives.
This course examines innovative research, writings, and other media concerning homelessness in the United States, with special emphasis on critical/philosophical and interdisciplinary approaches that shed new light on the issue.
Instructor(s): T. Gottbreht
Area: Humanities.

AS.300.359. Critical Thinking and its History.
This course aims at discussing different conceptions of “critique” and “critical thinking” in modern and contemporary philosophy. Readings include: Descartes, Kant, Adorno, Foucault, Arendt, Said, Butler.
Instructor(s): P. Marrati
Area: Humanities.

AS.300.361. Fiction & Case History: Constructive Reading.
A comparative seminar in the attentive reading of short fictions and other narratives. Attention to the reader’s share as well as that of the author in the construction of stories; consideration of the diagnostic and therapeutic uses of the imagination.
Instructor(s): R. Macksey
Area: Humanities.
AS.300.362. Beauty and the Predicate Calculus.

Frege’s development of a predicate calculus made possible the evolution of a distinctively “analytic” tradition in philosophy. But arguably that tradition has failed to fully appreciate the implications of this important development. The course will begin by examining how Frege himself understood the importance of his advance. It will then consider arguments to the effect that some of the most influential accounts of mind and action—namely those shaped by Donald Davidson—fail by failing to take this advance adequately into account. In light of these arguments in philosophy of mind and action, we will reconsider the implications of Frege’s advance for aesthetics. The principle aim of the course will be to construct an account of art and criticism that takes those implications fully into account. Efforts to construct alternatives that overcome this purported failing will be examined.

Instructor(s): K. Boyce
Area: Humanities.

AS.300.365. Desire in the Fin de siècle.

This course examines the obsession with desire at the turn of the 20th century in literature, drama, philosophy and social thought and its implications for notions of self and community in modernity. We will read comparatively across European, Russian and American cultures, including Stoker’s Dracula, Hamsun’s Hunger, plays by Chekhov, Strindberg, Ibsen, Wilde, and stories by Tolstoy, Gorky, Chopin and Larsen.

Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.366. Russian Avant-Garde Cinema.

Russian cinema was born out of the intense artistic experimentation of the fin-de-siècle avant-garde and developed in a climate of dramatic political and cultural change in the twenties and thirties. While subject to draconian censorship in the Soviet period, it nonetheless engaged in active dialogue with the film industries of Western Europe and America and had a lasting impact on world cinema. This course examines the extraordinary flourishing of avant-garde cinema in the Soviet Union in the 1920s and 30s including films by Eisenstein, Vertov, Pudovkin, and Dovzhenko, their theoretical writings, and their far-reaching influence on film and film theory. All readings in English, films subtitled in English.

Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.367. Seeing Like a Woman.

This seminar examines the problems of female desire, subjectivity, spectatorship and performance in fiction, poetry, memoir and film from a variety of cultures and theoretical perspectives. Readings include: de Beauvoir, Riley, Butler, Cixous, Tolstoy’s “Family Happiness,” Woolf’s Orlando, Larsen’s Passing; Poetry by Moore, Bishop, Plath, Akhmatova, Tsvetaeva and Szymborska. Films by Deren, Ophuls, Hitchcock, Potter, Campion, Akerman, Varda, Denis.

Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.369. The Bible and Philosophy (Introduction to Intellectual History).

This course will examine several attempts by ancient, modern, and contemporary thinkers to come to terms with the Biblical concept of creation and providence, revelation and prophecy, law and election, apocalypse and eschatology, with a special emphasis on the first articulation of the idea of Christian universalism, faith and justification, time and eternity, sacrifice and the body. Readings will include the entire corpus of St. Paul’s authentic letters, the major Scriptural passages on which he draws, but also selections from Philo of Alexandria, St. Augustine, Spinoza, Nietzsche, Karl Barth, Jakob Taubes, Alain Badiou, Giorgio Agamben, and others.

Instructor(s): H. de Vries
Area: Humanities.

AS.300.370. What Computers Can’t Do and other Controversies.

A critical examination of recent debates over the interface between the humanities and the natural sciences. Topics include: computer models of the mind; consciousness and the brain; affect theory and the neurosciences; mirror neuron theory; literature and the natural sciences; the new trauma theory.

Instructor(s): R. Leys
Area: Humanities.

AS.300.377. Cinema and Philosophy.

Why is contemporary philosophy so interested in cinema? Do movies have anything to say about philosophical problems? What are the most productive ways of bringing films and philosophy into conversation?

Instructor(s): M. Shuster
Area: Humanities.

AS.300.383. History of Madness from the Bible to DSM-V.

Madmen, lunatics or the insane, have seen an extraordinary variety of responses and attitudes across the centuries. Whether seen as a “true” phenomenon or as socially constructed “madness” was defined and treated, examined and controlled, diagnosed and “cured” according to the spirit of the time. This course will follow the varied social imageries of “madness” throughout Western history, from the Bible to the contemporary and controversial Diagnostic Statistical Manual (DSM) in its most recent 5th edition. Alongside primary texts by Hippocrates, Avicenna, Pinel, and Freud and secondary texts by Michel Foucault, Ian Hacking, Edward Shorter, and Elaine Showalter, among others, we will acquaint ourselves with first-person accounts of “madness” and its different forms of treatment, ranging from lunatic asylum, through electric-shock treatments and lobotomies to psychoanalysis. The course will explore the interaction between the historical and social, scientific and political as well as economical factors that have shaped the views of “madness” and its treatment.

Instructor(s): O. Ophir
Area: Humanities.

AS.300.384. Modern Korean Literature and Film.

We will examine twentieth century Korean culture through short stories that are canonical in modern Korean literature and through a series of films associated with New Korean Cinema. One aim of the course is to gain a sense of the history against which the literary and cinematic artifacts obtain their representative artistic status. A second aim is to inquire into the relationship between written and filmic texts in order to see the limits and advantages of one medium over another for representing national culture. No prior familiarity with Korean language is required.

Instructor(s): S. Rhee
Area: Humanities.
AS.300.388. Introduction to the Philosophy of Time.
This course explores answers to the question "What is time?" that take account of time as something both inside and outside of us. Readings include, among others, Aristotle, Augustine, Kant, Bergson, Heidegger, and Einstein. Cross-listed with Philosophy
Instructor(s): N. Schott
Area: Humanities.

AS.300.390. Obama and Philosophy.
The course will investigate the theological and philosophical as well as rhetorical and literary backgrounds and guiding principles that have informed Barack Obama’s writings, speeches, and political strategies so far. While paying minute attention to a few pivotal controversial recent debates, both in domestic policy and international relations, our central focus will be on understanding the curious blend of Obama’s version of so-called Christian realism, influenced by Reinhold Niebuhr, among others, and of what we will call his deep pragmatism. Special attention will be paid to his early appeal to “simple ideas” and “small miracles,” each of them yielding the Biblical and sobered injunction of a “hope against hope. Cross-listed with Philosophy
Instructor(s): H. de Vries
Area: Humanities.

Literary and philosophical imaginations of moral community in the post-WWII period (1950-2001). Texts include: Coetzee, Disgrace; McEwan, Atonement; Achebe, Things Fall Apart; Ishiguro, An Artist of the Floating World; Roy, The God of Small Things; Lessing, The Grass is Singing; Mistry, A Fine Balance; Morrison, Beloved; and essays by Levi, Strawson, Adorno, Murdoch, and Beauvoir on the deep uncertainty over moral community after the crisis of World War II. Close attention to novelistic style and narrative will inform our study of the philosophical questions that animate these works. What does it means to acknowledge another person’s humanity? Who are the members of a moral community? Why do we hold one another responsible for our actions? How do fundamental moral emotions such as contempt, humiliation, compassion, gratitude, forgiveness, and regret reveal the limits of a moral community?
Instructor(s): Y. Ong
Area: Humanities.

AS.300.393. The Literature of the Everyday: Realism in the 19th- and 20th-Century Novel.
The ordinary, the common, the everyday: why does literary realism consider the experiences of the average individual to be worthy of serious contemplation? In this course, we will read works by Flaubert, Dickens, Zola, Eliot, Mann, Tolstoy, and Woolf in the context of critical theories of realism.
Instructor(s): Y. Ong
Area: Humanities.

AS.300.395. Stages of Comedy: Theory & Practice.
a comparative survey of dramatic and cinematic events, with some attention to the various attempts to present a theory of comedy. Seminar will include some food and drinks to support the discussions.
Instructor(s): R. Macksey
Area: Humanities.

AS.300.397. How Freud Changed the Way We Think.
An examination of aspects of the history and theory of psychoanalysis, focusing on the question of origins in Freud’s work. Texts by Freud, Laplanche, Lacan, Derrida, and others.
Instructor(s): R. Leys
Area: Humanities.

This course studies the development of modern Hebrew literature through its relation to Zionism and Post-Zionism. Based on a close reading of both literary and non-literary Zionist and Post-Zionist texts, we will explore the thematic, social, political, aesthetic and stylistic influences that these two movements have had on modern Hebrew literature. Writers to be discussed include: Hertzl, Nordau, Achad ha-am, Jabotinsky, Kluasner, Brenner, Berdyczewski, Agnon, Greenberg, Kahana-Carmon, Oz, Yehoshua, Grossman, Castel-Bloom, and Laor. Students may receive credit for AS.216.398 or AS.300.398, but not both.
Prerequisites: Students may receive credit for AS.216.398 or AS.300.398, but not both.
Instructor(s): N. Stahl
Area: Humanities.

AS.300.399. Cinema and Philosophy.
Do movies have anything to say about philosophical problems? Why is contemporary philosophy so interested in cinema? What are the most productive ways of bringing films and philosophy into conversation? Why is contemporary philosophy so interested in cinema?
Instructor(s): P. Marrati
Area: Humanities.

AS.300.403. Honors Seminar.
The Honors Program in the Humanities offers qualified undergraduates the possibility of pursuing an independent research project in their Junior and Senior years in any humanistic discipline or combination of disciplines: intellectual history, comparative literature, philosophy, critical theory, psychoanalysis, religion, film, etc., as well as points of intersection between the arts and the sciences. After one year qualified students may apply for admission to the concurrent BA/MA degree program. Sophomores who plan to study abroad in their Junior year should also consider attending this seminar. Please keep the Special Note: Limited to Juniors and Seniors and Sophomores admitted to the Honors Program in the Humanities. Permission of instructor required.
Instructor(s): L. Lisi
Area: Humanities.

AS.300.411. Animal Minds.
An examination of some of the scientific and philosophical literature on the nature of animal minds and the way(s) in which they differ from the human mind. The most important of these apparent differences are the use of language, the exercise of concepts, and instrumental reasoning, including the use of instruments. Co-list with AS.150.490
Instructor(s): M. Williams; R. Leys
Area: Humanities.

AS.300.412. Flaubert.
Through a close reading of Flaubert’s novel, selective consideration of the drafts and of the historical, political, and artistic context, we shall examine the making of that masterpiece of narrative prose, which Flaubert himself conceived under the sign of modernity. Our central concern, in other words, is with L’Education sentimentale as a second crucial event in aesthetic modernity, twenty two years after Madame Bovary. Seminar will be taught in French and English. L’Education sentimentale edition required: GF Flammarion, 2003. Co-listed with 300.604
Instructor(s): J. Neefs; M. Fried
Area: Humanities.
AS.300.413. Israeli poetry.
This course examines the works of major Israeli poets such as Yehuda Amichai, Nathan Zach, David Avidan, Dalia Rabikovitch, Yona Wollach, Maya Bejerano, and Yitzhak Laor. These works will be read against the background of the poetry of previous literary generations of writers such as H.N Bialik, Avraham Shlonsky, Natan Alterman and Lea Goldberg in an attempt to uncover changes in style, themes and aesthetic. Through close reading of the poems, the course traces the unique style and aesthetic of each poet, and aims at presenting a wide picture of contemporary Hebrew poetry. Class will be conducted in English and texts will be read in both English translation and the Hebrew original. Open for both Hebrew and non-Hebrew speakers. Students may receive credit for AS.216.300 or AS.300.413, but not both. Prerequisites: Students may receive credit for AS.216.300 or AS.300.413, but not both.
Instructor(s): N. Stahl.

AS.300.416. Wittgenstein, Religion, and Ethics.
Starting out from the Lecture on Ethics, this course will investigate Wittgenstein’s approaches to religion and ethics, mysticism and the spiritual, and contrast these with those of his contemporaries and later interpreters. Readings will include Ludwig Wittgenstein, Martin Heidegger, Elizabeth Anscombe, C.S. Lewis, Hilary Putnam, Richard Rorty, Stanley Cavell, Martin Stokhof, and others.
Instructor(s): H. de Vries
Area: Humanities.

With its forced dissemination after the Anschluss in 1938, psychoanalysis shifted its center of gravity from Vienna to London creating “a new kind of diaspora.” After Freud’s death, the efforts to protect his legacy while incorporating new findings and novel theories to the main body of his work prompted a series of “scientific meetings” known also as the “unusual business meetings” or as the “controversial discussions” within the British Psychoanalytic Society. Reading the minutes, reports, and papers presented during the four years of these discussions (1941-1945), students will be exposed to the important intellectual contributions that led not only to a thorough exploration of major psychoanalytic theories and concepts such as unconscious phantasy, regression, the death instinct, and the infant’s emotional life, but also to the ways these controversial innovations shaped methods and preoccupations of post-war psychoanalysis. Readings will include: Anna Freud, Klein, Winnicott, Isaccs, Strachey, Glover among others. Cross listed with History.
Instructor(s): O. Ophir
Area: Humanities.

AS.300.420. The Violence from Within and the Migration of Knowledge - The Marginalization of Melanie Klein in American Psychoanalysis.
Freud’s idea of an inborn death instinct and its link to war and violence was greatly developed by the Austrian-born British psychoanalyst Melanie Klein. Yet these ideas were largely rejected by mainstream American psychoanalysis as they were judged to be “un-American.” In this seminar, we will read primary psychoanalytic texts on violence, aggression, sadism and war by Sigmund Freud, Melanie Klein, Wilfred Bion, among others and will follow their reception, reshaping and reconstruction among American analysts such as Otto Kernberg, Heinz Kohut, Roy Schafer, and others. Secondary resources will include historical studies on the migration of psychoanalysis by George Makari, Nathan Hale, and Edith Kurzweil among others. Co-listed with 300.610
Instructor(s): O. Ophir
Area: Humanities.

This course will introduce the concepts, practices, and history of spiritual exercises and its modern transformations. Readings include Marcus Aurelius, Philo of Alexandria, St. Augustine, St. Ignatius of Loyola, Henri Bergson, Ludwig Wittgenstein, Stanley Cavell, and Pierre Hadot.
Instructor(s): H. de Vries
Area: Humanities.

AS.300.423. Contemporary Theory: New Materialisms, New Vitalisms, and the Post- Traumatic Subject.
A discussion of: recent versions of materialism and realism, including materialisms informed by neuroscience; vital materialism; the latest developments in trauma and affect theory; and related trends. Texts by Zizek, Malabou, Damasio, Pippin, McDowell, Johnston, Brassier, Churchland, LeDoux, and others.
Instructor(s): R. Leys
Area: Humanities.

AS.300.427. Reading Freud.
Sigmund Freud was one of the most influential thinkers of the 20th century. Psychoanalysis, which was his theory of mind, a research method, and a therapeutic technique, offered concepts that pervade Western culture and the humanities. In this seminar which is designed for students from all fields of knowledge, we will closely and chronologically read Freud’s major works, follow his developing theories, and become familiar with psychoanalytic concepts such as the unconscious, the uncanny, instincts, sexuality and aggression, which illuminated mysteries in other fields, from literature to anthropology, from political science to religious studies, and from philosophy to the arts.
Instructor(s): O. Ophir
Area: Humanities.

AS.300.431. Russian Literary Modernisms.
Play with form and genre, self-reflexivity, fragmentation, linguistic creativity, and destabilizing humor all characterize classic works in Russian literature written before and after what would in literary historical terms be considered the Modernist period. This seminar will test a number of recent formal and philosophical definitions of Modernism against a wide range of Russian literary classics that can be seen to fall loosely into the genre including works by Gogol, Tolstoy, Chekhov, Bely, Olesha, Shklovsky, Bulgakov, and Tertz. We will also look at Russian literary critical texts that define and constitute Modernism in the Russian context. Texts in translation. Co-listed with AS.300.641
Instructor(s): A. Eakin Moss
Area: Humanities.
AS.300.433. Cavell: Skepticism and the Ordinary.
This seminar studies the main works and concepts of Stanley Cavell, one of the most original and influential philosophers of the 20th century. It will address in particular his analyses of skepticism, the ordinary, and moral perfectionism as they are expressed in philosophy, but also in literature and films.
Instructor(s): P. Marrati
Area: Humanities.

This seminar will address the major writings and guiding concepts of Emmanuel Levinas and investigate his increasing critical role as a touchstone and dividing line in the formation of twentieth century and contemporary schools of thought (phenomenology, pragmatism, post-analytic philosophy, literary, feminist, and political theory, anthropology). Additional readings will include Stanley Cavell, Jacques Derrida, Vasily Grossman, Jean-François Lyotard, and Hilary Putnam.
Instructor(s): H. de Vries
Area: Humanities.

AS.300.501. Independent Study.
Instructor(s): E. Patton; H. de Vries.

AS.300.507. Honors Seminar.
The Honors Seminar is a mandatory component of the Honors Program in Humanities, which offers qualified undergraduates the possibility of pursuing an independent research project in their Junior and Senior years in any humanistic discipline or combination of disciplines: intellectual history, comparative literature, philosophy, critical theory, psychoanalysis, religion, film, etc., as well as points of intersection between the arts and the sciences. After one year qualified students may apply for admission to the concurrent BA/MA degree program. Sophomores who plan to study abroad in their Junior year should also consider applying to the Program. In the 2014-2015 academic year, the Seminar will focus on a close reading of Coetzee's Elizabeth Costello and associated texts, which will serve as a point of departure for discussion on the relation between different intellectual disciplines and pursuits.
Instructor(s): A. Eakin Moss; M. Shuster
Area: Humanities.

AS.300.508. Honors Seminar.
The Honors Seminar is a mandatory component of the Honors Program in Humanities, which offers qualified undergraduates the possibility of pursuing an independent research project in their Junior and Senior years in any humanistic discipline or combination of disciplines: intellectual history, comparative literature, philosophy, critical theory, psychoanalysis, religion, film, etc., as well as points of intersection between the arts and the sciences. After one year qualified students may apply for admission to the concurrent BA/MA degree program. Sophomores who plan to study abroad in their Junior year should also consider applying to the Program. In the 2015-2016 academic year, the Seminar will focus on a close reading of Coetzee’s Elizabeth Costello and associated texts, which will serve as a point of departure for discussion on the relation between different intellectual disciplines and the idea of the humanities.
Instructor(s): Y. Ong
Area: Humanities.

AS.300.509. Independent Research.
Instructor(s): E. Patton.

AS.300.599. Independent Study.
Instructor(s): L. Lisi; R. Macksey.

AS.300.602. Theory, Painting, Vision.
Reading in philosophy, theory, criticism. Texts by Merleau-Ponty, Heidegger, Foucault, Derrida, Cavell, and Pippin, among others.
Instructor(s): M. Fried.

AS.300.603. Readings in Russian Poetry, Prose and Theory.
Readings to be selected by mutual agreement among the students and instructor. Reading knowledge of Russian required.
Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.604. Flaubert.
Through a close reading of Flaubert’s novel, selective consideration of the drafts and of the historical, political and artistic context, we shall examine the making of that masterpiece of narrative prose, which Flaubert himself conceived under the sign of modernity. Our central concern, in other words, is with L’Éducation sentimentale as a second crucial event in aesthetic modernity, twenty years after Madame Bovary. Seminar will be taught in French and English. L’Éducation sentimentale edition required: GF Flammarion, 2003. Co-listed with 300.412
Instructor(s): J. Neefs; M. Fried.

An examination of aspects of the history and theory of psychoanalysis, focusing on the question of origins in Freud’s work. Texts by Freud, Laplanche, Lacan, Derrida, and others.
Instructor(s): R. Leys.

AS.300.610. The Violence from Within and the Migration of Knowledge - The Marginalization of Melanie Klein in American Psychoanalysis.
Freud’s idea of an inborn death instinct and its link to war and violence was greatly developed by the Austrian-born British psychoanalyst Melanie Klein. Yet these ideas were largely rejected by mainstream American psychoanalysis as they were judged to be “un-American.” In this seminar, we will read primary psychoanalytic texts on violence, aggression, sadism and war by Sigmund Freud, Melanie Klein, Wilfred Bion, among others and will follow their reception, reshaping and reconstruction among American analysts such as Otto Kernberg, Heinz Kohut, Roy Schafer, and others. Secondary resources will include historical studies on the migration of psychoanalysis by George Makari, Nathan Hale, and Edith Kurzweil among others. Co-listed with 300.420
Instructor(s): O. Ophir
Area: Humanities.

AS.300.611. The Good Life.
What is a good life? Philosophical and literary texts on the nature of virtue, autonomy, beauty, friendship, and integrity as necessary achievements for a good life. Plato, Aristotle, Montaigne, Shakespeare, Rousseau, Kant, Emerson, Pater, Murdoch, Tolstoy, Chekhov, James, Woolf, Naipaul, Coetzee, Ishiguro, Kundera. Please note: this is an graduate seminar, open to interested and qualified undergraduates.
Instructor(s): Y. Ong
Area: Humanities.

AS.300.612. Topics in Kierkegaard’s Philosophy: Repetition, Revelation, Anxiety, and Fear.
Close study of the rhetoric and arguments of four of Kierkegaard’s most important works from 1843-44: Repetition, Philosophical Fragments, The Concept of Anxiety, and Fear and Trembling. Contextualizing readings by Kant, Schelling, Hegel, and J.L. Heiberg.
Instructor(s): L. Lisi.
AS.300.613. The Ancient Quarrel: Literature and Philosophy.
Key turning points in the debate over which kind of knowledge, philosophical or literary, most benefits the soul and society. We will investigate the various ways in which literature has been construed as moral or immoral, and the use of literary modes of persuasion and argument in philosophical texts. Possible authors include: Homer, Plato, Aristotle, Sidney, Shakespeare, Rousseau, Kierkegaard, Tolstoy, Heidegger, Sartre, Beauvoir, Nussbaum, Cavell, Diamond, James, Coetzee, and Mulhall.
Instructor(s): Y. Ong.
Area: Humanities.

AS.300.615. Classics of Literary Criticism.
Readings will include key texts by Eric Auerbach, several Russian Formalists, Northrop Frye, Roland Barthes, Stanley Cavell, Eve Sedgwick Kosofsky, Friedrich Kittler, and Stephen Greenblatt.
Instructor(s): L. Lisi; M. Fried
Area: Humanities.

AS.300.616. Thinking the Body/The Body Thinking: Introduction to Aesthetics from the Perspective of Dance.
In the nineteenth and twentieth centuries, dance has developed into a serious art form. However, philosophers of art have paid little attention to dance. Why is this the case? Is dance perhaps too corporeal or too unreflective or in some other way too marginal to be a fruitful topic for philosophical reflection? Or does the failure of mainstream philosophical aesthetics to take dance seriously perhaps signal unacknowledged biases in such approaches? Might dance, the art form whose medium is the human body, have something to contribute to current philosophical interest in rethinking the human body and, particularly, the relation between mind and body? Seeking responses to questions such as these, this course provides an introduction to the place of dance in the philosophy of art. The first half of the course examines portions of seven foundational texts in the philosophy of art and culture as well as philosophical accounts of dance that draw on these foundational texts in a range of ways. The aim is not only to explore dance from the perspective of traditional aesthetic theories, but also to explore such traditional theories from the perspective of dance.
Instructor(s): R. Tobias; Y. Ong.
Area: Humanities.

AS.300.621. Heidegger’s Being and Time I.
This seminar consists of an integral reading of Martin Heidegger’s 1927 magnum opus Being and Time (Sein und Zeit) in light of its historical and philosophical context as well as its contemporary reception in both the phenomenological, existentialist, hermeneutic, and analytic traditions. We will start out, this semester, from the First Division. Readings will include the commentaries by Ryle, Gadamer, Levinas, Derrida, Marion, Dreyfus, Brandom, and others.
Instructor(s): H. de Vries; P. Marrati.
Area: Humanities.

AS.300.625. Russian Literary and Critical Theory.
Close reading of major authors from the Russian literary theoretical and critical tradition including Bakhtin, Eikhenbaum, Jakobson, Lotman, Shklovsky and Tynianov. Student will present primary sources or case studies from their own fields and research.
Instructor(s): A. Eakin Moss.
Area: Humanities.

AS.300.626. Philosophy of/and the Novel.
The novel is unique among literary genres in its capacity to represent the inner life of characters portrayed in the third person. Neither poetry nor drama is equipped to convey the innermost thoughts of characters who do not speak for themselves but are instead narrated. This course will examine the implications of “third-person subjectivity” for the novel’s claim to construct (or reconstruct) a world governed by ethical norms that are all but impossible to fulfill. In fact, the very impetus for the novel is the irresolvable tension between the ideals that a work posits and the choices its characters face in a world defined by compromise and limitation. What criteria for judgment does the novel provide? How does it establish a world it simultaneously critiques as devoid of meaning save the meaning posited by the subject? We will also investigate the use of novels and novelistic form in philosophy. Is it possible for novels to be treated not only as vehicles, but also as equivalents to philosophical views? How do novelistic forms provide new ways of thinking or philosophizing? Readings to include works by Lukács, Bakhtin, Hamburger, Sartre, Beauvoir, Ricoeur, Murdoch, Nussbaum, Diamond and novels by Coetzee and Flaubert.
Instructor(s): R. Tobias; Y. Ong.
Area: Humanities.

AS.300.627. Graduate Proseminar: Introduction to Literary Theory.
Instructor(s): Y. Ong
Area: Humanities.

AS.300.628. Contemporary Theory: New Materialisms, New Vitalisms, and the Post-Traumatic Subject.
A discussion of: recent versions of materialism and realism, including materialisms informed by neuroscience; vital materialism; the latest developments in trauma and affect theory; and related trends. Texts by Zizek, Malabou, Damasio, Pippin, McDowell, Johnston, Brassier, Churchland, LeDoux, and others.
Instructor(s): R. Leys
Area: Humanities.

This seminar examines what in Bergson’s philosophy remains, or becomes, challenging for contemporary debates. Particular emphasis is given to his concepts of life and time, but also to his philosophical anthropology and his reflections on the ambiguous interplay between war, technology, and religion.
Instructor(s): P. Marrati.
AS.300.631. Russian Literary Modernisms.
Play with form and genre, self-reflexivity, fragmentation, linguistic creativity, and destabilizing humor all characterize classic works in Russian literature written before and after what would in literary historical terms be considered the Modernist period. This seminar will test a number of recent formal and philosophical definitions of Modernism against a wide range of Russian literary classics that can be seen to fall loosely into the genre including works by Gogol, Tolstoy, Chekhov, Bely, Olesha, Shklovsky, Bulgakov, and Tertz. We will also look at Russian literary critical texts that define and constitute Modernism in the Russian context. Texts in translation. Co-listed with AS.300.431
Instructor(s): A. Eakin Moss
Area: Humanities.

AS.300.637. Faust and Philosophy.
This course combines the close reading of Goethe’s epic Faust with the study of a number of philosophical texts that either influenced Goethe’s work or were influenced by it. Particular attention will be paid to the relation between literary form and philosophical argument. Authors besides Goethe will include Fichte, Schelling, Schiller, Friedrich and August Wilhelm Schlegiel, Hegel, Kierkegaard, Carl Rosenkranz and Theodor Vischer. Discussion in English; reading knowledge of German required.
Instructor(s): L. Lisi
Area: Humanities.

Readings in Balzac, Stendhal, Hugo, Musset and Nerval, plus viewings of Géricault, Delacroix, Daumier. Theories of Romanticism, from Baudelaire to present will be examined and commented as well. Course taught in French. Recommended Course Background: AS.212.333 and 212.334
Instructor(s): J. Neefs; M. Fried
Area: Humanities
Writing Intensive.

AS.300.644. Theory, Painting, Vision.
Theory, Painting, Vision: Readings to be selected but they will definitely include texts by Barthes, Cavell, Wall, and Michaels.
Instructor(s): M. Fried.

AS.300.649. The Fate of Nothing from Goethe to Heidegger.
Nothing and negativity play a central role in the literature and philosophy of the long nineteenth-century. In this course, we look closely at a number of approaches to these problematic concepts in Goethe, Hölderlin, Hegel, Schopenhauer, Leopardi, Kierkegaard, Nietzsche and Heidegger.
Instructor(s): L. Lisi.

AS.300.651. What Remains of the Human?.
This seminar discusses modern and contemporary philosophical and anthropological conceptions of the human and its uncertain boundaries: between the cultural and natural, the human and the inhuman, the animal and the spiritual, the living and the dead and so forth. Particular attention will be devoted to the ethical and political implications any definition of the human inevitably invites.
Instructor(s): P. Marrati.

AS.300.653. Martin Heidegger, Being and Time: Integral Reading and Current Perspectives.
Starting with a detailed discussion of its Introduction and Division One, this jointly taught seminar will bring phenomenological, hermeneutic, and deconstructive as well as analytic, epistemological, and pragmatist methods and viewpoints to bear upon this modern classic.
Instructor(s): H. de Vries; M. Williams.

AS.300.658. Must We Mean What We Say?.
Starting out from Stanley Cavell’s programmatic book and title, this seminar will revisit his discussion of J.L. Austin, John Searle, Jacques Derrida, and Shoshana Felman, with special emphasis on these authors’ theories of intentionality, seriousness, and sincerity, and with reference to the ancient and modern concepts of tragedy on which they partly rely. In addition to the aforementioned thinkers’ relevant works, reading will include selections from Euripides, Henrik Ibsen, Isaiah Berlin, Emmanuel Levinas, and Jean-Luc Marion.
Instructor(s): H. de Vries.

AS.300.674. Literature and/as Ethics.
Arguments for the immorality of literature, the morality of literature, and the amorality of literature. Can a literary text be evaluated on ethical grounds, and how? How do literary texts make ethical arguments? What does it mean to read literary texts or do literary criticism in an ethical mode? We will be concerned throughout with the philosophical uses, and abuses, of literary forms. Possible authors and texts: Plato, Chaucer, Shakespeare, Flaubert, Zola, Dostoevsky, Lawrence, Hardy, Woolf, Forster, Beauvoir, Coetzee, Oe, Cavell, The Wire, and Mad Men. Primary texts will be accompanied by a selection of essays from moral philosophy and ethical criticism.
Instructor(s): Y. Ong.

AS.300.676. Heidegger’s Being and Time II.
This seminar consist of an integral reading and discussion of Martin Heidegger’s 1927 magnum opus Being and Time (Sein und Zeit) in light of its historical and philosophical context as well as its contemporary reception in both the phenomenological, existentialist, hermeneutic, and analytic traditions. We will focus primarily on the Second Division but also revisit central questions from Division One. However, it will not be necessary for students to have attended the previous seminar on this earlier part of Heidegger’s major work. Recommended readings will include the commentaries by Emmanuel Levinas, Jacques Derrida, Jean-Greisch, Jean-Luc Marion, Hubert Dreyfus, Robert Brandom, and others.
Cross-listed with Philosophy
Instructor(s): H. de Vries.

AS.300.684. Marcel Proust, Literature and Art.
Proust’s great sequence of novels À la recherche du temps perdu is also a theory of the Novel and indeed of Art. A close reading of Du côté de chez Swann, À l’ombre des jeunes filles en fleurs, La Prisonnière and Le Temps retrouvé, will put this to the test. Required editions: Proust’s Du côté de chez Swann, Gallimard, Folio, À l’ombre des jeunes filles en fleurs, Gallimard, Folio, La Prisonnière, Gallimard Folio, Le Temps retrouvé, Gallimard, Folio, Contre Sainte-Beuve, Gallimard, Folio. The seminar is open to advanced undergrads, with authorization of the instructor. Undergraduate are Seniors permitted to take this course. Recommended course background: At least 2 212.3xx courses
Instructor(s): J. Neefs; M. Fried.

AS.300.686. Mysticism and Mechanism.
This seminar will investigate the historical, conceptual, and practical intertwining of spirit and automatism, mind and machine, global religion and technological media. We will start out from the spiritual automaton motif as it appears in Spinoza and Leibniz and follow its echoes in more recent debates (concerning the ghost the machine, the idea of artificial intelligence, and all those realities often called virtual). Readings will include Henri Bergson, Ludwig Wittgenstein, Gilbert Ryle, Walter Benjamin, Henri Atlan, Lambert Wiesing, and others.
Instructor(s): H. de Vries.
AS.300.688. Autour de Baudelaire (Around Baudelaire).
Topics in Baudelaire’s art and thought and in that of various contemporaries (Courbet, Manet, Wagner) and successors (Mallarmé, Proust, Benjamin, Starobinski, Bonnefoy). Readings and discussion will be mainly in French. Co-listed with AS.212.604
Instructor(s): J. Neefs; M. Fried.
AS.300.689. Deleuze and Philosophy: Time, Life, Becoming.
This seminar aims at analyzing the major concepts of Deleuze’s philosophy and their ethical and political implications for contemporary debates.
Instructor(s): P. Marrati.
Instructor(s): P. Marrati.
AS.300.800. Independent Study.
Instructor(s): H. de Vries.
AS.300.801. Ind Stdy-Field Exams.
Instructor(s): H. de Vries.
AS.300.802. Independent Study Field Exam.
Instructor(s): E. Forster; H. de Vries; M. Fried; P. Marrati.
Instructor(s): H. de Vries.
AS.300.804. Dissertation Research.
Instructor(s): H. de Vries.
AS.300.805. Literary Pedagogy.
Instructor(s): H. de Vries.
AS.300.806. Literary Pedagogics.
Instructor(s): H. de Vries.
AS.300.808. In Study Field Exam.
Instructor(s): E. Forster.
AS.300.890. Research Practicum.
Instructor(s): M. Fried.

Cross Listed Courses

History of Art
AS.010.310. The ‘Long Sixties’ in Europe.
Emphasis will be on advanced artistic practice primarily in France, Italy, the Benelux, and German-speaking countries; students will curate an exhibition of avant-garde journals from the Sheridan Libraries.
Instructor(s): M. Warnock
Area: Humanities.
AS.010.400. Looking at Language: Vision and Textuality from Surrealism to the Present.
Considers the emergence of the “written painting” and other uses of language in the visual arts. Among our case studies: Magritte, Twombly, Ruscha, Indiana, Holzer, Wool, Ligon, Darboven.
Instructor(s): M. Warnock
Area: Humanities.
AS.010.654. Topics in Postwar Abstraction.
Emphasis on European and American case studies from Pollock to the present; figures may include: Newman, Still, Frankenthaler, Louis, Noland, Olitski, Stella, Ryman, Marden, Hantaï, Bishop, Jorn, Uecker, and Klein.
Instructor(s): M. Fried; M. Warnock.

AS.010.760. Agency and Other Topics in Contemporary Theory of Art History.
A critical reading of texts by various thinkers including Alfred Gell, Horst Bredekamp, David Freedberg, Whitney Davis, and David Summers. Open to qualified undergraduates with the permission of the instructor. This course is being co-taught with Prof. Ruth Leys.
Instructor(s): M. Fried; R. Leys.

Classics
AS.040.121. Ancient Greek Mythology: Art, Narratives, and Modern Mythmaking.
Focuses on major and often intricate myths and mythical patterns of thought as they are reflected in compelling ancient visual and textual narratives. Being one of the greatest treasure troves of the ancient world, these myths will further be considered in light of their rich reception in the medieval and modern world (including their reception in the modern fields of anthropology and philosophy).
Instructor(s): D. Yatromanolakis
Area: Humanities.
AS.040.148. Ancient Israel and Ancient Greece in Opera and on Film. 3 Credits.
Some of the most breathtaking (early and later) operas and films have been in intense dialogue with ancient societies, narratives, and cultural concepts. Contemporary hit movies center on diverse aspects of ancient narratives: the beginning of the world, violent wars, politics, erotic themes, and intricate existential questions. The course will introduce students to a comparative examination of the variety of approaches to ancient Israel and ancient Greece in the spectacular worlds of opera and cinema. The course will focus on major texts and archaeological material related to antiquity; works of world cinema will be analyzed.
Instructor(s): D. Yatromanolakis
Area: Humanities.
AS.040.693. The Pre-Socratics and Early Plato.
This seminar will focus on the earliest phases of European philosophy. Topics that will be examined include: scholarly approaches to the fragments of major thinkers such as Herakleitos and Empedokles; the concept of “fragment;” the transition from the pre-Socratics to early Plato; the later reception of Herakleitos and Pythagoras in European thought.
Instructor(s): D. Yatromanolakis
Area: Humanities.

History
AS.100.741. Recent Theoretical Issues in History.
An examination of recent theoretical issues in history, including: history as/as memory; the return of presence in history; the turn to affect and the rise of “neurohistory”; posthistoricism and the uses of literary theory in history; and the uses of photography and visual cultures in history.
Cross-listed with Humanities Center.
Instructor(s): G. Spiegel; R. Leys
Area: Humanities, Social and Behavioral Sciences.
**Medicine, Science and the Humanities**

**German Romance Languages Literatures**

**Interdepartmental**

**AS.360.134. Great Books at Hopkins II: The Sciences.**
Great Books at Hopkins II: The Sciences will combine readings from philosophy and literature with foundational texts from several scientific disciplines. Readings for this spring will explore links between traditional theories of economics and genetics in the context of literary developments, and will include: Xenophon's Oeconomicus, Mendel's "Experiments on Plant Hybridization," Marx's Communist Manifesto, Darwin's Voyage of the Beagle, Swift's A Modest Proposal, Wharton's House of Mirth, and Joyce's Finnegans Wake.

Instructor(s): E. Patton; M. Roller  
Area: Humanities.

**Art**

**AS.371.140. Cartooning.**
Not open to Freshmen. A history-and-practice overview for students of the liberal arts. The conceptual basis and historical development of cartooning is examined in both artistic and social contexts. Class sessions consist of lecture (slides/handouts), exercises, and ongoing assignments. Topics include visual/narrative analysis, symbol & satire, editorial/political cartoons, character development, animation. Basic drawing skills are preferred but not required.

Instructor(s): T. Chalkley  
Area: Humanities.

**AS.371.146. Basic Black/White Photo.**
Students must have a 35mm camera with manual aperture and shutter speed ATTENDANCE AT 1ST CLASS IS MANDATORY An introduction to the technical and creative process of producing black & white photographs. Working in the darkroom, students learn the fundamentals of film processing and print development. In-class critiques, discussion, and analysis of historic images develop critical vision. With the instructor’s guidance, students work on a project of their choice and produce a portfolio of ten mounted prints.

Instructor(s): P. Berger  
Area: Humanities.

**AS.371.149. Visual Reality.**
In art, "Realism" is a simulation of visual reality. But art can also simulate alternative realities, those realities or truths which exist only in daydreams or nightmares. In this class, we will learn to explore and create representations of these additional moments of existence. This will require thinking creatively or "outside the box," a useful skill in any field. Using a variety of media, students are asked to solve problems to which there is no one correct answer.

Instructor(s): D. Bakker  
Area: Humanities.

**AS.371.151. Photoshop/Digital Darkroom.**
Photoshop is not only the digital darkroom for processing images created with digital cameras; it is also a creative application for making original artwork. In this course, students use Photoshop software as a tool to produce images from a fine art perspective, working on projects that demand creative thinking while gaining technical expertise.

Students will make archival prints, have regular critiques, and attend lectures on the history of the manipulated image and its place in culture. We will look at art movements which inspire digital artists, including 19th-century collage, dada, surrealism, and the zeitgeist of Hollywood films. Students must have a digital camera. Prior knowledge of Photoshop is not required. Approval for this course is not required. Attendance at first class is mandatory. Approval for this course will be considered after enrollment on ISIS.

Instructor(s): H. Ehrenfeld  
Area: Humanities.

**AS.371.152. Introduction to Digital Photography.**
Introduction to Digital Photography students learn to use their digital cameras through a variety of projects, which will help them develop technical and creative skills. Students explore documentary, landscape and portrait photography. Critiques and slide lectures of historic photographs, which range from postmortem daguerreotypes to postmodern digital imagery, help students develop a personal vision. Students gain camera proficiency with one-on-one instruction in the field. Basics for print adjustment and output will be covered. Attendance at first class is mandatory. Approval for this course will be considered after enrollment on ISIS.

Instructor(s): H. Ehrenfeld  
Area: Humanities.

**AS.371.162. Black & White: Digital Darkroom.**
In this digital course, students explore the black-and-white aesthetic. They develop camera skills on numerous field trips including Ladew Topiary Gardens, the Maryland Zoo & Botanical Gardens, and an optional weekend trip to Cape Henlopen State Park in Delaware. Students meet frequently for critiques and discussions based on historic and contemporary imagery. They will learn to use Photoshop for image adjustment. Techniques such as high dynamic range, duotone, panorama and infrared will be covered. Students work on a project of their choice and produce a portfolio of ten prints. Digital SLRs are provided. Attendance at 1st class is mandatory. No need to email for approval.

Instructor(s): P. Berger  
Area: Humanities.

**AS.371.303. Documentary Photography.**
In this course, we will explore different genres of documentary photography, including the fine art document, photojournalism, social documentary photography, the photo essay and photography of propaganda. Students will work on a semester-long photo-documentary project on a subject of their choice. Digital SLRs will be provided. Attendance at first class is mandatory. No need to email for approval.

Instructor(s): P. Berger  
Area: Humanities.
AS.371.304. Photo Seminar: Wet Darkroom.
In this film based course, students develop a project of their choice over the semester working independently in the darkroom and meeting for weekly critiques and discussions. Using the zone system (a method of pre-visualization developed by Ansel Adams) students will experiment with different film, paper and developer combinations specific to their projects. Writing in the form of a journal as well as critical analysis of images are integral parts of the seminar experience.

Prerequisites: AS.371.146 or Permission Required
Area: Humanities.

AS Philosophy Courses

AS.150.102. What Is Art For? Topics in Aesthetics.
In this course we will consider a range of views about the purpose and functions of art held by different philosophers from antiquity to the early 20th century. We will start from Plato's criticism of art in the Republic. Against this foil we will discuss the views on the point of art Aristotle, Lessing, Kant, the early German Romantics and Viktor Shklovsky. In addition, during the course we will read a few literary works by Sophocles, Shakespeare and Tolstoy.
Instructor(s): A. Kabeshkin
Area: Humanities.

AS.150.103. Philosophy of Oppression and Resistance.
In general, human beings would rather not be oppressors, and would rather not live in oppressive social orders. Yet this does not prevent social structures from being oppressive in both explicit and covert forms, even in societies highly committed to just democratic ideals. The course will analyze what it means for an individual, practice, or institution to be oppressive, and will review concrete mechanisms which underlie racialized/gendered forms of oppression such as hate speech, pornography, propaganda, ideology, and material inequality. Finally, we will discuss how social agents can resist explicit and covert oppression in a way that is conducive to the realization of just ideals.
Instructor(s): P. O'Donnell
Area: Humanities.

AS.150.108. Introduction to Philosophy of Biology.
This course will introduce students to a range of questions debated in contemporary philosophy of biology. The course will have a character of a rather broad overview of the field with a particular attention to debates around the “received” and the gene-centric views of evolution on the one hand, and the problem of reductionism/antireductionism in biology on the other hand. Problems such as the analysis of the concept of adaptation, the status of biological species, and others will also be discussed.
Instructor(s): A. Kabeshkin
Area: Humanities.

AS.150.110. Delusions.
What is a delusion? Are delusions just irrational beliefs? Can delusions be true? Are some religious and political beliefs delusions? If so, which ones? Are overly optimistic people simply deluded? In this course we will attempt to answer some of these questions by reading and discussing contemporary work from philosophy, psychology, and the neurosciences. Part of the goal will be to get a clearer understanding of the relationship between false beliefs, irrational beliefs, and delusions.
Instructor(s): B. Miller
Area: Humanities.

AS.150.111. Philosphic Classics.
The course introduces students to philosophy by critically examining selected texts in the Western philosophical tradition. Philosophers whose ideas will be examined include Plato, Descartes, Kant and Nietzsche.
Instructor(s): D. Moyar
Area: Humanities.

AS.150.112. Philosophical Problems.
An introduction to philosophy through several central problems. Topics vary from year to year, but might include such topics as the nature and limits of human knowledge, free will, consciousness, death, or paradoxes of truth and reasoning.
Instructor(s): S. Gross
Area: Humanities.

This course examines the notion of objectivity and challenges to it. Its topics include the status of objective facts and beliefs, the structure of social reality, and rational disagreement. Dean's Prize Freshman Seminar
Instructor(s): N. Goldberg
Area: Humanities.

From domestic debates about abortion and health care to international dialogue about women's rights, genital mutilation and genocide, human rights claims have become increasingly common, and we've come to rely on the discourse of human rights to assess the way human beings are treated by one another and by states. But what are human rights? How are human rights claims justified? Are human rights really objective and universal or are they contingent and relative to particular cultures? Where did the human rights culture begin, and how has it become so important? This course aims to explore these questions by examining foundational human rights documents, historical works on human rights and contemporary philosophical inquiry into their foundations (or lack thereof).
Area: Humanities.

AS.150.118. Introduction to Formal Logic.
An introduction to symbolic logic and probability. In the first two parts of the course we study formal ways of determining whether a conclusion follows from its premises. Included are truth-functional logic and predicate logic. In the third part we study the basic rules of probability, and learn how to make probability calculations and decisions in life. Co-listed with AS.150.632 (for graduate students) (01-F 11:00-11:50am).
Instructor(s): P. Achnstein
Area: Humanities, Quantitative and Mathematical Sciences.

AS.150.119. Existentialism.
Existentialism is a philosophical movement that made a dramatic entry into the 20th century intellectual scene and had a profound and long lasting influence on it. The central themes developed by existentialist thinkers transgressed the boundaries of academic philosophy and found their expression in plays, novels, cinema, poetry, political tracts, etc. Through close reading of the seminal texts by Kierkegaard, Nietzsche, Heidegger, Sartre, and Merleau-Ponty, we will explore the core tenets of the existentialist legacy. The philosophical texts will be supplemented by related works of fiction and films. Freshmen Only.
Instructor(s): G. Lebanidze
Area: Humanities.
**AS.150.120. The Philosophy of Emotions.**
Are emotions always irrational or can they also make us do the right thing? Can thoughts influence emotions? Can emotions influence our moral evaluations? In this course we will investigate a number of important philosophical questions about the nature of emotions by surveying some of the classic works in philosophy (e.g. Aristotle, Descartes and Hume). We will also read a number of contemporary papers, including works by J. Prinz and M. Nussbaum. Finally, we will look at recent work in psychology and cognitive neuroscience on the impact of emotion on reason (J. Green, A. Damasio).
Instructor(s): M. Bergamaschi Ganapini
Area: Humanities.

**AS.150.124. Myths of Quantum Physics.**
What is the fate of Schrodinger’s cat? How does EPR paradox lead to quantum teleportation? Who is Wigner’s friend? Does wave-particle duality imply that we have free will? In this course, we will explore the philosophical problems about quantum physics and attempt to dispel the myths generated by the quantum world. No prior understanding of physics or philosophy is required.
Instructor(s): G. Guralp
Area: Humanities, Natural Sciences.

**AS.150.125. Introduction to Modern Philosophy.**
The course will examine four major figures of early modern philosophy: Descartes, Leibniz, Hume, and Kant. Although the most recent of these thinkers died more than 200 years ago, we still refer to them as “modern” philosophers, revealing their great influence on the way we think about ourselves and our place in the world. The course will look at what these philosophers thought about questions such as: What kind of beings are we and how are we related to the world around us? Is knowledge of the world possible and if so what are its sources? Can we answer the question of God’s existence? Is order something we find in the world or impose on it? etc.
Instructor(s): G. Lebanidze
Area: Humanities.

**AS.150.126. Relativism.**
More than any other modern philosophical doctrine, relativism has found currency outside of the academy. Talk of “equally valid” points of view has become a commonplace, even when the matter under discussion is a straightforwardly factual. We will examine many different relativistic doctrines, including the views that people coming from very different backgrounds or with very different beliefs do not have the grounds to criticize one another, and that such individuals cannot so much as understand one another. In the first two-thirds of the course we will evaluate arguments for and against views such as these. Towards the end of the semester we will explore what the fall-out for our everyday lives would be (or should be) if some kind of relativism were true. Freshmen only.
Instructor(s): N. Tebben
Area: Humanities.

**AS.150.127. Realism and Antirealism in the Philosophy of Science.**
Are our best scientific theories approximately true, or useful but false? Does science converge on the truth over time? This course addresses such questions by surveying the scientific realism debate. Dean’s Prize Teaching Fellowship course. Freshmen Only.
Instructor(s): J. Hricko
Area: Humanities.

**AS.150.128. Cognitive Science & Political Philosophy.**
Cognitive Science & Political Philosophy: Is a person born a republican, or are they raised that way? Are democrats Democrats because they have emotional personalities? Is politics the product of evolution, or of culture? Should the brain sciences determine public policy and law? In this course we will consider these questions and many more like them by looking at recent work in philosophy and the brain sciences.
Instructor(s): J. Waterman
Area: Humanities.

**AS.150.129. The Theory of Knowledge: Classic and Contemporary Questions.**
What is knowledge and how to define it? Does knowing require an ability to produce supporting reasons or is it sufficient that our beliefs track the truth? Which general model better its structure, Foundationalism, Coherentism or Infinitism? Does knowing depend on context? Can we discover empirically what knowledge is? These are key questions we will be discussing in our seminar, inspired by reading texts ranging from classics like Plato, the Stoics, and Sextus Empiricus, to contemporary authors like Gettier, Davidson, Goldman, DeRose, and others. Dean’s Prize Freshman Seminar.
Instructor(s): P. Stojanovic
Area: Humanities.

**AS.150.131. Introduction to Social Philosophy.**
An introduction to social philosophy through critical reading of selected texts of two major figures: Adam Smith and Karl Marx. These two thinkers offered opposing theories of capitalism, which continue to shape our basic understanding of the world. We will address the method and foundations of their theories, as well as the normative concepts that inform their thought (e.g. freedom, human flourishing, alienation, exploitation, etc).
Instructor(s): A. Abazari
Area: Humanities, Social and Behavioral Sciences.

**AS.150.133. Do We Know What We Think We Know?.**
This is an introductory course into Theory of Knowledge. The following questions will be discussed: What is knowledge? What is philosophical skepticism? Can Theory of Knowledge answer the skeptical challenge? Which general model of knowledge is better, Foundationalism, Coherentism or Infinitism? Is what constitutes knowledge something internal or external to the subject? We will mostly read texts written by contemporary philosophers.
Instructor(s): P. Stojanovic
Area: Humanities.

**AS.150.134. Freshman Seminar: Socrates in Context.**
A study of Socrates as portrayed by his contemporaries, and of intellectual and political trends to which he may have been reacting. Authors will include Plato, Xenophon and Aristophanes. Freshmen Only.
Instructor(s): R. Bett
Area: Humanities.

**AS.150.180. Plato on Knowledge.**
What is knowledge? What is the difference between true belief and knowledge? In this course, we will explore Plato's analysis of these questions. Our primary focus will be his dialogues "Meno", "Theaetetus", and "The Republic".
Instructor(s): P. Stojanovic
Area: Humanities.
AS.150.182. What is Science?.
A philosophical introduction to very basic questions about scientific reasoning, its scope and limits. Is there a universal scientific method? Can science really explain everything, anything? Must everything be proved in science? Is science incompatible with religion? Readings will be from scientists and philosophers who have thought about these issues from Descartes and Newton to the present. No prerequisites either in philosophy or science.
Instructor(s): P. Achinstein
Area: Humanities.

AS.150.185. Why Are You Here?.
College students, bowed under the relentless pressure to succeed and make good marks, rarely if ever stop to answer the above question. This course seeks to rectify that by providing students the opportunity to reflect upon the purpose of a university education. We will read selections from The Closing of the American Mind, Cultivating Humanity, and William Deresiewicz’s new polemic, Excellent Sheep. We will also look at some supplemental essays by Hutchins and Leo Strauss.
Area: Humanities.

AS.150.191. Freshman Seminar: Ethical Topics in Plato.
The class takes a problem-oriented approach to select dialogues in Plato. Central questions will include: the nature of motivation, and in particular, whether it is true that everyone desires the good; and the role of knowledge in leading a good life, in particular, whether it is true that that virtue is knowledge. We will focus on Ion, Apology, Euthyphro, the Meno, and the ethical books of the Republic.
Instructor(s): L. Theunissen
Area: Humanities.

Instructor(s): M. Williams
Area: Humanities.

AS.150.193. Philosophy of Language Seminar: Proper Names and Definite Descriptions.
In talking with each other, we often use proper names like ‘Juliet’ and definite descriptions like ‘The most beautiful fresco in Italy’ to pick out persons and objects in our world. But what do these expressions mean exactly? In this seminar, we’ll slowly and carefully work through some classic philosophical texts that address this issue. These texts will provide an introduction to the philosophy of language, and to analytic philosophy in general.
Instructor(s): J. Bledin
Area: Humanities.

AS.150.194. Freshman Seminar: Skepticism Ancient and Modern.
Can we gain knowledge of reality, or is everything a matter of opinion? Does it matter? Why do we want (or need) knowledge anyway? Questions like this have been the stock in trade of philosophical skeptics throughout the entire history of our Western philosophical tradition. This class will involve close readings of some classic works on the topic of skepticism with a view to understanding some of the main arguments for (and against) skepticism: how they work and how they may have changed over time. Readings include selections from Sextus Empiricus, Descartes, Hume and Wittgenstein.
Instructor(s): M. Williams
Area: Humanities.

AS.150.195. Philosophy of Language Seminar: Proper Names and Definite Descriptions.
In talking with each other, we often use proper names like ‘Juliet’ and definite descriptions like ‘The most beautiful fresco in Italy’ to pick out persons and objects in our world. But what do these expressions mean exactly? In this seminar, we’ll slowly and carefully work through some classic philosophical texts that address this issue. These texts will provide an introduction to the philosophy of language, and to analytic philosophy in general.
Instructor(s): J. Bledin
Area: Humanities.

AS.150.196. Philosophy of Language Seminar: Proper Names and Definite Descriptions.
In talking with each other, we often use proper names like ‘Juliet’ and definite descriptions like ‘The most beautiful fresco in Italy’ to pick out persons and objects in our world. But what do these expressions mean exactly? In this seminar, we’ll slowly and carefully work through some classic philosophical texts that address this issue. These texts will provide an introduction to the philosophy of language, and to analytic philosophy in general.
Instructor(s): J. Bledin
Area: Humanities.

AS.150.197. Philosophy of Language Seminar: Proper Names and Definite Descriptions.
In talking with each other, we often use proper names like ‘Juliet’ and definite descriptions like ‘The most beautiful fresco in Italy’ to pick out persons and objects in our world. But what do these expressions mean exactly? In this seminar, we’ll slowly and carefully work through some classic philosophical texts that address this issue. These texts will provide an introduction to the philosophy of language, and to analytic philosophy in general.
Instructor(s): J. Bledin
Area: Humanities.

AS.150.198. Philosophy of Language Seminar: Proper Names and Definite Descriptions.
In talking with each other, we often use proper names like ‘Juliet’ and definite descriptions like ‘The most beautiful fresco in Italy’ to pick out persons and objects in our world. But what do these expressions mean exactly? In this seminar, we’ll slowly and carefully work through some classic philosophical texts that address this issue. These texts will provide an introduction to the philosophy of language, and to analytic philosophy in general.
Instructor(s): J. Bledin
Area: Humanities.

AS.150.199. Philosophy of Language Seminar: Proper Names and Definite Descriptions.
In talking with each other, we often use proper names like ‘Juliet’ and definite descriptions like ‘The most beautiful fresco in Italy’ to pick out persons and objects in our world. But what do these expressions mean exactly? In this seminar, we’ll slowly and carefully work through some classic philosophical texts that address this issue. These texts will provide an introduction to the philosophy of language, and to analytic philosophy in general.
Instructor(s): J. Bledin
Area: Humanities.

AS.150.200. What is Happiness?.
The question of human happiness dates back to Ancient times. What is the best life a human can lead? Is it a life of pleasure, or does it include other features? Does a good life vary among people and cultures, or is it universal? Do we select the things that make our life go well, so that it allows for self-creation and personal expression of one’s values? Possible readings include selections from Plato, Aristotle, Epicurus, Nozick, Nussbaum, and Scanlon, among others.
Instructor(s): K. Powell
Area: Humanities.

AS.150.201. Introduction to Greek Philosophy.
A survey of the earlier phase of Greek philosophy. Socrates, Plato, and Aristotle will be discussed, as well as two groups of thinkers who preceded them, usually known as the pre-Socratics and the Sophists.
Instructor(s): R. Bett
Area: Humanities.

This course explores philosophical issues that are of central importance to medicine. Topics to be covered include: history of medicine, relationship between medicine and science, distinction between health and disease. Dean’s Prize Teaching Fellowship.
Instructor(s): B. Miller
Area: Humanities.

AS.150.203. Contemporary Metaphysics.
This course will provide students with a survey of major topics in contemporary metaphysics, including such issues as the identity of objects through change and the metaphysical status of persons. Dean’s Teaching Fellowship course.
Instructor(s): J. Brandau
Area: Humanities.

AS.150.204. Nietzsche and Contemporary Meta-Ethics.
Since the Scientific Revolution, philosophers have struggled to articulate a conception of moral value and agency consistent with our scientific self-understanding. Developing such a conception is a central task of meta-ethics. Friedrich Nietzsche (1844-1900) offered one of the most provocative accounts of moral value and agency, and his work has recently been appropriated by contemporary meta-ethicists. This course offers an introduction to 1) Nietzsche’s writings on value and agency, 2) contemporary meta-ethics, and 3) recent appropriations of Nietzsche for contemporary meta-ethics. No prior coursework in philosophy is required.
Instructor(s): P. Leland
Area: Humanities.

AS.150.205. Introduction to the History of Modern Philosophy.
An overview of philosophical thought in the seventeenth and eighteenth centuries. We shall focus on fundamental questions in epistemology (knowledge, how we acquire it, its scope and limits), metaphysics (the ultimate nature of reality, the relation of mind and body, free will), and theology (the existence and nature of God, God’s relation to the world, whether knowledge of such things is possible): all questions that arose in dramatic ways as a result of the rise of modern science. The principal philosophers to be discussed are Descartes, Locke, Hume and Kant, though we shall also make the acquaintance of Spinoza, Leibniz and Berkeley.
Instructor(s): Y. Melamed
Area: Humanities.
**AS.150.211. The Philosophy of Love.**
In this course, we will read and discuss various philosophical accounts of the nature of love. We will consider whether there is a deep difference between the sort of love that grounds close adult friendships and the sort of love that grounds long-term romantic relationships. We will then consider some ways that love can be a reason, or justification, for certain decisions and actions.
Area: Humanities.

**AS.150.212. Philosophy of Biology: Evolution and Ecology.**
This course will provide a selective overview of problems in philosophy of biology. We will, first, discuss the so-called received view of evolution and will consider some challenges to that view. After that we will focus on the debates about the meaning and the role of the concept of adaptation in evolutionary theory. Finally, we will briefly discuss the relation between ecology and evolution.
Area: Humanities.

**AS.150.214. Reasons, Norms, and Rationality.**
Are human beings rational? Should they be rational? The right answer to these questions may seem obvious. However, in the last few decades these questions have gained a new urgency and importance. Famously, Aristotle thought that human beings are by definition rational beings. However, a large body of empirical studies now seem to show that most people consistently and systematically reason incorrectly. At the same time, one may wonder whether being rational is really helpful to survive and reach our goals in real life. That is, one may ask whether reasoning accordingly to the canon of rationality is actually a goal that we should pursue. Recent philosophical work has put new pressure on the issue of the normativity of rationality. In this course we will explore the issue of rationality and its normative implications by reading both historical works, ranging from Plato to Hume, and contemporary philosophical texts while looking at some important psychological studies on human reasoning.
Area: Humanities.

**AS.150.215. Business Ethics.**
What is a responsible business practice? Do corporations have responsibility as “moral agents”? What is the relation between business and environment? In this course we will investigate the relationship between business practices and ethical thinking by analyzing and assessing philosophical arguments about the moral status of business. We will start by reading philosophical texts that offer an analysis of moral practices, decision-making procedures, and moral theories. In particular, we will read historical text by Aristotle, Hume, Adam Smith, Mill, Marx, and Keynes. Then we will see how these philosophical concepts and theories can be applied to the contemporary world of business. The main goal of this course is to critically evaluate the philosophical foundations and justifications for business and economic systems, and how these apply to specific issues as workplace discrimination, ethics of advertising, environmental destruction and consumer protection.
Area: Humanities.

**AS.150.216. Minds and Machines.**
The course is a philosophical introduction to the topic of artificial intelligence. We will examine such questions as whether machines can think and whether we can build robots that have emotions, personalities and a sense of self. In doing so, we will touch upon a closely connected question: is the human mind itself a machine?
Instructor(s): N. Andonovski
Area: Humanities, Natural Sciences.

**AS.150.217. Neuroethics.**
Can electroencephalography show that we lack free will? Can modern neuroimaging show that someone will commit a crime in the future? Is it ethical to use this promethean knowledge to put them in jail before they even commit a crime? In Neuroethics, we’ll consider these and other pressing questions emerging at the frontiers of neuroscience and modern moral theory.

**Prerequisites: This course is equivalent to AS.150.472**
Instructor(s): P. Stojanovic
Area: Humanities.

**AS.150.219. Introduction to Bioethics.**
Introduction to a wide range of moral issues arising in the biomedical fields, e.g. physician-assisted suicide, human cloning, abortion, surrogacy, and human subjects research. Cross-listed with Public Health Studies.
Instructor(s): H. Bok
Area: Humanities, Social and Behavioral Sciences.

**AS.150.220. Introduction to Moral Philosophy.**
An introduction to moral philosophy through in-depth and critical reading of selected texts from the history of philosophy. The philosophers whose texts will be discussed include Plato, Aristotle, Kant and Nietzsche.
Instructor(s): L. Theunissen
Area: Humanities.

**AS.150.223. Formal Methods of Philosophy.**
During the last century or so, symbolic logic and other formal methods have come to play an essential role in most areas of systematic philosophical inquiry. This course serves as an introduction to these formal prerequisites for more advanced study in a wide variety of contemporary philosophical areas. Topics include the syntax and semantics of sentential and first-order predicate logic, natural deduction, basic set theory, mathematical induction and recursion, probability, modal logic, and non-standard logics. The emphasis is on basic comprehension, not on mathematical virtuosity. (Co-listed/combined with 150.423)
Instructor(s): J. Bledin; R. Rynasiewicz
Area: Humanities.

**AS.150.227. Introduction to Asian Philosophy.**
What is the nature of reality? What is the mind? What is the meaning of life? How ought we to live? In this course, we will explore how some of the better known philosophical systems of India, China and Japan have attempted to answer these most central philosophical questions. We will focus on the following systems: Nyaya, Samkhya-Yoga, Vedanta, Buddhism, Carvaka, Confucianism, Taoism, and Zen.
Instructor(s): B. Miller
Area: Humanities.

**AS.150.229. Religion and/or Science?.**
Are Religion and Science necessarily in conflict, can they coexist, or do they in fact require each other’s existence? Is scientific method so different from religious thinking? Can science discredit God? Is it possible to be rational and remain religious? In this course, we will explore these and other related questions and examine possible answers. In the process, we will read the texts of both classical and contemporary philosophers and scientists who tackled with these problems.
Instructor(s): P. Stojanovic
Area: Humanities.
What can contemporary neuroscience tell us about the traditional problems in the philosophy of mind? The course will focus on three such problems: consciousness (what is the nature of conscious states?), the self (what is the self and is there such a thing?) and imagination (what is imagination and how is it possible?).
Instructor(s): N. Andonovski
Area: Humanities, Social and Behavioral Sciences.

AS.150.235. Philosophy of Religion.
Can one prove or disprove the existence of God? What is the relation between reason and faith? Are science and religion at odds with one another? We will consider historically significant discussions of these questions as well as important contemporary writings.
Instructor(s): Y. Melamed
Area: Humanities.

In this course, we will discuss ethical controversies related to some of the issues currently debated in the public sphere: homosexuality, sexism, racism, immigration, abortion, cloning, genetic enhancement, war, terrorism, torture, and others. Our goal will be to explore how major philosophical theories in ethics approach these controversies, and how they can help us understand and resolve these controversies.
Instructor(s): P. Stojanovic
Area: Humanities.

AS.150.237. Foundations of Modern Political Philosophy.
This course is an introduction to modern political philosophy through an intensive study of the classic texts. The focus will be on the nature and limits of political authority under modern social conditions. Authors included are Machiavelli, Hobbes, Locke, Rousseau and Mill.
Instructor(s): D. Moyar
Area: Humanities.

AS.150.245. Introduction to Philosophy of Mind.
This is an introduction to the central problems of philosophy of mind: the mind-body problem and the problem of self-knowledge. Of particular interest in contemporary work is the relation of mind and brain and whether, or how, we acquire self-knowledge.
Instructor(s): M. Williams
Area: Humanities.

AS.150.248. Introduction to Metaphysics.
The class is an introduction to contemporary, analytic, metaphysics. Topics to be discussed include: what is metaphysics, the nature of existence, time and temporality, modality and possible worlds, identity and personal identity, persistence, mereology, causation, and universals and abstract entities.
Instructor(s): Y. Melamed
Area: Humanities.

AS.150.252. Kant’s Copernican Revolution.
After the publication of Kant’s Critique of Pure Reason, Philosophy would never be the same again. This monumental work revolutionizes the way we think about the relationship between the mind and the world and is still widely regarded as the most important turning point in the history of modern philosophy. The course will undertake a close reading and analysis of the two crucial sections of the Critique of Pure Reason, Transcendental Aesthetic and Transcendental Analytic and is targeted at both students new to Kant’s thought as well as those who would like to deepen their understanding of his Copernican revolution.
Instructor(s): G. Lebanidze
Area: Humanities.

AS.150.253. Introduction to Philosophy of Psychology.
Psychology is the study of mind and behavior, and philosophy of psychology is the study of the foundations of psychology. Foundational issues in psychology addressed by philosophy of psychology come in the form of the following questions. What is the nature of mental representation? What is the basic architecture of the mind, and is it innate? Can psychological theories proceed in abstraction from the environment? The purpose of this course is to introduce students to these and related questions and the various answers they’ve been given.
Instructor(s): D. Lindeman
Area: Social and Behavioral Sciences.

AS.150.259. Introduction to the Theory of Knowledge.
An introduction to the central problems, concepts and theories of philosophical epistemology (theory of knowledge). Topics to be explored will include: what is knowledge (and why do we want it)? Can we get it (skeptics answer “No!”), or is everything in the end a matter of opinion? (skeptics say “Yes!”). Theories of knowledge and justification: foundationalism versus the coherence theory; externalism versus internalism in epistemology. To what extent is knowledge an appropriate object of theory? Readings from early 20th century through contemporary sources.
Instructor(s): M. Williams
Area: Humanities.

AS.150.300. Prometheus Editorial Workshop.
Prometheus is an international undergraduate philosophy journal published by students at Johns Hopkins University. The purpose of the journal is to promote philosophic discourse of the highest standard by offering students an opportunity to engage in open discussion, participate in the production and publication of an academic journal, and establish a community of aspiring philosophers. Students enrolled in this workshop will act as the staff readers for the journal. For more information, please visit www.prometheus-journal.com. Prerequisite: MUST have taken one philosophy course.
Instructor(s): K. Powell
Area: Humanities.

AS.150.301. Undergraduate Seminar: Practical Reason.
How does reasoning that results in action differ from reasoning that results in belief? Is all practical reasoning a kind of means-end (instrumental) reasoning, or is there a form of moral reasoning that is presupposed by instrumental reasoning? These questions and more will occupy us as we work our way through the recent philosophical debates about practical reason. Restricted to philosophy majors and minors only.
Instructor(s): D. Moyar
Area: Humanities.

AS.150.304. The Ethics of Human Experimentation.
This course will explore ethical theory, key historical events, and operational requirements of research involving human beings. Weekly discussions will focus on seminal literature and case studies that highlight conceptual and practical challenges related to informed consent; research ethics review; risk/benefit analysis; justice/fairness; globalization of research; participation of vulnerable populations; clinical equipoise; obligations to research participants and communities during studies and after research is completed; and deception in psychological and behavioral research. The course will also explore the emergence and development of the rules governing the protection of human subject research.
Instructor(s): J. Ali
Area: Humanities.
This course systematically examines the human right to health. Topics will include the theoretical foundation(s) of human rights; how human rights compare and contrast to other dominant views of global justice (including Rawlsian versions, cosmopolitanism, and capabilities, among others); and whether (or under what circumstances) health can be properly called a “right”. Special scrutiny will be given to access to essential medicines as a recent example of the invocation of a right to health.
Instructor(s): M. DeCamp
Area: Humanities.

Without the presupposition that we can act freely, we cannot make sense of our talk about responsibility and blameworthiness. But scientific investigation increasingly makes the world more predictable (or, at best, random), and our most ambitious scientific theories aspire to a generality that would leave little room for freedom. This course is about how to reconcile the need to see ourselves as free, with the (at least apparent) indications that we are not.
Instructor(s): N. Tebben
Area: Humanities.

AS.150.309. Introduction to Philosophy of Physics.
This course starts on July 7th and runs until August 1st. This course aims at introducing the student to the basic philosophical issues that lie at the heart of the modern physicist’s conception of nature. To this end, we will look carefully at the foundations of two modern theories of physics, namely, the special theory of relativity and quantum theory. Relativity revolutionized our understanding of space and time, whereas quantum physics shattered our established beliefs about causality and determinism in nature. In the special relativity section of this class, we will cover topics such as the speed of light postulate, conventionality of simultaneity thesis, and the twin paradox. In the foundations of quantum physics, we will probe the measurement problem, Schrödinger’s cat paradox and the uncertainty principle. No previous background in physics is required.
Instructor(s): G. Guralp
Area: Humanities, Natural Sciences.

AS.150.310. Marx’s Critique of Capital.
This course is devoted to exposition and examination of Marx’s mature critical theory of capitalism, as expounded in the first volume of Capital. Special attention will be given to clarification of Marx’s method as well as the basic categories of his theory. No previous course in philosophy or social sciences is required.
Instructor(s): A. Abazari; E. Connolly
Area: Humanities.

AS.150.311. Undergraduate Seminar: Philosophy of Ludwig Wittgenstein.
We will read Wittgenstein’s two great works: Tractatus Logico-Philosophicus (1921) and Philosophical Investigations (1953). If you have previously taken AS.150.442 you may not register for AS.150.311.
Prerequisites: If you have previously taken AS.150.442 you may not register for AS.150.311.
Instructor(s): M. Williams
Area: Humanities.
AS.150.317. Undergraduate Seminar for Philosophy Majors: Recent Works in Skepticism.

We all take it for granted that perceptual experience yields knowledge of the world around us. But in the first of his Meditations on First Philosophy, Descartes invents a new and puzzling thought experiment. He imagines an Evil Demon with the power to manipulate the total course of his (Descartes’s) experience, so that what he naturally takes to be experience of the world around him is really a kind of perpetual dream: a simulation or virtual reality, as we might way today. Descartes’s problem, which has made its way into popular culture through films like those in the “Matrix” series, remains a source of philosophical puzzlement. While no one believes that skeptical hypotheses like Demon or computer deception are true, it is not easy to say how we can exclude them. Given that the deception is systematic, it seems that any “evidence” I cite could itself be part of the simulation. So how do I (or could I) know (for sure) that I’m not the victim of the Deceiver or the Matrix? We shall examine some of the latest attempts to respond to Descartes’s challenge. Does the “How could I know?” question admit of a theoretical answer, or is the question itself somehow ill-posed? Can we answer it without making significant concessions to skepticism? Exploring such questions should teach us some interesting lessons about knowledge (or the concept of knowledge). Readings from Descartes, Barry Stroud, G. E. Moore, Robert Nozick, David Lewis, Keith De Rose, James Pryor, and others.

Instructor(s): M. Williams
Area: Humanities.


This course explores philosophical responses to the French Revolution. Texts are from, among others, Hegel, Fichte, Kant and Marx. No previous knowledge in philosophy or social sciences is required.

Instructor(s): A. Abazari
Area: Humanities, Social and Behavioral Sciences.

AS.150.319. The Mechanical Mind.

This course provides a philosophical introduction to the topics mind, machine, and mental representation -- ideas fundamental to the cognitive sciences. Specific questions addressed include, among others, the following. What is the mind-body problem, and how might it be solved? Might minds be computers? Can there be thought without language? Is thought itself a sort of language? How do minds represent the external world? Can the mind be fully explained in scientific terms? Does it help in theorizing about the mind to think of it as a sort of machine?

Instructor(s): A. Abazari
Area: Humanities, Social and Behavioral Sciences.

AS.150.320. Marx: Critique of Political Economy.

A close reading of Marx’s Capital: Volume One. Specific attention will be given to clarification of Marx's methodology, the foundational categories of his critique of political economy, the systematic unity of his theory, and the underlying normative concepts which inform his work. No previous course in philosophy or social sciences is required.

Instructor(s): A. Abazari
Area: Humanities, Social and Behavioral Sciences.

AS.150.322. Emotion, Mind & Morality.

In this course, we will investigate a number of important philosophical questions about the normative structure of emotions and their role in moral cognition by surveying some of the classic works in philosophy. We will also read a number of contemporary papers. Finally, we will look at recent work in psychology and cognitive neuroscience on the impact of emotion on reason.

Instructor(s): M. Bergamaschi Ganapini
Area: Humanities.

AS.150.323. Undergraduate Seminar: Topics in Meta-Ethics. 3 Credits.

This is a seminar on theoretical topics in ethics. We focus on debates over cognitivism and non-cognitivism; realism and anti-realism; reasons internalism and externalism; relativism and pluralism. We read contemporary classics by Sharon Street, T.M. Scanlon, Joseph Raz, Bernard Williams, Allan Gibbard, and others.

Instructor(s): L. Theunissen
Area: Humanities
Writing Intensive.

AS.150.324. The Language of Thought.

According to the Language of Thought Hypothesis, thought is couched in a mental language with a combinatorial syntax and semantics operating computationally over a system of representations physically realized in the brain. The philosopher and cognitive scientist Jerry Fodor first developed this hypothesis in his now classic 1975 work The Language of Thought. In this course, we will engage in a close reading of this text, important both for its historical and contemporary significance to cognitive scientific theorizing. Lectures will be supplemented by further historical and theoretical material. Students should come away with a deeper appreciation of some of the key concepts in cognitive science.

Instructor(s): D. Lindeman

AS.150.330. Decisions, Games & Social Choice. 3 Credits.

This course is an introduction to decision theory, game theory, and social choice theory with an emphasis on their philosophical underpinnings and philosophical applications. Topics covered include the Prisoner’s Dilemma, Newcomb’s Problem, convention and social contracts, risk, and Arrow’s Theorem.

Instructor(s): J. Bledin
Area: Humanities.

AS.150.351. The Philosophy of Race and Racism.

The twin specters of race and racism have perennially dominated nearly every aspect of American social, economic, and political life. In this course, we will try to appreciate the nature and scope of this dominance by addressing fundamental questions about the nature, functions, and manifestations of race and racism in contemporary American life. Topics include: the "metaphysics" of race, conditions of racial membership, the moral harms introduced by racism, the psychology of racial bias, and institutional forms of racism.

Area: Humanities, Social and Behavioral Sciences.

AS.150.400. Realism & Antirealism in the Philosophy of Science.

Are our best scientific theories approximately true, or useful but false? Does science converge on the truth over time? This course addresses such questions by surveying the scientific realism debate.

Instructor(s): J. Hricko
Area: Humanities, Social and Behavioral Sciences.

AS.150.401. Greek Philosophy: Plato and His Predecessors.

A study of pre-Socratic philosophers, especially those to whom Plato reacted; also an examination of major dialogues of Plato with emphasis upon his principal theses and characteristic methods.Cross-listed with Classics.

Instructor(s): R. Bett
Area: Humanities.

AS.150.402. Aristotle.

A study of major selected texts of Aristotle.

Instructor(s): R. Bett
Area: Humanities.
AS.150.403. Hellenistic Philosophy.
A study of later Greek philosophy, stretching roughly from the death of Aristotle to the Roman imperial period. Epicureans, Stoics, and Skeptics will be the main philosophical schools examined.
Instructor(s): R. Bett
Area: Humanities.

AS.150.404. Ethics and History of Body Modification.
This course examines the ethical, historical and political issues surrounding body modifications. It explores the ways in which medical technologies have intersected with cultural constructions of gender, age, sexuality and race to produce ways of altering the human corporeal form. The course looks at a myriad of difference body modifications, concentrating mostly upon the Twentieth Century, but reaching as far back as the early modern period. Topics include: cosmetic surgery, transsexuality, bodybuilding, sports doping, dieting, anorexia, piercing, tattooing, fashion, make-up, and mythic modifications, such as vampires and werewolves. The course looks at the ways in which these modifications have been used variously to conform to, subvert and expose social norms about bodily appearance, as well as interrogating the means by which medicine and science are implicit in the cultural construction of those norms.
Instructor(s): D. O'Connor
Area: Humanities.

AS.150.405. Alienation.
In this course we will study the topic of alienation both historically and systematically. We will examine the concept’s historical roots at the turn of the 19th century and engage with contemporary discussions by authors working in philosophy of mind, ethics and political philosophy.
Instructor(s): D. Moyar
Area: Humanities.

AS.150.406. Can Science Explain Everything?.
What is scientific explanation? We will examine various theories about this in order to determine whether and how science can explain everything physical and everything mental (including consciousness, emotions, purposes, and values). In addition to science are non-scientific theories, for example, religious ones, necessary? Do they compete with or complement scientific ones?
Instructor(s): P. Achinstein
Area: Humanities.

AS.150.409. Classics of Analytic Philosophy.
A reading of some of the classic philosophical works in 20th Century Analytic Philosophy, beginning with G. Frege and ending with V.O. Quine.
Instructor(s): M. Williams
Area: Humanities.

AS.150.411. Arabic-Islamic Philosophy.
Introduction to major philosophers of the Arabic-Islamic tradition, including Avicenna, al-Ghazali, and Averroes. Topics addressed include the existence of God, metaphysics (e.g., causality), human freedom and knowledge, revelation and reason.
Instructor(s): S. Ogden
Area: Humanities.

AS.150.412. Kant’s Critique of Practical Reason.
A historical and systematic study of Kant’s ethics and philosophy of religion, with special attention to his Critique of Practical Reason.
Instructor(s): E. Forster
Area: Humanities.

AS.150.414. Topics in Political Philosophy: Justice and Pluralism.
This course will examine recent liberal political philosophy, with particular emphasis on the work of John Rawls and Jürgen Habermas.
Instructor(s): D. Moyar
Area: Humanities.

AS.150.415. Schelling’s System of Transcendental Idealism.
Schelling’s System of Transcendental Idealism is one of the key texts in the transition from Kant to Hegel. It is also one of Schelling’s clearest and most successful publications, and one of the best introductions to his philosophy. This course offers a close examination of the System of Transcendental Idealism against the background of Kant and Fichte.
Instructor(s): E. Forster
Area: Humanities.

AS.150.416. Kant’s major “minor writings.
Some of Kant’s so-called “minor writings” are in fact brilliant essays that represent important stages in the formation and development of his mature, “critical” philosophy. In this course we will study ten of these essays in detail.
Instructor(s): E. Forster
Area: Humanities.

AS.150.417. Kant’s ‘Critique Of Pure Reason’.
An examination of the philosophy of Immanuel Kant, with emphasis on The Critique of Pure Reason.
Instructor(s): E. Forster
Area: Humanities.

AS.150.419. Kant’s Critique/Judgment.
This course will examine closely and in detail the aesthetic and teleological parts of Kant’s third masterpiece, The Critique of the Power of Judgment.
Instructor(s): E. Forster
Area: Humanities.

AS.150.420. Mathematical Logic I.
The development, first, of sentential logic and, then, of first-order predicate logic. Topics covered include formal languages, effective procedures, truth-functional and Tarski semantics, logical entailment, systems of derivation, deductive soundness and completeness, compactness, theories, formalization of mathematics, sizes of models, and interpretations between theories.
Instructor(s): R. Rynasiewicz
Area: Humanities, Quantitative and Mathematical Sciences.

AS.150.421. Mathematical Logic II.
Gödel’s two incompleteness theorems regarding, first the unaxiomatizability of arithmetic and, second, the impossibility of proving the consistency of arithmetic using arithmetic methods (unless arithmetic is inconsistent). Computability and Church’s Thesis.
Prerequisites: Prereq: AS.150.420
Instructor(s): R. Rynasiewicz
Area: Humanities, Quantitative and Mathematical Sciences.

AS.150.422. Axiomatic Set Theory.
Axiomatic development of set theory, including the theory of transfinite ordinals and cardinals. Relative consistency proofs. Independence of the axiom of choice, and of the continuum hypothesis. Implications for the foundations of mathematics.
Prerequisites: AS.150.421 or equivalent
Instructor(s): R. Rynasiewicz
Area: Humanities, Quantitative and Mathematical Sciences.
AS.150.423. Formal Methods of Philosophy.
During the last century or so, symbolic logic and other formal methods have come to play an essential role in most areas of systematic philosophical inquiry. This course serves as an introduction to these formal prerequisites for more advanced study in a wide variety of contemporary philosophical areas. Topics include the syntax and semantics of sentential and first-order predicate logic, natural deduction, basic set theory, mathematical induction and recursion, probability, modal logic, and non-standard logics. The emphasis is on basic comprehension, not on mathematical virtuosity. (Co-listed/combined with 150.223)
Instructor(s): J. Bledin; R. Rynasiewicz
Area: Humanities.

An examination of various interpretations of probability, including classical and priori, frequency, propensity, subjective, and logical. Also, we will study views about evidence as well as paradoxes of inductive reasoning, including Hume's skepticism, and the grue and ravens paradoxes. No previous knowledge of probability is required.
Instructor(s): P. Achinstein
Area: Humanities, Quantitative and Mathematical Sciences.

AS.150.425. Poetic Thought.
This course will examine essays and poems by Goethe, Hölderlin, and Rilke with an eye toward the ways in which their work addresses issues central to German Idealism and modern German thought. These include the relation of subject to object; the problem of the representation of the whole; the reconciliation of science and art; and the role of consciousness in the construction of the world. Readings include texts by Goethe, Hölderlin, and Rilke with commentary by Heidegger, Gadamer, Henrich, Husserl, Benjamin, and Allemann.
Reading knowledge of German is required.
Instructor(s): E. Forster; R. Tobias
Area: Humanities, Natural Sciences.

AS.150.426. Philosophy and Disability.
In this course, we will consider various philosophical issues related to disability. What counts as a disability? What obligations do we have, both as individuals and as a society, to people with disabilities? What counts as respecting people with disabilities, and what counts as unjustifiable discrimination against them?
Prerequisites: AS.150.219 OR AS.150.220
Instructor(s): H. Bok
Area: Humanities, Social and Behavioral Sciences.

AS.150.428. Spinoza's Political Theology.
“Political Theology” is a term that acquired significant resonance in recent years. The current class will study closely two texts by Spinoza, the founder of this discipline: the Theological-Political Treatise and the (incomplete) Political Treatise.
Instructor(s): Y. Melamed.

AS.150.429. Topics in Logic: Ontology and Knowledge Representation.
Knowledge representation deals with the possible structures by which the content of what is known can be formally represented in such a way that queries can be posed and inferences drawn. Ontology concerns the hierarchical classification of entities from given domains of knowledge together with the relations between various classes, subclasses, or individuals. The main framework in which we will work is that of description logics, which are decidable fragments of varying degrees of first order predicate logic. In ontology development we will examine RDF (Resource Description Framework), its extension to RDFS, and OWL (Web Ontology Language), and use the software Protegé for specific applications. Finally, we will take a look at query languages such as SPARQL (SPARQL Protocol and RDF Query Language).
Instructor(s): R. Rynasiewicz
Area: Humanities.

AS.150.430. Hegel’s Phenomenology of Spirit.
An in-depth study of Hegel’s masterpiece, the Phenomenology of Spirit. We will be concentrating on the first half of the text.
Instructor(s): E. Forster.

AS.150.431. Introduction to Philosophy of Science.
This course introduces students to some major philosophical problems about science, including these three: (1) Is there a universal set of rules constituting the "scientific method" that scientists must always follow in order to be rational? (2) Can science provide knowledge of an “unobservable” world underlying our experiences, and if so how? Or is science confined to speaking about the world of observation? (3) Are there important differences between philosophy and science? We will consider disputes between rationalists (e.g., Descartes) and empiricists (e.g., Newton) on scientific method, historical and contemporary debates between scientific realists and instrumentalisitst about the reach of science, as well as different viewpoints concerning the relationship between philosophy and science. No particular science or philosophy background is presupposed.
Instructor(s): P. Achinstein; R. Bett
Area: Humanities.

This course is a continuation of Hegel’s Phenomenology of Spirit, Part One, taught last Spring. We will closely study the second half of the book, compare its methodology with that of the first half, and end with an examination of Hegel’s systematic reflections in the “Preface”.
Prerequisites: AS.150.430
Instructor(s): E. Forster
Area: Humanities.

AS.150.433. Philos/Space & Time.
Beginning with Poincaré, there has been an influential school of thought maintaining that there is no fact of the matter as to whether the geometry of space is Euclidean or, instead, some form of non-Euclidean geometry - rather, one can arbitrarily choose a metric geometry and then modify the physics in order to fit the empirical facts. This claim has been extended to affine geometry (inertial structure of spacetime) and distant simultaneity (in relative theory). We will critically examine this tradition, beginning with a careful examination of the relation of non-Euclidean to Euclidean geometry.
Instructor(s): R. Rynasiewicz
Area: Humanities, Natural Sciences.
AS.150.434. History and Philosophy of Quantum Physics I.
Planck, Einstein, Bohr model, “old quantum theory,” correspondence principle, dispersion, BKS theory, Heisenberg’s Umdeutung (1925 invention of matrix mechanics) and its development.
Instructor(s): R. Rynasiewicz
Area: Humanities, Natural Sciences.

AS.150.435. The Philosophy and Theology of Maimonides.
This course will examine the philosophic and theological thought of Judaism’s most renowned philosopher, Moses Maimonides (1138-1204). After a brief overview of Maimonides’ multifaceted life as philosopher, scientist, physician, Talmudic scholar, rabbi, and communal leader; we will consider Maimonides’ philosophic and religious background and, in particular, the ancient Greek and medieval Islamic philosophic works that influenced him. The course will delve into his views on topics such as the relation between faith and reason, the existence of God, creation/eternity of the world, free will/determinism, the nature of prophecy, the purpose of law, human happiness, ultimate perfection, and the Afterlife. Special attention will be given to Maimonides’ method of philosophic writing and the tension in his life between the vita activa and the vita contemplativa. The course will also trace the impact of Maimonides’ Guide of the Perplexed upon later Jewish thought and upon Western philosophy and theology from Thomas Aquinas to Leibniz.
Instructor(s): S. Harvey
Area: Humanities.

AS.150.438. Spinoza’s Ethics.
The seminar is an in depth study of Spinoza’s major work, The Ethics.
Instructor(s): Y. Melamed
Area: Humanities.

AS.150.439. Epistemology.
Is knowledge (or even strong evidence) required, or possible, in science and in philosophy? We will focus on whether standard forms of nondemonstrative reasoning are justified, how if at all one can gain knowledge of the observable and unobservable world, whether and how theories in philosophy can be established, an what to do in science and philosophy when you can’t prove or get strong evidence for your theory.
Instructor(s): P. Achinstein
Area: Humanities.

AS.150.442. The Philosophy of Ludwig Wittgenstein.
A close reading of Wittgenstein’s Uncertainty familiarity with the Philosophical Investigations is required.
Instructor(s): M. Williams
Area: Humanities.

AS.150.443. Wittgenstein’s Philosophy of Mind.
The seminar will begin with a careful examination of the private language argument in the Philosophical Investigations. Among the additional themes we will examine are his analogy between philosophy of mathematics and his philosophy of psychology, implicit criticisms of the representational theory of mind, the problem of other minds and the role of deception, and the “grammar” of psychological concepts. There are numerous manuscripts concerned with mental and psychological concepts. Two volumes of the Remarks on the Philosophy of Psychology will be ordered for the seminar, though we will not be “working through” them in a systematic way. The Philosophical Investigations and Zettel are essential. Recommended Course Background: Familiarity with Wittgenstein’s work.
Instructor(s): M. Williams
Area: Humanities.

AS.150.444. The Identity of Indiscernibles.
Can two things (such as bodies, events, moments, thoughts, or geometrical points) have precisely the same qualities? If so, what makes them different from each other? In this class we will explore the debate about the Principle of the Identity of Indiscernibles. Readings will include texts by: Leibniz, Clarke, Max Black, Ayer, Ian Hacking, Robert Adams, and Michael Della Rocca.
Instructor(s): Y. Melamed
Area: Humanities.

AS.150.446. Hegel’s Science of Logic.
In this course we will focus on the first two parts of Hegel’s Science of Logic, and address the following issues (among others). In what sense is Hegel’s dialectical logic continuous with the classical metaphysical tradition and in what sense is it a critique of traditional metaphysics? What motivates the project, or what questions does Hegel think his logic can answer that previous logics did not?
Instructor(s): D. Moyar; E. Forster
Area: Humanities.

AS.150.447. Law and Philosophy.
In this course we will examine major issue in the philosophy of law, including the relation of law to moral theory, the role of democratic political institutions in legal decisions, and the justification of punishment. No previous knowledge of law or philosophy is required.
Instructor(s): D. Moyar
Area: Humanities.

What are freedom of the will and moral responsibility? Are they compatible with determinism or naturalism? This course will examine various philosophers’ answers to these questions.
Instructor(s): H. Bok
Area: Humanities.
AS.150.454. The Value of Humanity.
Are human beings distinctly valuable? What makes us valuable? And how should we respond to the value of human beings? The course is divided into four parts. The first part takes up questions about the basis of human value. We consider various proposals, including Kant's, about the valuable feature or capacity of human beings. Are we valuable in virtue of having a good will, in virtue of being agents, in virtue of being valuers, or something further? The second part takes up questions about the explanation of the value of human beings. Does the proposed feature make us valuable because it instantiates a simple value property, making us valuable in ourselves, or simpliciter? We consider whether the notion of value simpliciter is a notion we fully understand, or need. Does the proposed feature make us valuable because it makes us good-for something or someone? Who or what does it make us good-for? Or again, does the proposed feature make us such that we are objects of an appropriate attitude or practical stance? If so, what is the attitude or stance? The third part of the course takes up normative questions about the appropriate mode of responding to human beings. We consider whether it makes sense to say that human beings are "ends-in-themselves," and what it would mean to treat a person as an end-in-itself. We also consider various accounts of respect. A guiding question is whether human beings are the only appropriate objects of respect, or whether we can respect other beings, and even artifacts. The fourth part of the class applies what we have learned so far to related topics: to the question of whether human life or existence is valuable, and conversely, whether death is disvaluable. We consider, albeit briefly, the value of human beings in relation to the value of animals. And we ask about the role of Kantian notions like dignity in applied contexts, so that highly philosophical considerations about value are shown to have real-world bearing.
Instructor(s): L. Theunissen
Area: Humanities.

AS.150.455. Ethics And Animals.
Instructor(s): H. Bok
Area: Humanities.

AS.150.456. Medieval Philosophy.
Instructor(s): S. Ogden
Area: Humanities.

AS.150.459. Theory Of Knowledge.
An advanced introduction to the central problems, concepts and theories of contemporary philosophical epistemology (theory of knowledge). Topics to be explored will include: what is knowledge (and why do we want it?); theories of justification (foundationalism, the coherence theory, etc.); externalism and internalism in epistemology; skepticism, relativism and how to avoid them. Readings from contemporary sources.
Instructor(s): M. Williams
Area: Humanities.

Russel, Frege, and Wittgenstein (in Tractatus) provided much of the philosophical foundation for 20th C. analytic philosophy. Their influence continues to be felt, especially in their conception of philosophical problems and the methods by which they can be solved.
Instructor(s): M. Williams
Area: Humanities.

AS.150.463. Theories of Rationality.
Foundations of Rationality: How should we reason about reasoning? Understanding the nature of our ability to reason is among the most important parts of understanding who we are as human beings. This course will investigate the foundations of rationality through an examination of philosophical texts and contemporary empirical research.
Instructor(s): J. Waterman
Area: Humanities.

AS.150.464. Objectivity.
This course examines the notion of objectivity and challenges to it. Its topics include the status of objective facts and beliefs, the structure of social reality, and rational disagreement.
Instructor(s): N. Goldberg
Area: Humanities.

AS.150.465. Genetics, Genomics and Society.
This course will examine the ethical, legal and social implications (ELSI) of human genetics through the lens of significant and field-defining periods and events in the history of the field. We will study the ELSI issues raised by those events, and how the events have shaped and defined the current state of the science and emerging scientific, ethical, policy and public health issues. Juniors and Seniors only.
Instructor(s): D. Mathews
Area: Humanities, Natural Sciences, Social and Behavioral Sciences.

AS.150.467. Philosophic Logic.
This course is a survey of various topics in philosophical logic. We begin with a review of the model theory of classical first-order logic. In our first unit, we will then move beyond the standard existential and universal quantifiers and consider generalized quantifiers, substitutional quantifiers, and plural quantification. In our second unit, we will investigate the theory of propositional modal logic, considering its syntax, semantics, and proof theory, and some of its applications. In our third unit, we will investigate various formal approaches to defining truth. In our fourth unit, we will get more philosophical and ask: what is logical consequence? In the course of answering this question, we will consider intuitionistic, normative, and informational conceptions of logic.
Instructor(s): J. Bledin
Area: Humanities.

AS.150.468. Global Food Ethics.
This course is an introduction to ethical issues that arise within the contemporary global agrifood system. The overarching goal of the class is to give you the opportunity to think critically about a variety of conflicting views as to how we should produce, distribute, and consume food to achieve food security for over 9.6 billion people by 2050. We will borrow tools from practical ethics and theories of justice to shed light on these pressing issues that determine our common future and the way we personally relate to the food we eat.
Instructor(s): Y. Saghai
Area: Humanities.

AS.150.470. Spinoza and the Pantheism Debate.
In this course we will examine the philosophical significance of the so-called Pantheism Debate which shook Germany at the end of the 18th century after it was revealed that Lessing, the main representative of the German Enlightenment, was a Spinozist. Readings will be drawn from Spinoza, Jacobi, Mendelssohn, Herder, Goethe, and Kant.
Instructor(s): E. Forster; Y. Melamed
Area: Humanities.
AS.150.472. Neuroethics.
Neuroethics: Can electroencephalography show that we lack free will? Can modern neuroimaging show that someone will commit a crime in the future? Is it ethical to use this Prometheus knowledge to put them in jail before they even commit a crime? In Neuroethics, we'll consider these and other pressing questions emerging at the frontiers of neuroscience and modern moral theory.
Instructor(s): P. Stojanovic
Area: Humanities.

AS.150.473. Classics of Analytic Philosophy.
This will be an examination of the classic articles of 20th Century Anglo-American philosophy. Included are Frege, Russell, Wittgenstein, Austin, Carnap, Quine.
Area: Humanities.

AS.150.474. Justice and Health.
Course will consider the bearing of theories of justice on health care. Topics will include national health insurance, rationing and cost containment, and what justice requires of researchers in developing countries.
Instructor(s): H. Bok
Area: Humanities.

An examination of the moral implications and effects of addiction, depression and Pharmacological treatments for depression on our conception of our own agency. Recommended Course Background: AS.150.219, AS.150.220, or permission required.
Instructor(s): H. Bok
Area: Humanities, Natural Sciences, Social and Behavioral Sciences.

This year's topic: Temporal Experience. Do we perceive time? If so, through what sense(s)? How long is the conscious "now"? Does the temporal order of our perceptions mirror the temporal order of what we perceive? Must the experience of a temporal duration itself be extended in time? What is the relation between the experience of time (for example, the experience of time's passage) and memory? Does our experience of time accurately represent temporal features of reality, or is it actually illusory? How does attending to time's passage affect its perceived rate of passage (and what is it to attend to time's passage)? We will explore these and other questions through an examination of both psychological and philosophical work. [This course meets jointly with Professor Flombaum's AS.200.316 and AS.200.616.] Permission of instructor required to enroll.
Instructor(s): J. Flombaum; S. Gross
Area: Humanities, Natural Sciences, Social and Behavioral Sciences.

AS.150.477. Existentialism.
Through a close reading of the seminal texts by Kierkegaard, Nietzsche, Heidegger, Sartre, and Merleau-Ponty the course will examine one of the most influential philosophical movements of the last century.
Instructor(s): G. Lebanidze
Area: Humanities.

AS.150.478. Program Abroad: Jerusalem: Modern Jewish Thought.
Intersession Abroad Program. The course examines the modern Jewish thought in Israel. Guest Lecturers.
Instructor(s): Y. Melamed
Area: Humanities.

AS.150.479. The Ethics of Making Babies.
In this class, we will investigate many aspects of the ethics of making babies, asking not only which children we should create and how we should create them, but whether we should make any more people at all. Investigating these questions will take us through large chunks of moral theory, bioethics, and public health ethics. For more information, or to request permission of the instructor (for those who do not meet the prerequisite requirements), email Travis Rieder at trieder@jhu.edu. Recommended Course Background: One course in ethics or bioethics, or permission of the instructor.
Instructor(s): T. Rieder
Area: Humanities.

AS.150.484. Is Knowledge Possible: Epistemic Problems, Puzzles & Paradox.
How is knowledge possible in view of various intractable problems and paradoxes, including the problem of justifying induction, the realism-anti-realism dispute, and the grue and ravens paradoxes about evidence? Are philosophical claims knowable? A study of contemporary views about evidence, probability, inference, and philosophy.
Instructor(s): P. Achinstein
Area: Humanities.

AS.150.488. Enlightenment Moral and Political Theory.
Instructor(s): H. Bok
Area: Humanities.

AS.150.489. Spinoza’s Metaphysics.
The seminar is an in depth study of Spinoza’s major work, the Ethics. We will concentrate on Parts II-IV of the Ethics, though we will try to cover the entire book. Among the topics to be discussed are: the style and structure of the book, the meaning of being and the question of ontology in Spinoza, the nature of Spinoza’s attributes, necessitarianism, teleology, the nature of ideas, parallelism, individuals and their limits, the nature of bodies, the three kinds of knowledge, the conatus and the affects, Spinoza’s view of good and evil, blessedness and divine intellectual love.
Instructor(s): Y. Melamed
Area: Humanities.

An examination of some of the scientific and philosophical literature on the nature of animal minds and the way(s) in which they differ from the human mind. The most important of these apparent differences are the use of language, the exercise of concepts, and instrumental reasoning, including the use of instruments. Co-listed 300.411
Instructor(s): M. Williams
Area: Humanities.

AS.150.491. Kant and Newton on the Foundations of Science.
Kant attempted to provide a philosophical foundation for Newtonian science. In this class we will read Kant’s work “Metaphysical Foundations of Natural Science,” and philosophical and foundational parts of Newton’s “Principia,” and we will critically compare and evaluate both. No particular scientific background is presupposed.
Instructor(s): E. Forster; P. Achinstein
Area: Humanities.
AS.150.493. Introduction to Scientific Methods.
We will study various methods for proving scientific claims defended by scientists and philosophers. Included will be rationalism (Descartes), various forms of empiricism (Newton, Mill, Whewell), realism vs. anti-realism, and scientific strategies to follow when you cannot prove your favorite theory. No particular scientific background required.
Instructor(s): P. Achinstein
Area: Humanities, Social and Behavioral Sciences.

AS.150.494. Descartes.
The course is an introduction to the philosophy of Rene Descartes. We will read most of his main philosophical works, and part of his correspondence. The class is open to both undergraduate and graduate students.
Instructor(s): Y. Melamed
Area: Humanities.

AS.150.495. Sex, Drugs, and Bioethics: Medicine and Morality in Modern America.
Alongside rock n’ roll, sex and drugs have classically been seen as sites of moral or ethical transgression, particularly in post-war America. Unlike rock n’ roll, however, sex and drugs have always been bound up with the practice of medicine. This course explores the interaction of medical science with the moral and ethical issues which surround i) reproduction, sexual pleasure, and gender roles and ii) the use of drugs, both therapeutic, enhancing and recreational. Bridging these two sides of the course is the question of medicalisation, and how medical science is used to construct socially normative ideals about sexuality, behavior, emotion and physical capacity, and how in turn those moral norms are used to justify or argue for the development of particular medical practices. The aim of the course is to illuminate the mutually constitutive interplay of medicine and morality in modern America. Topics covered include: abortion, contraception, IVF, sex selection, gene selection, adolescent sexualities, prostitution, STD surveillance, medicalisation of sexual dysfunction, medicalisation of emotion and behavior, ‘moral enhancement’, ADHD, Performance Enhancing Drugs, cosmetic surgery, neuroenhancement, recreational drugs, the war on drugs, the purpose of medicine.
Instructor(s): D. O’Connor
Area: Humanities, Social and Behavioral Sciences.

AS.150.496. Topics in the Theory of Value.
We ask a basic question in value theory: what is it for something to be good, or of value? Is it for something to instantiate the simple value property ‘good’? Can goodness be identified with some natural property, perhaps, the property ‘pleasant’, or some dispositional property, perhaps, ‘what we desire to desire’? Is goodness a relation between some object, state of affairs, or activity and a subject, so that the good is benefit? On the other hand, are reasons and not values primitive in value theory, so that we should theorize about the good in terms of appropriate responses to it? We will read classic works by G. E. Moore, Peter Geach, Judith Jarvis Thomson, Connie Rosati, Nicholas Sturgeon, Richard Kraut, Donald Regan, T. M. Scanlon, and others.
Instructor(s): L. Theunissen
Area: Humanities.

AS.150.497. Kant and the Early Moderns.
A critical examination of Kant’s dialogue with his Early Modern predecessors (Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume), and of their own respective positions.
Instructor(s): E. Forster; Y. Melamed
Area: Humanities.

AS.150.498. Modal Logic and Its Applications.
In the first part of the course, we’ll investigate the theory of modal logic, considering its syntax, semantics, and proof theory. We’ll then turn to some its philosophical applications: epistemic logic, counterfactuals, deontic logic, intuitionistic logic, and the metaphysics of time.
Instructor(s): J. Bledin
Area: Humanities, Quantitative and Mathematical Sciences.

According to the Principle of Sufficient Reason every fact must have a reason, or explanation. In other words: there are no brute facts. If a certain penguin has three dots on its right wing - there must be a reason for this. If there are no penguins with precisely three dots on their right wings – there must be a reason for that as well. In the first half of the course we will read works by the two philosophers who introduced the principle: Spinoza and Leibniz. In the second part, we will read texts by Kant, Maimon, Hegel, Schopenhauer, and some contemporary analytic philosophers, and discuss the plausibility, implications, and justification of the principle.
Instructor(s): Y. Melamed
Area: Humanities.

AS.150.511. Directed Study.
Individual study of special topics, under regular supervision of a faculty member. Special permission is required.
Instructor(s): Staff.

AS.150.512. Directed Study.
Instructor(s): Staff.

AS.150.552. Honors Project.
Instructor(s): Staff.

AS.150.551. Honors Project.
See departmental major adviser.
Instructor(s): Staff.

AS.150.559. Independent Study.
Instructor(s): H. Bok.

AS.150.601. Graduate Seminar: Topics in the Theory.
Graduate students from non-Philosophy departments need instructor permission. We ask a very basic question in value theory: what is it for something to be good, or of value? Is it for something to instantiate the simple value property ‘good’? Can goodness be identified with some natural property, perhaps, the property ‘pleasant’, or some dispositional property, perhaps, ‘what we desire to desire’? Is goodness a relation between some object, state of affairs, or activity and a subject, so that the good is benefit? On the other hand, are reasons and not values primitive in value theory, so that we should theorize about the good in terms of appropriate responses to it? We will read classic works by G. E. Moore, Peter Geach, Judith Jarvis Thomson, Connie Rosati, Nicholas Sturgeon, Michael Smith, Richard Kraut, Donald Regan, T. M. Scanlon, and others.
Instructor(s): L. Theunissen
Area: Humanities.

AS.150.604. Probability and Evidence.
Leading theories about the meaning of probability, and about the concept of evidence. No previous course in probability is necessary.
Instructor(s): P. Achinstein
Area: Humanities.
AS.150.605. Foundations of Ethics.
The seminar will serve as an advanced, topical introduction to normative theories in ethics, and will include some meta-ethics. Our central question is: what is the foundation, or motivational basis, of ethics? Is it the individual asking what she wants for her life? Is it the determination of rational requirements on action? We think about the relationship between reason, reasons, and motivation. We consider the debate over internalism and externalism about reasons. We work through the distinction between agent-neutral and agent-relative reasons and values. Among others, we will read Thomas Nagel, Philippa Foot, Shelly Kagan, Samuel Scheffler, Derek Parfit, G. E. M. Anscombe, and Bernard Williams.
Instructor(s): L. Theunissen
Area: Humanities.

Course will focus on ancient skepticism as a way of life, and on the role of epistemological argument in skepticism so conceived. The seminar will end with a brief look at early modern reactions to ancient skepticism.
Instructor(s): M. Williams; R. Bett.

AS.150.607. Graduate Seminar: Knowledge and Perception.
How does perception reveal the world, if it does? Why have philosophical reflections on perception often led to skepticism? For background, we will start with readings from Ayer and Austin (on the sense-datum theory), and Sellars (on the Myth of the Given). We will then spend time on contemporary "disjunctive" accounts of perceptual consciousness, with readings from McDowell, Travis and (possibly) others.
Instructor(s): M. Williams
Area: Humanities.

AS.150.609. Graduate Seminar - Philosophy.
An examination of Derek Parfit's "On What Matters".
Instructor(s): H. Bok
Area: Humanities.

AS.150.610. Graduate Seminar: Virtue Ethics.
A study of recent work in virtue ethics.
Instructor(s): H. Bok.

AS.150.611. Topics in Metaphysics: Mereology.
Mereology, the study of the relationship between parts and whole, has recently become a major subfield in contemporary metaphysics. In the seminar we will read classical as well as recent literature on the subject. Topics to be discussed include: the univocity of the term 'part', priority relations between parts and whole, universal composition, the nature of simples, boundaries, mereology and set theory, spatial parts, temporal parts, metaphysical monism and nihilism. For an introductory survey of the field, please see: Varzi, Achille, "Mereology", The Stanford Encyclopedia of Philosophy (Spring 2011 Edition), Edward N. Zalta (ed.), URL = <a href="http://plato.stanford.edu/archives/spr2011/entries/mereology/">http://plato.stanford.edu/archives/spr2011/entries/mereology/</a>
Instructor(s): Y. Melamed.

Schelling's Philosophical Investigations into the Nature of Human Freedom counts among his most important works – Heidegger called it "one of the deepest works of Western philosophy." It is also one of the most enigmatic ones. In this course, we will contrast it with Schelling's philosophy of nature and investigate the extent to which his theory of freedom is necessitated by problems in his philosophy of nature.
Instructor(s): E. Forster
Area: Humanities.

AS.150.614. Topics in Meta-Ethics (Graduate Seminar).
This is a seminar on theoretical topics in ethics. We focus on debates over cognitivism and non-cognitivism; realism and anti-realism; reasons internalism and externalism; relativism and skepticism. We read contemporary classics by Sharon Street, T. M. Scanlon, Joseph Raz, Bernard Williams, Allan Gibbard, and others.
Instructor(s): L. Theunissen
Area: Humanities.

AS.150.615. Martin Heidegger, Being and Time: Integral Reading and Current Perspectives.
Starting with a detailed discussion of its Introduction and Division One, this jointly taught seminar will bring phenomenological, hermeneutic, and deconstructive as well as analytic, epistemological, and pragmatist methods and viewpoints to bear upon this modern classic. Co-listed with AS.300.653
Instructor(s): H. de Vries; M. Williams
Area: Humanities.

AS.150.619. Topics in Hegel's Philosophy: The Philosophy of Right.
This course will be a close reading of G.W.F. Hegel's Philosophy of Right. Some of the main topics for discussion will be the relation of law and morality, the dependence of the political philosophy on Hegel's Logic, and the relation of individual and social conceptions of freedom.
Instructor(s): D. Moyar
Area: Humanities.

AS.150.621. Seminar in Hegel's Phenomenology of Spirit.
The course will consist of close reading of Hegel's text along with readings from the extensive secondary literature. Particular attention will be given to Hegel's methodology, his uses of recognition, and the various treatments of agency.
Instructor(s): D. Moyar.

AS.150.627. Seminar in Epistemology.
Instructor(s): M. Williams; P. Achinstein
Area: Humanities.

AS.150.630. Seminar In Metaphysics: Mind and Cosmos.
We will begin by reading Thomas Nagel's new book: Mind and Cosmos. This will be followed by other works to be selected in class.
Instructor(s): P. Achinstein.

AS.150.632. Formal Logic.
An introduction to symbolic logic and probability. In the first two parts of the course we study formal ways of determining whether a conclusion of an argument follows from its premises. Included are truth-functional logic and predicate logic. In the third part we study the basic rules of probability, and learn how to make probability calculations and decisions in life." Co-listed with AS.150.118 (for undergraduate students) (01-F 11:00-11:50am).
Instructor(s): P. Achinstein
Area: Humanities, Quantitative and Mathematical Sciences.
AS.150.633. Kant’s Opus Postumum.
This research seminar examines the reasons that led Kant to revise his transcendental philosophy late in life. Special attention to problems in the Metaphysics of Nature and the Metaphysics of Morals. Students should be familiar with Kant’s theoretical and practical philosophy.
Instructor(s): E. Forster.

AS.150.634. Seminar in Philosophy of German Idealism: Explanation or Construction? The Question of Method in the Philosophy of Nature.
“We must do away with all explanation, and description alone must take its place.” This sentence, although written over a century later and in a different context, could serve as a motto for what is perhaps the most important debate about the proper method of Naturphilosophie in German Idealism. In this seminar we will examine the philosophical significance of this debate over the role of explanation in our knowledge of nature. Readings will come from Jacobi, Goethe, Schiller, Kant, Schelling, Hegel, as well as from Pascal, Spinoza, and Newton.
Instructor(s): E. Forster
Area: Humanities.

This seminar will be an examination of Wittgenstein’s On Certainty. We will be concerned with detailed readings of the passages as well as more general interpretative claims.

This seminar will focus on language acquisition as involving a special kind of learning, one that requires the active participation of an adult in what the child does. The account we will be discussing draws heavily on Wittgenstein’s philosophy of language, particular the treatment of the problem of similarity and the development of reference.
Instructor(s): M. Williams
Area: Humanities.

AS.150.649. Graduate Seminar: Kant’s Moral Theory.
A study of Kant’s major works in moral philosophy.
Instructor(s): H. Bok.

Although all three were Copernicans in the broad sense, these great mathematician-philosophers of the 17th century held subtly different positions on the question whether the sun or the earth moves, in large part because they proposed very different analyses of what it is for a body to move. These analyses emerge from quite divergent views on space, time, matter, mind, and scientific-philosophical method in relation to natural theology. The focus of the seminar is on the interaction of these views: Newton’s rejection of Descartes’ followed by the clash between Newton’s and Leibniz’s.
Instructor(s): R. Rynasiewicz
Area: Humanities.

AS.150.652. Seminar in the Philosophy of Science.
Philosophy of experiment, Bayesianism, severe tests. Readings from Hacking, Galison, Franklin, Mayo, and others. Applications range from physiology to cosmology.
Instructor(s): R. Rynasiewicz
Area: Humanities, Social and Behavioral Sciences.

AS.150.653. Seminar: Philosophy - Physics.
Philosophical problems in space-time physics.
Instructor(s): R. Rynasiewicz
Area: Humanities.

AS.150.658. Topics in the Philosophy of Language.
An examination of recent work in the philosophy of language and/or related work in the philosophy of mind.
Instructor(s): S. Gross.

AS.150.659. Topics in Formal Semantics: Counterfactuals?.
In this seminar, we will investigate the semantics and communicative function of counterfactuals. Among the questions that we will consider are these: What are the compositional semantic values of counterfactual conditionals? What is the context change potential of a counterfactual and what kind of structure must we add to the common ground of a conversation to model its communicative effect? Do counterfactuals recommend a dynamic approach to meaning? Are counterfactual conditionals truth-apt? Do they serve to describe the world? If so, which aspect of reality is a counterfactual sensitive to?
Instructor(s): J. Bledin
Area: Humanities, Social and Behavioral Sciences.

AS.150.680. Independent Study.
Please see AS.150.810 for section numbers to use when registering.

AS.150.681. Directed Study.
Please see AS.150.810 for section numbers to use when registering.

AS.150.682. Directed Study.
Please see AS.150.810 for section numbers to use when registering.

An interdisciplinary investigation into the innateness of concepts: perception, number, language, and morality, physics discussed. Evidence from animals, infants, patients, brains. Students collect data in sections investigating claims from the readings. Cross-listed with Cognitive Science and Philosophy.
Instructor(s): J. Halberda; L. Feigenson
Area: Social and Behavioral Sciences.
German Romance Languages Literatures
Theatre Arts Studies

AS.225.328. The Existential Drama: Philosophy and Theatre of the Absurd.
Existentialism, a powerful movement in modern drama and theatre, has had a profound influence on contemporary political thought, ethics, and psychology, and has transformed our very notion of how to stage a play. Selected readings and lectures on the philosophy of Kierkegaard, Nietzsche, Camus and Sartre -- and discussion of works for the stage by Sartre, Ionesco, Genet, Beckett, Albee, Pinter, Athol Fugard (with Nkani & Nshone), Heiner Müller and the late plays of Caryl Churchill. Opportunities for projects on Dürenmatt, Frisch, Havel, Witkiewicz, and Mrozek.
Instructor(s): J. Martin
Area: Humanities.

Humanities Center
Center for Africana Studies

Black existentialism is a branch of Africana philosophy—the philosophical tendencies that arose out of the experience of the African Diaspora. This course is a philosophical interrogation into the meaning of the lived experience of being black in the context of an anti-black world through addressing such existential questions as freedom, identity, anguish, dread, responsibility, embodied agency, evil, resentment, liberation, and nihilism.
Instructor(s): F. Hayes.

This seminar examines various ideas, theories, and practices of thinkers, writers, and activists whose work and practices have constituted an Africana Studies intellectual tradition. The purpose of this seminar is to teach students to read, think, and write critically about questions relative to the formation and history of Africana thought and its intellectual tradition, in particular, and the genealogy of thought and intellectual traditions, in general. We will also think about vrious fields of knowledge that have shaped Africana Studies. The seminar therefore will work through the different meanings of intellectual work and critical thought and theory in Africana Studies.
Instructor(s): F. Hayes.

For current course information and registration go to https://isis.jhu.edu/classes/

AS Program in Museums and Society Courses

Museums are crucibles, places where public memory, identity, and cultural values are shaped and debated. We examine this premise through weekly visits to Baltimore museums of art, science, history (and many more), critical group discussion, and intensive writing assignments. Freshmen only.
Area: Humanities, Social and Behavioral Sciences.

AS.389.105. Freshman Seminar: Art in the Museum. 3 Credits.
Go behind the scenes of local art museums to explore fundamental concepts and social issues particular to the collection and display of art in the past and today.
Instructor(s): J. Kingsley
Area: Humanities
Writing Intensive.

Freshmen will learn and apply analytical methods used in the technical study of archaeological objects by examining and researching ancient objects in the Johns Hopkins Archaeological Museum. Freshman Only.
Instructor(s): S. Balachandran
Area: Humanities.

AS.389.110. Freshman Seminar: All about Things.
What can objects tell us about the world, past and present? Using theoretical, archival, technical, and visual processes and in-depth research at Evergreen Museum & Library, we explore this question. Freshman Only.
Instructor(s): E. Rodini
Area: Humanities.

AS.389.120. Discover Hopkins: Examining Archaeological Objects.
In this course, we examine artifacts from the Johns Hopkins Archaeological Museum in order to learn about the role of materials such as ceramics, metal, glass, faience and stone in the history, art and culture of the ancient world. We will visit local artists’ studios to understand how these materials are utilized today, and examine comparative examples in local art museums. Students will work hands on with artifacts each day.
Instructor(s): S. Balachandran.

AS.389.130. Mini Course: Conservation, An Introduction to Technical Art History.
Look through the eyes of a conservator and learn how to answer historical questions by analyzing the physical nature of works of art. Objects examined will include paintings, sculpture and works on paper from the collection of the Baltimore Museum of Art. Class meets 4 times, on February 7, 14, 21 and 28, at the BMA. Syllabus and organizational meeting at JHU on Thursday, January 31, 5:30pm.
Instructor(s): T. Primeau
Area: Humanities.

AS.389.171. B'More: Exhibits in Focus.
Please note, class will meet Saturday, Jan. 23 in the event of inclement weather. This course is for freshmen ONLY. Field-trip based class considers significant regional exhibits against the background of exhibitions that transformed interpretive approaches in history, art, and science museums.

Prerequisites: Students may enroll in one B'More course only.
AS.371.188 OR AS.371.189 OR AS.271.119 OR AS.100.285 OR AS.140.318 OR AS.300.100 OR AS.360.108 OR AS.360.122
Instructor(s): J. Kingsley
Area: Humanities, Social and Behavioral Sciences.
AS.389.172. City on Display.
Baltimore is a city full of museums, both traditional and innovative. What do these institutions have to say about the city they call home? How do their choices of exhibits, artifacts, and descriptions combine to create a unique version of history? In this course, we will visit several Baltimore museums in order to learn the ways in which museums can tell stories of a city's industries, cultures, and people.
Instructor(s): J. Kingsley
Area: Humanities.

Explore the world of books in early Baltimore through the lens of Homewood Museum and the Carroll Family. Take a closer look at books, papers, printing, bookbinding and bookplates and try your hand at papermaking and printing techniques. Discover the offerings of local printers and booksellers through primary sources, and how books were available to those who could not otherwise afford them, through the Library Company of Baltimore (1797) whose collections are now part of the holdings of JHU's George Peabody Library.
Instructor(s): C. Arthur
Area: Humanities.

A hands-on introduction to rare books and manuscripts from ancient Mesopotamia to the Industrial Era, crossing the disciplines of science and technology, art, religion, politics and literature-- using the rare books and manuscripts of the Sheridan Libraries. Special emphasis is paid to the Printing Revolution of the 15th and 16th centuries, when books first emerged as a core element of material culture.
Instructor(s): E. Havens
Area: Humanities.

AS.389.201. Introduction to the Museum: Past and Present.
This course surveys museums, from their origins to their most contemporary forms, in the context of broader historical, intellectual, and cultural trends. Anthropology, art, history, and science museums are considered.
Instructor(s): J. Kingsley
Area: Humanities, Social and Behavioral Sciences.

This course considers the practical, political, and ethical challenges facing museums today, including the impact of technology and globalization, economic pressures, and debates over the ownership and interpretation of culture.
Instructor(s): E. Rodini
Area: Humanities, Social and Behavioral Sciences.

AS.389.205. Examining Archaeological Objects.
This course considers the role of materials in the production, study and interpretation of objects by examining artifacts from the Johns Hopkins Archaeological Museum. Students will consider materials such as ceramics, stone, metal, glass, wood and textiles, and visit artists' studios to gain an understanding of historical manufacturing processes. M&S practicum course. Cross-listed with Archaeology, Near Eastern Studies, Classics, and History of Art.
Instructor(s): S. Balachandran
Area: Humanities.

Intersession Abroad Program. The course examines the museums of Paris, in situ, with a special emphasis on the creation of cultural memory.
Instructor(s): E. Rodini
Area: Humanities.

AS.389.250. Conservation of Material Culture: Art, Artifacts and Heritage Sites. 3 Credits.
Alongside specialists in area museums, we explore the conservation of material culture in various media. Topics include manufacturing methods and material degradation as well as conservation treatments, science, and ethics. Cross-listed with History of Art.
Instructor(s): L. Trusheim
Area: Humanities.

Students explore early American life related to the region and the Carroll family of Homewood. Primary research and object study culminate in student-curated thematic exhibition. Optional intersession practicum experience is also possible. For more on exhibit theme, contact instructor. M&S practicum course.
Instructor(s): C. Arthur
Area: Humanities.

Part public history, part introduction to museum practices, this hands-on course explores how heritage areas and museums serve communities through interpretation. Each year, students partner with a community to develop research-based, visitor-centered interpretive material, in the 2015 Baltimore National Heritage Area. Field trips and community meetings will be a significant part of the course. Cross-listed with History and History of Science. M&S practicum course. Class usually meets 1:30 - 3:50 except for days with field trips.
Instructor(s): E. Maloney
Area: Humanities, Social and Behavioral Sciences.

JHU pioneered the concept of the modern research university in the United States, but what does that mean for the everyday experiences of its students, faculty, staff and friends? Excavate the history of this place through the things collected, made and used here since the university's founding in 1876. Students research the material culture of Hopkins and present their findings on an interactive website: collectionsweb.jhu.edu. Course includes digital media labs. Cross-listed with History and History of Science. M&S practicum.
Instructor(s): J. Kingsley
Area: Humanities, Social and Behavioral Sciences.

AS.389.302. The Virtual Museum.
Course draws on both classic readings in material culture and emerging theories of the digital to consider how the internet has changed objects and the institutions that collect, preserve, display and interpret them. Students will contribute to an established virtual museum and create their own.
Instructor(s): J. Kingsley
Area: Humanities.
Work as a curator alongside Smithsonian staff, researching the work of Turkish photographer Ara Güler to develop an exhibit that considers relationships between the history of photography, archives and the museum. Class will travel several times to the Freer and Sackler Galleries in Washington D.C. M&S practicum course.
Instructor(s): N. Micklewright
Area: Humanities, Social and Behavioral Sciences.

AS.389.321. GhostFood: Curatorial Practicum with the Contemporary.
Students work with Baltimore’s Contemporary and NYC artist Miriam Simun on GhostFood, a project using art to engage important questions concerning the environment, climate change, and the politics of food. Instructor Permission. Contact erodini@jhu.edu for enrollment approval. M&S practicum course.
Instructor(s): D. Haggag
Area: Humanities.

AS.389.335. Recreating Ancient Greek Ceramics. 4 Credits.
This hands-on course in experimental archaeology brings together undergraduate and graduate students across disciplines to study the making of Athenian vases. Students work closely with expert ceramic artists, and in consultation with art historians, archaeologists, art conservators, and materials scientists to recreate Greek manufacturing processes.
Instructor(s): S. Balachandran
Area: Humanities.

The course examines recent controversies in the conservation of major global art works and sites, raising questions concerning the basic theoretical assumptions, practical methods and ethical implications of art conservation. Cross-Listed with History of Art and Anthropology
Instructor(s): S. Balachandran
Area: Humanities.

AS.389.349. Art, Museums and the Law.
The course encourages students to consider how artistic processes and cultural institutions are shaped by legal principles and vice versa. The interplay between art, museums and the law will be explored from historical, cultural and legal perspectives using a variety of source material.
Instructor(s): W. Lehmann
Area: Humanities.

AS.389.350. Staging Suburbia with the Jewish Museum of Maryland-Community Based Learning.
Work as a public historian alongside Jewish Museum of Maryland curators and staff, researching primary documents and artifacts to develop an exhibition about Baltimore’s Jewish suburbs. The show will travel throughout Baltimore. M&S practicum course. Cross-listed with History and Jewish Studies.
Area: Humanities, Social and Behavioral Sciences.

Students work with BMA collection and staff to develop and organize an exhibition of artists’ books. Various aspects of museum work are explored, including research, interpretation, presentation, programming, and marketing. M&S practicum course.
Instructor(s): R. Hoisington
Area: Humanities.

This interdisciplinary course will explore the institutional, cultural, artistic and architectural history of St. Peter’s and the Vatican Museum and Library from Antiquity through the Renaissance, up to the present day. Class meets in the Dick Macksey Seminar Room of the Brody Learning Commons. Cross-listed with History.
Instructor(s): E. Havens
Area: Humanities.

Students explore early American life relating to the region and Homewood House. Primary research, object study culminate in exhibit focused on trades and crafts, training and work practices. M&S practicum course. Meets at Homewood Museum. Cross-listed with History.
Instructor(s): C. Arthur
Area: Humanities.

AS.389.369. Encountering the Art of East Asia: Museum Display, Theory and Practice.
Students reconsider the exhibition and interpretation of East Asian Art at the Walters Art Museum, developing a pilot installation to suggest a new permanent display. M&S Practicum Course. Class meets at the Walters Art Museum (extended time to allow for travel). Cross-listed with East Asian Studies.
Instructor(s): R. Mintz
Area: Humanities.

Hopkins curatorial staff and photography instructor introduce the concept of books as art. Students create artist’s books inspired by campus collections for inclusion in an Evergreen exhibition. FIRST CLASS IS MANDATORY. M&S practicum course. Cross-listed with Homewood Art Workshops.
Instructor(s): J. Abbott; P. Berger
Area: Humanities.

This course examines zoos and living collections from historical and contemporary perspectives, taking into account the potentially conflicting role of zoos as conservation organizations, educational institutions, and entertainment venues. The class culminates in the creation of conservation education content for Baltimore City elementary school children. M&S practicum course.
Instructor(s): L. Finkelstein
Area: Humanities.

AS.389.373. Encountering the Art of South Asia: Museum Display, Theory and Practice.
Students reconsider the exhibition and interpretation of South Asian Art at the Walters Art Museum to suggest a new permanent display. Class meets at the Walters Art Museum. M&S practicum course.
Instructor(s): R. Brown; R. Mintz
Area: Humanities.
Do museums have a social responsibility? What roles should they play in their communities? Should they be agents of social change or social justice? This course explores the ways in which museums engage with local communities. Students work in partnership with a specific museum to develop an original and fundable proposal as a response to protests in Baltimore in the wake of the death of Freddie Gray. Field trips and guest speakers will be a key feature of the course. M&S practicum course. CBL course. Cross-listed with Sociology.
Instructor(s): E. Maloney
Area: Humanities.

Course examines practices of collecting, display and preservation beyond the western museum tradition, focusing on how these practices reflect and construct political, historical, ethnic and nationalist narratives. Counts towards the international studies major. Cross-listed with Anthropology.
Instructor(s): E. Rodini; S. Balachandran
Area: Humanities, Social and Behavioral Sciences.

AS.389.390. Library / Laboratory.
This interdisciplinary and project-driven class investigates the library as a site of experimentation and an expression of different knowledge regimes. Material includes literary treatments of the library, historical and critical readings, guest lectures, rare materials from special collections and field work.
Instructor(s): G. Dean
Area: Humanities.

AS.389.440. Who Owns Culture?.
This seminar explores the complicated, often explosive concept of cultural property, including questions surrounding the ownership, preservation, and interpretation of artifacts, monuments, heritage sites, and living traditions. Cross-listed with Anthropology and History of Art.
Instructor(s): E. Rodini
Area: Humanities, Social and Behavioral Sciences.

AS.389.450. Readings in Material Culture.
Objects, things, "stuff"- this seminar will pursue classic texts and emerging methodologies to explore the myriad ways materials and materiality have been theorized across disciplines. For graduate/advanced undergraduate students.
Instructor(s): E. Rodini; R. Brown
Area: Humanities.

AS.389.460. Inventing the Middle Ages from the Renaissance to Today.
Investigate the history of the collection, interpretation and display of medieval art by nations, museums and private collectors. Topics range from antiquarian interest to conception of medieval sculpture as "primitive", from the use of medieval objects in nationalistic displays and from early American museums such as the Cloisters in NY to current exhibits such as the Walters. Cross-listed with History and History of Art.
Instructor(s): J. Kingsley
Area: Humanities.

Instructor(s): E. Rodini.

Instructor(s): E. Rodini.

Instructor(s): E. Rodini.

Instructor(s): J. Kingsley.

AS.389.521. Capstone in Museums and Society.
The Capstone allows students to develop and carry out their own, hands-on research project in a museum, collection, archive, or other living resource. Final projects must involve some form of public presentation (exhibition, lecture, poster, web-based, etc.) and a work of self-reflection (journal, brief paper, blog, or other). Projects must be approved and overseen by a supervising faculty member and approved by the Program’s Director, in keeping with the University’s Independent Work Policy. Instructor permission required.
Instructor(s): E. Rodini; J. Kingsley
Area: Humanities.

The Capstone allows students to develop and carry out their own, hands-on research project in a museum, collection, archive, or other living resource. Final projects must involve some form of public presentation (exhibition, poster, web-based, etc.) and a work of self-reflection (journal, brief paper, blog, or other). Projects must be approved and overseen by a supervising faculty member and approved by the Program’s Director, in keeping with the University’s Independent Work Policy.
Prerequisites: AS.389.201; Prereq or coreq AS.389.202
Instructor(s): E. Rodini; J. Kingsley
Area: Humanities, Social and Behavioral Sciences.

Instructor(s): E. Rodini.

AS.389.650. Readings in Material Culture.
Objects, things, "stuff"- this seminar will pursue classic texts and emerging methodologies to explore the myriad ways materials and materiality have been theorized across disciplines. For graduate/advanced undergraduate students.
Instructor(s): E. Rodini; R. Brown
Area: Humanities.

Cross Listed Courses

History of Art
AS.010.192. Move over Michelangelo: Renaissance Sculpture in Northern Italy.
Michelangelo’s heroic figure has dominated our conception of Renaissance sculpture, but outside of Florence & Rome, a princely aesthetic for small, intimate, tactile works dominated. We will explore the alternate paradigms for the figure and sculpture in the North, centering around Padua, Mantua, and Venice. The course is built around the collection at the Walters Art Museum, from which students will choose an object as the subject of a semester-long research project. We also take advantage of MICA to visit a bronze workshop, and will visit the Antico exhibition in NY at the Frick. Dean’s Teaching Fellowship
Instructor(s): L. Blom
Area: Humanities.
AS.010.275. Impressionism: Cone Collection.
Cross-listed with History of Art. This course offers an introduction to the Cone Collection, a world-class selection of impressionist and post-impressionist paintings acquired by two sisters. We will explore the development of radical new painting styles in tandem with the evolution of collecting and display practices that emerged in Baltimore and in Paris at the turn of the century. Visits to the Walters, the BMA, and the Sheridan Rare Book Collection will supplement our study of Monet, Cezanne, Matisse, and more.
Instructor(s): K. Johnson
Area: Humanities.

AS.010.305. Global Modern Art: Africa, Asia, the Pacific and the Americas.
Artists around the world grappled with the modern, working through local concerns and struggles but continually engaged with counterparts in Europe, North America, and across the “global South.” This course will introduce art, artists, movements, and institutions of modernism from approximately 1880 to the present and from outside of the northern Atlantic while critically examining the very notion of “global modernism.”
Instructor(s): R. Brown
Area: Humanities.

The development of archaeology in the Middle East – its history of explorers, diplomats, missionaries and gentlemen-scholars – profoundly shaped the modern world, from the creation of new museums and the antiquities market to international relations and terrorism.
Instructor(s): M. Feldman
Area: Humanities.

AS.010.311. Japanese Print Culture and Western Collecting.
The first half of this seminar will examine issues in Japanese print culture, especially the development and circulation of ukiyo-e prints, during the Edo and Meiji periods (1615-1912). Topics will include technological innovations, the role of publishers, censorship, and prints as didactic objects. The second half of the course will explore the popularity of Japanese prints in the West, including their impact on japonisme and incorporation into Western collections Cross-list with East Asian Studies
Instructor(s): H. Snow
Area: Humanities.

AS.010.334. Problems in Ancient American Art.
Selected topics which may include collecting the pre-Columbian past and connoisseurship, the formation of national museums, post-Columbian appropriations. Collections study in museums. May also be used toward credit for the Archaeology major. Cross-listed with PLAS and Program in Museum and Society
Instructor(s): L. Deleonardis
Area: Humanities.

AS.010.424. Collecting Roman Art: From Antiquity to Present.
A survey of the most important collections of Greek and Roman sculpture, from the late-Republican age through the Middle Ages and the Renaissance, until the creation of the main museums in Europe and in the United States.
Instructor(s): P. Tucci
Area: Humanities.

AS.010.666. Exhibiting the Other.
Despite challenges to museum practices in the 1970s and 1980s, the approach to displaying the art and visual culture of regions and periods outside of the European and North American mainstream remains caught between scholarly theorizing and demands for the commodification of the exotic. The ongoing exclusionary logic of collecting and display practices and the shrinking budgets for museums undermine efforts to rethink and challenge longstanding institutionalized patterns. In this seminar we will assess the politics, theory, and practice of displaying what still operates as the “other”, reading across art history, museum studies, politics, and anthropology. Open to senior undergraduates with permission of instructor. Cross-listed with Political Science and Programs in Museums and Society
Instructor(s): R. Brown

Classics
AS.040.119. The World of Pompeii.
This course will focus on the history and archaeology of Pompeii. Close attention will also be paid to the reception of Pompeian materials in European and American culture. Cross-listed with History of Art and the Program in Museums and Society.
Instructor(s): H. Valladares
Area: Humanities.

This seminar investigates the Eastern Mediterranean as a space of intense cultural interaction in the Late Bronze Age, exploring how people, ideas, and things not only came into contact but deeply influenced one another through maritime trade, art, politics, etc. In addition to class discussion, we will work hands-on with artifacts from the JHU Archaeological Museum, focusing on material from Cyprus.
Instructor(s): E. Anderson
Area: Humanities.

AS.040.235. Past is Present: Cultural Heritage and Global Interactions.
The uncovering, collection and valuation of the archaeological past is deeply embroiled in global interactions - diplomatic, economic, cultural. We examine the complex role of cultural heritage through consideration of case studies and analytic approaches. Frequent visits to area museums.
Instructor(s): E. Anderson
Area: Humanities.

Anthropology
AS.070.103. Community Based Learning - Africa & The Museum.
An introduction to Africa, artistic creativity, collection and exhibition: as African history, as anthropology of art and objects, and as public controversy in our national institutions. Works with the Baltimore Museum of Art. Cross-listed with Africana Studies and Programs in Museums and Society.
Instructor(s): J. Guyer
Area: Humanities, Social and Behavioral Sciences.
AS.070.287. Displaying Race.
Through hands-on archival and museum research, students in this class will develop a proposal for displaying a small collection of plaster busts that were cast in the late 19th century from live indigenous subjects. Readings from the class will explore the ethical, legal and political issues surrounding the public display of anthropological and historical artifacts that were collected as part of now discredited regimes of racial classification. How can displays be used to reveal the distance that separates 19th century racial thought from our modern day understandings of physical and cultural difference? How can we responsibly display likenesses that may have been collected under coercive conditions? How can such objects be used to educate people about the place of indigenous peoples in the museum? What laws and ethical conventions govern the display of such objects? In addition to regular class meetings, students will be expected to carry out archival research and interviews in local archives and museums.
Instructor(s): D. Poole
Area: Humanities, Social and Behavioral Sciences.

AS.133.706. Egyptian Funerary Arts in the Archaeological Museum.
This class will aim to cover the production and choice of funerary objects for Egyptian elite tombs in several eras of antiquity: the Middle and New Kingdoms, the Third Intermediate Period, and the Late Periods. Students will work with specific objects after learning generally about them, and they will carry out analyses of materials, pigments, construction methods, and erosion and degradation effects. They will create a virtual exhibition for the Museum’s website and present their results for inclusion in the museum cataloguing project.
Instructor(s): B. Bryan.

History of Science Technology

Who was Ira Remsen and why is he interred in the building bearing his name? Was the School of Medicine’s best surgeon really a life-long drug addict? This freshman seminar will explore the history of our university since its founding in 1876, including its schools of medicine, public health, nursing, the Applied Physics Laboratory and SAIS. We’ll look carefully at the archives and develop a thematic class exhibit. Research and writing intensive.
Instructor(s): S. Leslie
Area: Humanities, Social and Behavioral Sciences.

AS.140.320. Modernity on Display: Technology and Ideology in the Era of World War II.
Seminar focuses on ideological at World’s Fairs over technological modernity with special emphasis upon World War II and the Cold War.
Instructor(s): A. Molella; R. Kargon
Area: Humanities, Social and Behavioral Sciences.

AS.140.359. Museums and Globalization.
Examines how museums are linked to wider national, cultural, communities, and mobilize resources to address political, economic and social concerns and questions of heritage. Jointly with Case Western Reserve University. Cross-listed with Program in Museums & Society.
Instructor(s): R. Kargon
Area: Humanities, Social and Behavioral Sciences.

AS.140.372. Science on Display.
History of collecting, exhibiting and interpreting science and technology, from Renaissance cabinets of curiosity to modern world’s fairs, zoos, aquariums, films and science centers. Students will present their own exhibits as dioramas, web sites, documentaries or other formats. Cross-listed with Program in Museums and Society.
Instructor(s): S. Leslie
Area: Humanities, Social and Behavioral Sciences.

AS.140.657. Science on Display.
History of collecting, exhibiting and interpreting science and technology, from Renaissance cabinets of curiosity to modern world’s fairs, zoos, aquariums, films and science centers. Students will present their own exhibits as dioramas, web sites, documentaries or other formats. Cross-listed with Program in Museums and Society.
Instructor(s): S. Leslie.
German Romance Languages Literatures
Center for Africana Studies

This course will explore major topics in 20th century Baltimore history, using local newspapers and the archival collections of the Baltimore Afro American Newspaper.
Instructor(s): M. Hinderer
Area: Humanities, Social and Behavioral Sciences.

For current course information and registration go to https://isis.jhu.edu/classes/

AS Writing Seminars Courses

The course will introduce students to the role of storytelling in medicine through a variety of essays, short stories and documentaries, from Susan Sontag’s illness as Metaphor to Atul Gawande’s Complications to Terry Wrong’s Hopkins. In addition to studying these narratives, students will produce their own written works and meet guest writers from the local medical community. Throughout, the course will provide students with valuable practice in critical analysis and reasoning, skills that are tested on entrance exams such as the MCAT.
Instructor(s): E. Parker
Area: Humanities.

AS.220.105. Fiction Poetry Writing I.
A course in realist fiction and traditional verse, with readings in Eudora Welty, Vladimir Nabokov, Henry James, Robert Frost, Paul Fussell, John Gardner, Seamus Heane, and Gwendolyn Brooks. This first course for writers is a study of forms of short fiction and metered verse. Students compose short stories and poems; includes practice of critical attention to literary models and workshop of student writing. This course is a prerequisite for most upper level courses. This course is part one of the year-long Introduction to Fiction and Poetry, and must be taken before AS.220.106.
Instructor(s): Staff
Area: Humanities.

AS.220.106. Fiction Poetry Writing II.
The second half of IFP, a course in counter-traditional antirealist fiction and free verse (Emily Dickinson, Virginia Woolf, Elizabeth Bishop, Franz Kafka, Italo Calvino, and William Carlos Williams). This course is a prerequisite for most upper level courses.
Prerequisites: AS.220.105
Instructor(s): Staff
Area: Humanities.

AS.220.108. Introduction to Fiction & Nonfiction.
A course in realist fiction and nonfiction, with readings by Eudora Welty, Vladimir Nabokov, Henry James; George Orwell, Beryl Markham and Truman Capote. Students compose short stories and essays with attention to literary models. AS.220.105 can be substituted for AS.220.108.
Instructor(s): J. Cavanaugh-Simpson
Area: Humanities.

AS.220.112. The Problems with Myth: Mythology in 20th Century Literature.
This course examines how and why important 20th century writers reinterpreted ancient myths to explore modern themes of ennui, violence, and the absurd hero. We begin with classical authors then jump to those of the 20th century: for example, Louise Glück, James Joyce, Albert Camus, and Eugene O’Neill. In addition to reading literature and essays, students write original poems and sketches in order to understand how mythic narratives continue to satisfy the modern voice.
Instructor(s): R. Oh
Area: Humanities.

AS.220.118. Plagues and Pandemics in Literature.
All plagues seem to begin in mystery: What is happening? Why? Who can we blame? What needs to change? How we react to these questions in the midst of a mass disaster has fascinated writers for centuries. Looking to literature, this class will examine pandemics ranging from the Black Death to Influenza to HIV/AIDS. We will also discuss vampires, zombies, and laboratory experiments gone disastrously wrong. Students will write their own poems and short stories.
Instructor(s): P. Kirkpatrick.

AS.220.121. Writing for Children: Craft and Charm.
This course will critically examine modern and contemporary children’s literature as models from which students will produce writing for children. We will investigate why the most successful children’s books are the most difficult to restrict to that category, through a focus on literary merit and analysis, interplay of word and image, treatment of adult subjects, and author histories. Students will write creatively in response to topics including: picture books; children’s poetry; Harold Bloom on the Junior Canon; fantasy blockbusters and “high/low” literature; magic, fairytales, and Disneyfication; and gender divisions in middle grade works. Prerequisite: AS.220.105.
Instructor(s): C. Sender
Area: Humanities.

AS.220.123. B’More: Baltimore in Fiction, Film, TV.
Please note, class will meet Saturday, Jan. 24 in the event of inclement weather. This course is for freshmen ONLY. Baltimore has long inspired a diverse group of writers & filmmakers. Students will gain access to the creative soul of the city by reading works by F. Scott Fitzgerald, Russell Baker, and Anne Tyler; watching films by Barry Levinson and John Waters, and viewing episodes of The Wire. They will also take a literary walking tour of Mount Vernon, and meet with local writers and filmmakers. Finally, students will write their own Baltimore-inspired stories and scripts. "IFP1 not a prerequisite, but preferred".
Prerequisites: AS.360.108 AND AS.270.119 AND AS.371.189 AND AS.060.153 AND AS.060.126 AND AS.100.197 AND AS.300.100 AND AS.360.176 AND AS.220.116 AND AS.280.205 AND AS.230.216 AND AS.220.190 AND AS.220.194
Area: Humanities.

AS.220.125. Short Fiction of David Foster Wallace.
In this course we will explore David Foster Wallace’s shorter fiction with an eye towards the philosophical questions raised therein: How can we be authentic when the self is a social construct? How do we escape solipsism while remaining aware of our helpless subjectivity? How do we feel empathy while acknowledging irony? Is it impossible to escape the self, or is that just me? Recommended Course Background: AS.220.105
Instructor(s): E. Levitz
Area: Humanities.
This course will provide a guided tour of some of the funniest poems ever written in the English language. Genres covered will include light verse, satire, parody, absurdism (nonsense), and others. Lessons will explore the serious side of comic poetry and vice versa. Students will have the opportunity to write their own comic verse in the genres discussed. Prerequisite: AS.220.105.
Instructor(s): A. Allen
Area: Humanities.

AS.220.127. Music and Narrative.
In today’s fast-paced, literate society, it is easy to forget that storytelling began as an oral tradition—an early music. We will explore, in broad strokes, the relationship between musical compositions and written stories, the ways in which composers/songwriters and authors alike build into their creations the elements of a story—setting, voice, character, conflict. Our canon will include everything from Thriller to Beethoven’s 3rd, Gluck to Gladiator, Cather to Carver. Work load includes weekly readings, one major creative writing assignment, and the completion of a critical essay.
Instructor(s): A. Creighton
Area: Humanities.

AS.220.131. Place, Identity, & Memory in Poetry.
This course focuses on poetry that deals with the ways in which place and memory inform a poet’s identity. For centuries, poets have explored the individual’s relationship with place, linking spaces to specific memories or experiences in an attempt to articulate how our environment defines us. Students will read a wide selection of poems that deal with “place”—from WB Yeats’ exploration of Roman ruins, to Anthony Hecht’s reflections on his childhood in New York City. Students will write and workshop their own poems weekly. This course will culminate in a final portfolio of the student’s poetry.
Instructor(s): K. Parr
Area: Humanities.

This course will explore a variety of love poetry including, but not limited to, patriotic love, familial love, divine love, and of course romantic love. We will write poems weekly in both free verse and meter. Readings will include poems by Keats, Shakespeare, Dickinson, Yeats, John Berryman, Jack Gilbert, and others. We will also read prose by Plato, Erich Fromm, Emerson, and others in order to discuss the poems more deeply. Fun is mandatory! IFP 1 not a prerequisite, but preferred.
Instructor(s): S. Greer
Area: Humanities.

AS.220.133. Writing the Personal and the Political.
This class will explore selected American fiction and poetry through the lens of social consciousness specifically, race, gender, and class. How does one write socially conscious fiction and poetry without the soapbox? Starting with W.E.B. Du Bois notion that all art is propaganda, we’ll study how authors use their craft to make a statement. In addition to writing and reading assignments, class work will include discussion board posts on current events, and a final critical essay. Prerequisite: AS.220.105.
Instructor(s): J. Takacs
Area: Humanities.

Although poetry's origins are in song, we often think of the two art forms as separate--each with unique artistic strategies and historical traditions. This course explores the close relationship between poetry and music, focusing especially on: poems set to music, with examples from the Renaissance to the present; a musical and an opera libretto adapted from literary sources; and original lyrics from a range of songwriters from Bob Dylan to contemporary hip hop artists. Students will analyze their own choices of song lyrics and will try their hands at the various forms studied in class. Prerequisite: AS.220.105.
Instructor(s): R. Hofmann
Area: Humanities.

AS.220.135. Flash Fiction & Prose Poetry.
In this workshop course we will read and write the short form. As fiction writers we will learn from the poet's sensitivity to the sonic and rhythmic possibilities of language, and look to the origins of short forms at the advent of modernity. As poets we will learn from the fiction writer's cultivation of voice and dictional particularity and explore the psychodynamics of narrative. We will conclude by studying the proliferation of new forms in literature, asking what this means in the context of tradition.
Instructor(s): C. Phinney
Area: Humanities.

AS.220.136. Poems of Love and Sexuality.
How do poets represent love and sex in their work, longing and desire, fulfillment and pleasure, absence and loss? Why is other people's love interesting to us? These are questions we will address as we write our own poems and as we closely study poems of love and sex from the ancient world to the present day.
Instructor(s): R. Hofmann
Area: Humanities.

AS.220.137. You Can't Make This Stuff Up.
Topics for this course will be autobiographical in nature. We will be considering our personal experiences and striving to articulate how those experiences relate to the larger world. The work will be both creative and analytical, as we look closely at examples of the personal narrative, and carefully revise and reconsider our own methods of autobiography. The content for the course will consist of personal essays, comics, movies, and podcasts. We will consider work by Joan Didion, James Baldwin, David Foster Wallace, Allie Brosh, Jafar Panahi, and more. IFP 1 not a prerequisite, but preferred.
Instructor(s): N. McNamara
Area: Humanities.

AS.220.138. Make 'Em Laugh.
The quickest way to kill a joke is to explain it. So how do we learn to be funny? In this class, we’ll explore techniques in humor writing. Whether poking holes in accepted absurdities or helping us laugh at death, humor makes us smile and think. Each week, we’ll focus on a different type of humor—dark comedy, satire, etc.—through stories, nonfiction, criticism, and author interviews. Students will write imitations and original work.
Area: Humanities.
A study of poems that embody Wordsworth’s idea of poetry as the spontaneous overflow of powerful feelings. This course will focus on examples of formal excess that arise in poems of ecstasy and despair. Students will read selections from John Donne, Gerard Manley Hopkins, and John Berryman’s schizophrenic Dream Songs, among other poets, paying particular attention to how each writer celebrates and affirms poetic conventions precisely by excessively deviating from proper poetic norms.
Instructor(s): M. Morton
Area: Humanities.

AS.220.142. Seriously Funny: Writing Humor Poetry.
This course will examine both light verse and how humor can enrich serious subjects in poetry. We will explore many subjects, from bad love to aesthetic experiences. Principal readings will range from classic exemplars such as Shakespeare, Dryden, and Eliot to selections from American poets since 1950, as represented in the anthology “Seriously Funny: Poems about Love, Death, Religion, Art, Politics, Sex, and Everything Else.” Students will be required to write several seriously funny poems of their own. Fun is mandatory.
Instructor(s): S. Greer
Area: Humanities.

The origins of the modern short story owe much to old-fashioned ghost stories—tales of wicked, benevolent, or eerily indifferent spirits. In this course we’ll read a range of ghost stories, discuss what makes them so compelling, and then try to write some ghost stories of our own. We’ll look at classic tales as well as more recent incarnations of the genre.
Instructor(s): N. Washatka
Area: Humanities.

AS.220.144. Metamorphosed.
From ancient Greek mythology to the recent explosion in vampires and werewolves, stories of metamorphosis have not merely captured the human imagination but have also asked us to consider what, essentially, makes us human. Whether undergoing punishment or willfully bringing about their own change, the afflicted must adapt or face rejection, exile, death; thus we begin to see connections to stories of real-world displacement and psychological trauma. But don’t be fooled: in the midst of the drama, stories of metamorphosis are, ironically, often buoyed by mischievousness, humor, and cunning a playfulness that make them only more complex. Ovid, Franz Kafka, Guy Endore, Anne Sexton, and many more; novels, stories, poetry, film; and, for a limited time only, one week exclusively on werewolves. Not for the faint of heart.
Instructor(s): A. Creighton
Area: Humanities.

AS.220.145. Otherwordliness in Contemporary Lit.
In this course, students will examine invocations of fairy tales, Biblical and historical mythologies, and magical realism in modern and contemporary literature, with a focus on short fiction and reference to poetry, novels, and plays. Students will write and workshop their own short pieces in response to class discussion. Selections will be drawn from the works of Karen Russell, George Saunders, Jeanette Winterson, Gabriel García Marquez, Amy Hempel, Louise Erdrich, Nathan Englander, Carol Ann Duffy, and Tony Kushner, among others.
Instructor(s): C. Sender
Area: Humanities.

AS.220.146. Introduction to Science Writing.
Science writing is science written in plain English and told as a story. Students research, write, edit others, rewrite. They also analyze published stories for structure, substance, accessibility, and clarity.
Area: Humanities.

AS.220.147. Writing About Family.
Write what you know! This course gives students the opportunity to write and workshop a short story, a poem, and the first pages of a memoir, isolating the joyful, humorous, and painful moments that define family life. Class discussions will explore the subject and treatment of family in fiction, poetry, and memoir by writers including Junot Díaz, Alice Munro, Marilynne Robinson, Robert Lowell, Louise Gluck, Natasha Trethewey, Joan Didion, Maxine Hong Kingston, and Tobias Wolff.
Area: Humanities.

A study of confessionalism in American poetry. M. L. Rosenthal first described Robert Lowell’s poetry as “confessional” in his 1959 review of Life Studies. But what does “confessional” mean? Is intimacy related to poetic voice or subject matter? This course will ask these and other questions, focusing on the work of Sylvia Plath, Anne Sexton, John Berryman, and Lowell. The course will also include a weekly workshop of students’ poems inspired by the readings. IFP 1 recommended, but not required.
A close study of expatriate authors featured in Woody Allen’s popular film Midnight in Paris, which students will view to begin the course. Students will examine texts by Ernest Hemingway, F. Scott Fitzgerald, Zelda Fitzgerald, Gertrude Stein, and T.S. Eliot, among others. After careful reading and discussion of the assigned works, students will pen their own creative “forgeries,” mimicking the styles of studied authors. As a capstone project, students will visit the Baltimore Museum of Art’s Cone Collection to study associated works of visual art, and will ultimately write a creative response to a chosen painting.

AS.220.156. Next Week On... : The History and Evolution of Serialized Narratives.
This course will explore the development of serialized narratives across several mediums including the novel, the graphic novel, and television. Authors may include Henry James, Sherwood Anderson, Alan Moore and Art Spiegelman. Students will write in-class sketches and three stories. This course will utilized and build upon the ideas and skills presented in IFP1. Introduction to Fiction and Poetry 1
Area: Humanities.

As the saying goes, great writers steal. In this class, we will read and analyze stories and novels that seem to be “stolen” from others—for example, Lorrie Moore’s “Referential” and Nabokov’s “Signs and Symbols.” We will consider questions like: what is influence? What does a writer gain by rewriting a classic, and what do readers gain by reading it? Students will analyze “copycat” works and write their own.
Area: Humanities.

AS.220.158. Leaping Poetry: The Art of Surprise and Surrealism.
A study of poetry that leaps between the conscious and unconscious. Robert Bly’s 1972 anthology, "Leaping Poetry" sought to rejuvenate Western poetry by looking towards the energetic writing of world poets. Students will read the work of Cesar Vallejo, Pablo Neruda, Rainier Maria Rilke, and others in order to understand what makes poetry “leap”. Students will respond to the readings by writing and workshopping poetry of their own.

AS.220.159. Poetry and Imitation.
This will be an intensive course for the beginning poet. Students will write in a variety of modes, including elegy and satire, and engage with poetry from before Shakespeare to the present day. Emphasis will be placed on imitation; as T.S. Eliot put it, “immature poets imitate, mature poets steal”. Poems will be read with an eye for the metaphorical and rhetorical elements that make them work, and students will be encouraged to apply those newfound techniques in their own writing.
Area: Humanities.

AS.220.160. Story in Fiction and Film.
Examine the two primary forms of storytelling in our society: film and fiction. This course will closely examine the writing of Tom Perrotta and Cormac McCarthy, as well as film and television adaptations of their literary works. Students will adapt a film or television show into a work of fiction. Recommended Course Background: AS.220.105
Area: Humanities.

We will examine fantasy and magical realism stories, as well as works with fairy-tale and folklore influences, and stories with elements of the uncanny or supernatural. Students will read and discuss representative fiction, complete weekly creative assignments, and participate in workshop of a final, full-length piece.

AS.220.162. The Stories We Tell Kids: On Children’s Literature.
The Stories We Tell Kids: On Children’s Literature. This intersession course will consider canonical works of children’s literature - from the Brothers Grimm and Hans Christian Andersen to Laura Ingalls Wilder and Maurice Sendak - alongside contemporary examples of the young adult genre, like Suzanne Collins’s “Hunger Games” trilogy. We will discuss the impact of illustration, recent trends in children’s literature, and the publishing process.
Area: Humanities.

AS.220.165. Writing Unreality: Fantastical Fiction.
While fiction is by definition not “real,” some modes of fiction present deliberate departures from the world as we know it. This class will examine fantastical and non-realistic writing, including surrealist and magical realist stories, as well as works with fairy-tale and folklore influences, and stories with elements of the uncanny or supernatural. Students will read and discuss representative fiction, complete weekly creative assignments, and participate in workshop of a final, full-length piece.
Instructor(s): S. Robinson
Area: Humanities.

This course will provide a guided tour of some of the funniest poems ever written in English. Genres covered will include light verse, satire, parody, absurdism (“nonsense”), and others. We’ll explore the serious side of comic poetry and vice versa. Students will have the opportunity to write their own comic verse in the genres discussed.
Instructor(s): A. Allen
Area: Humanities.

Worth a (Hundred) Thousand Words: From Flash Fiction to the Novel. In this course, students will explore the tenets of flash fiction, the short story, the novella, and the novel. We will write samples (or segments) of each genre. We will compare and contrast each in terms of craft, reader expectation, and opportunity for experimentation. Readings drawn from Amy Hempel, Lydia Davis, Kurt Vonnegut, J.D. Salinger, Grace Paley, Sherman Alexie, Junot Diaz, and Ernest Hemingway, among others.
Instructor(s): C. Sender
Area: Humanities.

A study of the spontaneous and art-obsessed poetry known as The New York School. Students will read selected poems by Frank O’Hara, John Ashbery, and Kenneth Koch. A workshop will be held each week in which students will incorporate devices from the week’s reading into their own poetry. The New York School’s influence on contemporary poets will also be emphasized.
Instructor(s): C. Ernst.
AS.220.171. Humor and Poetry.
In this class we'll take humor seriously by reading (and writing) poems that aren't so serious. We'll read poems by W.H. Auden, Wendy Cope, May Swenson, Anthony Hecht, and others. We'll ask questions: how does humor work differently from direct statement? What are the different ways a writer can be ironic? Students will write poems in a variety of forms and styles, and learn to describe the specific style of a comic writer. They'll also read scholarly work on humor, including passages from Daniel Dennett's Inside Jokes and Rachel Giora's On Our Mind. We'll explore how poetry and humor allow us to say so much with so few words.
Instructor(s): J. Frantz
Area: Humanities.

We all use figurative language, such as metaphor, simile, and irony. But what does it mean for language to be figurative, and how does this affect its meaning? This course will approach these questions from the angle of poetry. We'll ask further questions like: how do some poets use metaphor differently from others? What does Shakespeare mean when he says "my love is as a fever"? We'll read passages from different critics on metaphor, including several from Lakoff and Turner's More Than Cool Reason: A Field Guide to Poetic Metaphor and Denis Donoghue's Metaphor. Students will write poems with specific metaphorical requirements; they'll learn to use conceits (metaphors that govern an entire poem); they'll learn to use conventional metaphors; most importantly, they'll learn to think critically about why certain metaphors work and certain ones don't.
Instructor(s): J. Frantz.

AS.220.183. Introduction to Dramatic Writing: Film.
An examination of the screenplays as a literary text and blue-print for production. Professional screenplays will be critically analyzed, with focus on character, dialogue, plot development, conflict, pacing, dramatic foreshadowing, the element of surprise, text and subtext, and visual storytelling. Students will learn professional screenplay format and write a short script.
Instructor(s): M. Lapadula
Area: Humanities.

AS.220.186. The American Poem.
This course will examine the broad family tree of American poetry, from Whitman and Dickinson to the present day. We will focus on several poets of the 20th century as exemplars of major trends and/or instigators of change over the last hundred years, and we will seek to chart their influences. Through our own poems and essays, we will enter into a conversation with the myriad voices that have composed the poem in America.
Instructor(s): S. Lackaye
Area: Humanities.

AS.220.188. Fitzgeralds in Baltimore.
Zelda Fitzgerald received psychiatric treatment in Baltimore from 1932-1936. As part of her therapy, she wrote a novel that analyzed the deterioration of her marriage to F. Scott Fitzgerald. We'll examine Zelda's depiction of the Fitzgeralds marriage in Save Me the Waltz and Scott's subsequent counter-depiction in Tender is the Night, both written in Baltimore. Scott felt partly responsible for Zelda's mental instability, because of his intense scrutiny of their marriage in his two previous novels. And yet, Scott did not hesitate to dissect their marriage a third time. To compensate both for his callous refusal and his helpless inability to cure Zelda, Scott depicts his fictional double (a psychiatrist/husband) curing Zelda's fictional double (a patient/wife). How does Scott explore the ethics of balancing professional and personal commitments? Why does Zelda analogize her fictional double to Oedipus in Sophocles's Theban Plays?
Prerequisite: AS.220.105.
Instructor(s): J. Rockefeller V
Area: Humanities.

AS.220.190. B'More: How to Be Scary: Ghost stories and the Art of Giving Chills.
Students explore Baltimore through a variety of media that tell stories-writing, movies, radio shows, photography, and more. The course will include short stories by Laura Lippman, Edgar Allen Poe, and Ann Tyler, David Simon's "The Wire" and films by John Waters, photography by Aubrey Bodine, class trips and guest speakers. Students will also try their hand at journalism, documentary, and other creative avenues of storytelling.
Prerequisites: Students may enroll in one B'More course only.
AS.371.189 AND AS.270.119 AND AS.270.118 AND AS.060.153 AND AS.060.126 AND AS.100.197 AND AS.300.100 AND AS.360.176 AND AS.280.205 AND AS.230.116 AND AS.220.194
Instructor(s): L. Reding
Area: Humanities.

Through readings, movies, and trips in Baltimore, we'll explore the genre of travel writing and do some of our own. We'll read and view The Motorcycle Diaries and Into the Wild, explore the Inner Harbor, among other neighborhoods, and write our own collaborative travelogue. The Water Taxi Diaries will include both our observations and our imagined experiences, from Hons to pirates.
Prerequisites: Students may enroll in one B'More course only.
Instructor(s): R. Parson
Area: Humanities.
**AS.220.195. Fitzgerald’s Short Stories.**
An examination of F. Scott Fitzgerald's major short stories in the 1920s and 1930s. We'll analyze Fitzgerald’s commitment to exploring the tension between two opposing intellectual movements: literary naturalism (which championed the primacy of environmental determinism) and literary realism (which championed the primacy of free will). We’ll trace Fitzgerald’s mercurial loyalty to each movement: his abandonment of one school of thought for the other, from one year to the next. In “May Day” he even embraced both movements equally—testimony to his belief that “the test of a first-rate intelligence is the ability to hold two opposing ideas in mind at the same time and still retain the ability to function”. Did Fitzgerald ultimately advocate one school of thought over the other? Or, did he intend simply to stage the debate between them?
Instructor(s): J. Rockefeller V
Area: Humanities.

**AS.220.199. Ekphrasis: Writing the Visual.**
This class will explore different ways of responding poetically to visual art (painting, photographs, film) and will examine ekphrastic poems alongside the artwork that inspired them. We will examine the possibilities as well as the challenges associated with this sort of writing. Coursework will include in-class writing exercises, take-home assignments, and weekly workshops. A portfolio of original poems will be due at the end of the course.
Instructor(s): C. Wahmanholm
Area: Humanities.

**AS.220.200. Introduction to Fiction.**
Study in the reading and writing of short narrative with focus on basic technique: subject, narrative voice, character, sense of an ending, etc. Students will write weekly sketches, present story analyses in class, and workshop one finished story. Selected parallel readings from such models of the form as Henry James, Anton Chekov, James Joyce, John Cheever, Alice Munro, and others. Permission Required. (Formerly AS.220.191.)
Prerequisites: AS.220.105 AND AS.220.106
Instructor(s): R. Mitchell; T. Davies
Area: Humanities.

**AS.220.201. Introduction to Poetry Writing.**
A study of the fundamentals and strategies of poetry writing. This course combines analysis and discussion of traditional models of poetry with workshop critiques of student poems and student conferences with the instructor. Permission Required. (Formerly AS.220.141)
Prerequisites: AS.220.105 AND AS.220.106
Instructor(s): A. Allen; D. Yezzi; M. Salter
Area: Humanities.

**AS.220.202. Introduction to Non-Fiction: Matters of Fact.**
A first course in nonfiction writing, emphasizing how facts can be woven into narrative forms to portray verifiable, rather than imagined, people and events. Students read and discuss model works, then write frequent papers to refine their own style. (Formerly AS.220.145.)
Instructor(s): W. Biddle
Area: Humanities.

**AS.220.204. Introduction to Dramatic Writing: Film.**
Screenwriting workshop. This course will look at the screenplay as both a literary text and blue-print for production. Several classic screenplays will be analyzed. Students will then embark on their own scripts. We will intensively focus on character development, creating “believable” cinematic dialogue, plot development, conflict, pacing, dramatic foreshadowing, the element of surprise, text and subtext, and visual story-telling. Several classic films will be analyzed and discussed (PSYCHO, CHINATOWN, BLADE RUNNER). Students will learn professional screenplay format and write an 8-12 page screenplay that will be read in class and critiqued.
Instructor(s): M. Lapadula
Area: Humanities.

**AS.220.205. Introduction to Dramatic Writing: Plays.**
Instructor(s): M. Lapadula
Area: Humanities.

**AS.220.206. Writing About Science I.**
This course is designed to teach students the skills of daily science news reporting. The focus is on turning complex scientific information into lively prose for the general public. Lectures will cover such topics as how to compose news “ledes,” how to get great quotes, how to find stories, and how best to interact with researchers and outside experts. Scientists from Johns Hopkins, University of Maryland, and other local institutions will present their latest research to the class. Students will ask questions, as journalists would, at a news conference. Students will convert these talks into news stories, which will be critiqued in class. As a final project, students will be asked to write a daily news story of their own devising. Please note that a brief writing test is required for this course. To schedule this test, please contact the instructor at dgrimmm5@jhu.edu.
Instructor(s): D. Grimm
Area: Humanities.

**AS.220.209. Poetic Symbols: Past and Future.**
Poetic Symbols: Past and Future. In this course we will trace the lineages of familiar poetic symbols, or tropes, that have occurred centrally and with regularity in literary history. We will investigate how they evolve with time and reveal changing styles and sensibilities from author to author and age to age. That’s the past. The future is the next poem you will write as the assignment for each of the symbols we read. Recommended Course background: AS.220.105
Instructor(s): G. Williamson
Area: Humanities.

**AS.220.210. Introduction to Non-Fiction: Science as a Social Activity.**
Using the political and economic milieu of science and technology as a context for our writing, we will study how social factors such as government, money, secrecy, and ethics affect the conduct and public presentation of scientific and medical research. Controversies from 20th century history as well as current events will be discussed. Writing assignments to satisfy the W requirement will consist of short papers derived from classroom topics.
Instructor(s): W. Biddle
Area: Humanities.
AS.220.211. Journalism for Writers.
Learn reporting through analysis of famous and infamous work by contemporary journalists such as Janet Malcolm, Michael Finkel, Sarah Corbett and Seymour Hersch. Students will use readings to understand concepts central to news and feature writing, including libel, fair use, balanced reporting, and appropriate sourcing. They will then head out to find and write their own stories about local issues using best practices learned in class. Sarah Harrison Smith is a former managing editor of the New York Times Magazine and the author of “The Fact Checker’s Bible.
Instructor(s): S. Smith
Area: Humanities.

Intensive workshop development of one play by each student.
Repeatable for credit with permission of instructor. Permission Required.
Prerequisites: Prerequisite AS.220.205
Instructor(s): M. Lapadula
Area: Humanities.

AS.220.309. Writing Healthy Baltimore.
Students will explore public health issues in Baltimore and then write about them first in short pieces, and then in longer, polished works. The framework will be the mayor’s Healthy Baltimore 2015 initiative - launched in 2011 to address the city’s top-10 public health problems, including obesity, smoking, drug and alcohol abuse, STDs, cancer, and environmental health hazards. Students will study the initiative and its historical context; examine data sets; explore where and how the initiative intersects with public health practitioners and advocacy groups at the neighborhood level; and write what they learn in different formats, including essays, breaking news, and substance analysis. Students will then “workshop” each other’s papers.
Instructor(s): K. Masterson
Area: Humanities.

Our central text will be Thoreau’s “Walden”. Most of our readings will be American, though we will read excerpts from Lucretius and Darwin. We will examine various ways in which the natural world has been depicted in nonfiction, fiction, and poetry. Students will write critical papers on nature writers as well as to do creative nature writing of their own. Our authors may include: Emerson, Rachel Carson, Loren Eiseley, John Updike, Robert Frost, Donald Culross Peattie.
Instructor(s): B. Leithauser
Area: Humanities.

AS.220.311. Intermediate Fiction: Point of View.
A consideration of not just the obvious point-of-view choices writers face - first person or third? one perspective or many? - but also questions of reliability and distance. Reading may include Chekhov, Faulkner, Nabokov, Munro, Diaz, and others. Students will write and workshop their own short stories.
Area: Humanities.

AS.220.312. Intermediate Fiction: Detail and Description.
An intermediate workshop focusing on the question of how to make fictional worlds feel real. We’ll read 19th, 20th, and 21st century short fiction by authors such as Anton Chekhov, Jhumpa Lahiri, Junot Diaz, and Alice Munro, focusing particularly on how authors make the lives on the page feel three-dimensional. Students will write stories and exercises, including exercises that involve exploring Baltimore in order to observe and write about the city in which we live. Recommend Course Background: Students need to have completed a 200-level Writing Seminars course.
Prerequisites: Prereqs: AS.220.105 AND AS.220.106
Instructor(s): AS.220.317. Writing about Science II.
Skills taught will include how to construct a long-form narrative, how to create profiles, and how to maintain reader interest throughout. Class speakers will include award-winning science journalists from New York to DC, who will share the secrets of their craft. The primary writing assignment will be a 3,000-word feature piece that is pitched, reported, and workshoped throughout the course of the class. "Writing About Science II" (formerly Becoming a Science Journalist) is recommended as a prerequisite for this course. Students who have not taken this course will need to complete a short writing test and obtain the permission of the instructor to enroll.
Instructor(s): D. Grimm
Area: Humanities.

This course explores the crucial role sound plays in the power of poetry, from early roots in oral traditions to contemporary contexts. Through readings, discussion, academic reflection, and creative exercises, participants will explore a range of sound techniques in their own poems and in the poems of others.
Instructor(s): K. Noel
Area: Humanities.

AS.220.316. Seminar: Opinion Writing.
The study of exposition and argument in literary prose, with exposure to journalistic practices. Instructor will assign topics on which students write essays and subsequently discuss in class and critique for style, grammar, coherence, and effectiveness. Permission required.
Instructor(s): J. Cavanaugh-Simpson
Area: Humanities.

AS.220.317. Writing about Science II.
This course will focus intensely on student writing, and on reading stories with a strong narrative voice, the kinds of stories in which the reader can hear the narrator speaking, where the voice gets stuck in the reader’s mind, where the story feels like an invasion of the narrator’s private thoughts, or is a retelling of the tale for some invisible public, or is the quiet, clear prose of a diarist, journaling into the void.
Instructor(s): M. Klam
Area: Humanities.
An intermediate fiction workshop focusing on the question of place. We'll read 19th, 20th, and 21st century short fiction (including some set in Baltimore) in which setting strongly affects plot. While we'll talk about each story holistically, we'll also spend time discussing how authors make the physical world feel three-dimensional, and how place can lean on--even change--what happens in a story. Students will write stories and exercises, including exercises that involve exploring Baltimore in order to observe and write about the city in which we live.
Instructor(s): K. Noel
Area: Humanities.

The study of plot, with questions, both practical and theoretical, inevitably raised by the short story form. Readings in Chekhov, James, O'Connor, Cheever, Joyce, and Hemingway.
Instructor(s): T. Davies
Area: Humanities.

A study of fictional persons in works by Fitzgerald, Joyce, W.C. Williams, and Rilke. Students write sketches and compose at least one complete story.
Instructor(s): A. McDermott
Area: Humanities.

Readings in the first hundred years of the short story in the Western tradition. Authors include Hoffmann, Kleist, Pushkin, Gogol, Turgenev, Maupassant, James, Chekhov, and Wharton. Numerous pastiches will be assigned.
Instructor(s): T. Davies
Area: Humanities.

A look at some non-realistic methods, in stories and novels, for dealing with the "real world." Students will write one page exercises and short stories. Recommended Course Background: Students need to have completed a 200-level Writing Seminars class.
Prerequisites: Prereqs: AS.220.105 AND AS.220.106
Instructor(s): T. Davies
Area: Humanities.

A course in fiction writing that utilizes a wiki environment. Students will write and maintain multiple fictional data sets, read and edit other students' work in the same, and coordinate and interlink their sets with the goal of creating a collaborative web-based fiction.
Prerequisites: AS.220.200
Area: Humanities.

AS.220.337. Intermediate Dramatic Writing: Film.
An intensive workshop focusing on methodology: enhancing original characterization, plot development, conflict, story, pacing, dramatic foreshadowing, the element of surprise, text and subtext, act structure, and visual storytelling. Each student is expected to present sections of his/her "screenplay-in-progress" to the class for discussion. The screenplay Chinatown will be used as a basic text.
Area: Humanities.

Science Stories is designed to teach students the skills of daily science news reporting and writing. Lectures will cover topics such as how to write news ledes, how to get great quotes, how to find stories, and how best to interact with researchers and outside experts. Every other week, scientists from local institutions will present their latest research to the class. Students ask questions and are given a week to write up a daily news story, which is workshoped during the following class. As a final project, students will be asked to find and write a daily news story on their own.
Prerequisites: AS.220.146 or 220.203 or permission of instructor
Instructor(s): D. Grimm
Area: Humanities.

A consideration of the short-short story. Students will weekly present in the short-short story form. We will read the following anthologies: Short Shorts, Flash Fiction, Micro Fiction, and Sudden Fiction.
Prerequisites: AS.220.200
Instructor(s): G. Blake
Area: Humanities.

A course which reads fiction written by leading innovators in form such as, but not limited to, Franz Kafka, Jorge Luis Borges, Angela Carter, Amos Oz, Italo Calvino, Gabriel Garcia Marquez, A.S. Byatt, Margaret Atwood, Ian McEwan. Students will write variations of the forms of fiction.
Prerequisites: AS.220.200
Area: Humanities.

This seminar will examine how three schools of American fiction address the fate of linear narrative in the late 20th century. Permission required.
Area: Humanities.

We will look at a variety of ways in which dialogue furthers artistic ends. We will ask questions like: When is dialogue best expressed directly? When is it best summarized? How does dialogue-heavy short fiction differ from a play? When can dialogue stand on its own, and when does it require an author's explanation or interpretation? Students will write both creative and expository papers. Recommend Course Background: Students need to have completed a 200-level Writing Seminars class.
Prerequisites: Prereqs: AS.220.105 AND AS.220.106
Instructor(s): B. Leithauser
Area: Humanities.

Students will write sketches and stories, in a class organized around readings in classic texts of wilderness encounter. Hawthorne, Tolstoy, Hemingway, Faulkner, Styron, Cormac McCarthy, Kate Chopin, Melville, McGuane, Conrad. Permission Required.
Instructor(s): R. Roper
Area: Humanities.
A consideration of a variety of poetic forms and conventions, analysis and discussion of characteristic approaches, with a balance of workshop of student poems. Admission requires completion of Introduction to Poetry. Permission Required. Instructor(s): G. Williamson
Area: Humanities.

AS.220.378. Intermediate Poetry: Poetic Forms II.
The course builds on the information and techniques encountered in Poetic Forms I, and uses them in reading and imitating a range of contemporary poets. Permission required. Instructor(s): G. Williamson
Area: Humanities.

This course, which begins with careful textual study, offers students the opportunity to experience Shakespeare's language as a spoken expression, marked by rhythm, sound, rhetoric, and emotion. By working with (and ultimately committing to memory) sonnets, speeches, and scenes, students will deepen their understanding of Shakespeare's art, through performance and brief critical writings. Recommended Course Background: Need to have completed a 200-level Writing Seminars’ class. Instructor(s): D. Yezzi
Area: Humanities.

Emphasis in writing scenes—the building blocks of fiction-units of action, units of dialogue. Readings will include the stories of Chekhov, Cheever, Hemingway, and Carver. Recommended Course Background: AS.220.200
Area: Humanities.

This course will explore the dramatic mode of poetry, from the plays of the Greeks and Shakespeare to the lyric poems of Hardy, Yeats, Frost, Brooks, Hecht, and others. Weekly writing assignments, suggested by the readings, will include character monologues, dialogue, conflict, and other aspects of the dramatic lyric. Student poems will be discussed in a workshop format. Instructor(s): D. Yezzi
Area: Humanities.

Before a poem is anything else, it is the hint, implication, outline, or raw matter of a story, that fundamental human-making shape of expression. Story-writing is learned behavior and its alternative approaches are the makers of form and vision, of communication that is worth re-experiencing, or not. In this course we consider how poets have written narratives and how today's poets continue to do so. We will read one book of poems by each of eight contemporary poets who will visit the class, including Pulitzer Prize winners Claudia Emerson and Stephen Dunn, and discuss narrative strategies with these poets. Students will then write a poem "imitating" each visitor and we will workshop the poems on next class meeting after the visit. There will also be short response papers and a final essay (or examination—the student's choice). Instructor(s): D. Smith
Area: Humanities.

We will look at modern American novellas. Authors will include: Henry James, Edith Wharton, Katherine Anne Porter, John Updike, Steven Milhauser, Truman Capote, Elizabeth Spencer. Frequent short writing assignments, to be discussed in workshop. Instructor(s): B. Leithauser
Area: Humanities.

The class will read and discuss classic autobiographical texts by Benjamin Franklin, Frederick Douglass, Henry Thoreau, Henry Adams, Gertrude Stein, Malcolm X, and others. Students will write and workshop their own life stories of substantial length. Instructor(s): W. Biddle
Area: Humanities.

Scientists, engineers and physicians create and define risks. The public perceives these risks and decides what is acceptable. We will study the psychology and politics of risk communication between experts and laymen. Instructor(s): W. Biddle
Area: Humanities.

A workshop course with readings and writing assignments that emphasize the artistic value of the outward gaze. Students will keep a daily journal of observations, and over the semester will develop those observations into at least 10 new poems. Course readings will include work by Rainer Maria Rilke, Elizabeth Bishop, and Theodore Roethke. Permission Required. Instructor(s): J. Arthur
Area: Humanities.

This course will explore the dramatic mode of poetry, from the plays of the Greeks and Shakespeare to the lyric poems of Hardy, Yeats, Frost, Brooks, Hecht, and others. Weekly writing assignments, suggested by the readings, will include character monologues, dialogue, conflict, and other aspects of the dramatic lyric. Student poems will be discussed in a workshop format. Instructor(s): D. Yezzi
Area: Humanities.

Performing Fiction & Poetry: An Acting Workshop for Writers. This hands-on performance workshop, combining literary and theatrical practice, will look closely at what makes a performance or reading compelling, clear, and resonant. Through textual analysis, vocal technique, and group discussion, students will create a pliant and powerful reading style to best serve their work. The course includes regular writing assignments in poetry and fiction and weekly performance and group discussion. Instructor(s): D. Yezzi.

Tall Tales and Short: On Narrative Poetry. Many of the most resonant and influential stories in history have been told in verse—The Iliad, The Aeneid, Beowulf, The Divine Comedy, The Prelude. This course will examine narrative poems—from Homer to the present, both long and short—with an eye toward how they function formally and generically. Students will adapt an array age-old storytelling techniques for their own poems. There will be weekly writing assignments in poetry and group discussion of student writing. Instructor(s): D. Yezzi
Area: Humanities.
An exploration of poetic process as ongoing discourse within and across generations. Readings, writing assignments, and in-class workshop of student poems will encourage and enable course participants to join the conversation themselves.
Instructor(s): D. Malech
Area: Humanities.

What is a lyric poem in the 21st Century? What causes such a thing? What does it sound like? What is it good for? Who writes them? We will. By reading lyric poems written over the last 500 years in English, and by writing our own original work we will find some answers to these questions. This class will have a special emphasis on Free Verse and the particular challenges and joys of such a poem. This workshop aims to generate new work and to cultivate skills necessary for a writer. Permission Required.
Area: Humanities.

Many of the finest modern and contemporary poets were also groundbreaking dramatists, including Goethe, Yeats, Eliot, Millay, Cummings, Brecht, and Walcott. Taking these writers’ poetic dramas as models, students will explore the elements of playwriting - plot, character, rhythm, etc. - in order to create original dramatic works. Speeches, scenes, and short plays will be read aloud in class and considered in a workshop setting.
Instructor(s): D. Yezzi
Area: Humanities.

AS.220.400. Advanced Poetry Workshop.
The capstone course in poetry writing. Consideration of various poetic models in discussion, some assigned writing, primarily workshop of student poems. Students will usually complete a “collection” of up to 15 poems. Permission Required. (Formerly AS.220.396.)
Instructor(s): A. Motion
Area: Humanities.

AS.220.401. Advanced Fiction Workshop.
The capstone course in writing fiction, primarily devoted to workshop of student stories. Some assignments, some discussion of literary models, two or three completed student stories with revisions. Completion of Intermediate Fiction is required for admission. Permission Required. (Formerly AS.220.355)
Instructor(s): J. McGarry; R. Puchner
Area: Humanities.

Readings in Contemporary Poetry. Confession, place, myth and image are the four compass points of American poetry best embodied in the work of James Wright. With the work of Wright at the center of the compass, we will read the Selected Poems of four major living poets and discover how these directions and forces play out over the course of a career. Permission required.
Instructor(s): S. Scafidi
Area: Humanities.

Students read six novels by Hammett, Chandler, Cain, Burnett, and Woolrich and view seven films made from these novels by Huston, Hawks, Wilder, Dmytryk, Richards, Walsh, and Farrow. Cross-listed with Film and Media Studies.
Area: Humanities.

An examination of the fiction of three American modernist masters in the context of the early 20th century movement in the verbal and visual arts. Not a workshop course.
Instructor(s): J. Irwin
Area: Humanities.

A study of technique and strategy in the poetry of Emily Dickinson, Marianne Moore, Elizabeth Bishop, and Amy Clampitt. Not a workshop course.
Instructor(s): M. Salter
Area: Humanities.

Between sex and death the body has a varied wild life in American poetry. In a survey of contemporary work this seminar will consider the life of the body, its relationship to the imagination and the kaleidoscopic world of the senses. Reading erotic poems, elegies, poems of sickness and health, and of age and youth, we will find an intimate politics of the body. Students will read and respond critically to American poems written over the last forty years.
Instructor(s): S. Scafidi
Area: Humanities.

An examination of the poetry of Eliot, Crane and Stevens in the context of the modernist movement in the verbal and visual arts. Not a workshop course. Juniors and seniors majors are given preference.
Instructor(s): J. Irwin
Area: Humanities.

AS.220.416. Readings in Fiction: Five from the Fifties.
We will examine five American writers who were emerging or thriving in the middle of the 20th century: John Cheever, Flannery O’Connor, Peter Taylor, John Updike, and Vladimir Nabokov. We will read short stories by all five, as well as the following novels: O’Connor’s Wise Blood, Updike’s Of the Farm, Nabokov’s Lolita and Pale Fire.
Instructor(s): B. Leithauser
Area: Humanities.

Classes will be devoted to writing and collective editing of factual work of significant length and ambition, including essays, journalistic reports, histories, and biographies. Instructor permission required.
Instructor(s): W. Biddle
Area: Humanities.

AS.220.418. Readings in Fiction: The Novella.
Registration Restrictions: Permission required. Twentieth-century novels, with a new author and book each week. The course asks: What can and has been accomplished by American fiction writers in fewer than 150 pages?
Area: Humanities.

The central concern of this course is to read, study, think about, and discuss several novels and short story collections, paying special attention to the voice and structural techniques these authors have invented to create compelling works.
Instructor(s): M. Klam
Area: Humanities.
**AS.220.422. Readings in Fiction: Women Behaving Badly!**
This course will focus on fiction that centers around a profoundly flawed female protagonist, an antiheroine. Why is it that we love some of these women in spite of their wrongdoings? How do we connect to a character who is acting in ways that we would never hope to act? And how is it that bad behavior is often perceived as sexy? Are evil women any less or more evil than their male counterparts? Students will read 8 books with villainesses whose crimes range from poor parenting to serial killing. One final paper (10-20 pages) will be due at the end of the semester on a topic of the student's choosing, relating to one or more of the protagonists from the reading list.

Area: Humanities.

**Instructor(s): J. McGarry**

**AS.220.423. Readings in Fiction: Castaways in Literature.**
Our primary text will be Defoe's Robinson Crusoe. We will read spin-offs of Robinson Crusoe (Muriel Spark's Robinson, J. M. Coetzee's Foe, Elizabeth Bishop's "Crusoe in England") as well as Golding's Lord of the Flies and Sylvia Townsend Warner's Mr. Fortune's Maggot. Selections from Homer, Swift, and Byron. We will conclude with Shakespeare's The Tempest.

Area: Humanities.

**Instructor(s): B. Leithauser**

**AS.220.424. Science as Narrative.**
Class reads the writings of scientists to explore what their words would have meant to them and their readers. Discussion will focus on the shifting scientific/cultural context and on the writers' influence. Authors include Aristotle, Copernicus, Galileo, Descartes, Newton, Darwin, Freud, Einstein, Heisenberg, Bohr, Crick and Watson.

Area: Humanities.

**Instructor(s): R. Panek**

**AS.220.425. Readings in Fiction: The Story Cycle.**
A study of the short story cycle as a literary form. Authors may include Joyce, Schulz, Anderson, Welty, Calvino, Munro, Erdrich, Diaz and others.

Area: Humanities.

**Instructor(s): R. Puchner**

**AS.220.426. Readings in Poetry: Early Auden and his Contemporaries.**
A close study of the writing that Auden, Isherwood, Spender, and MacNeice produced during the 1930s against the backdrop of the Great Depression, the Spanish Civil War, and the rise of Nazism. This is not a workshop course, but students will have the opportunity to respond artistically as well as analytically to the course readings.

Area: Humanities.

**Instructor(s): J. Arthur**

**AS.220.427. Readings in Fiction: The Novella.**
A study of the novella as a literary form. Authors may include Melville, Turgenev, Tolstoy, Chekhov, Kafka, James, Wharton, Baldwin, Porter, Rufo, Smiley, and others.

Area: Humanities.

**Instructor(s): B. Leithauser**

**AS.220.428. Readings in Fiction: The Stories and Letters of Anton Chekhov.**
We will read the major long and short stories of Chekhov, along with selected letters written in the full course of his lifetime. Juniors and Seniors only.

**Prerequisites: AS.220.105 AND AS.220.106 AND AS.220.200 AND 300 level Intermediate Fiction**

Area: Humanities.

**Instructor(s): J. McGarry**

**AS.220.429. Readings in Poetry: Poetry of Ireland Since 1900.**
A close study of twentieth- and twenty-first-century Irish poetry. Course readings will include work by W.B. Yeats, Austin Clarke, Michael Longley, Seamus Heaney, Eiléan Ní Chuilleanáin, Eavan Boland, Ciaran Carson, and others. This is not a workshop course, but students will have the opportunity to respond artistically as well as analytically to the course readings.

Area: Humanities.

**Instructor(s): J. Arthur**

**AS.220.430. Readings in Poetry: Lives of the Poets.**
Lives of the Poets: Hecht, Merrill, Sexton, Plath. “The intellect of man is forced to choose / perfection of the life, or of the work,” wrote Yeats. This course examines important intersections between the life and the work in the poems and memoirs of four, biographically interconnected poets. Poems treating subjects of depression and mental illness (Hecht, Sexton, Plath), the terror of war (Hecht), the depredations of disease (Merrill), and suicide (Sexton, Plath), find their sources in these poets fascinating—and, to varying degrees, troubled—lives.

Area: Humanities.

**Instructor(s): D. Yezzi**

**AS.220.431. Readings in Fiction: Origins of the Short Story.**
This course will trace the development of the short story beginning with its tentative emergence from the shadow of the novel, through the early commercial period triggered by the invention of inexpensive newsprint, and to its full maturation at the turn of the 20th century. Works by E.T.A. Hoffmann, Heinrich Von Kleist, Alexander Pushkin, Nikolai Gogol, Ivan Turgenev, Guy de Maupassant, Henry James, Anton Chekhov, and Edith Wharton.

Area: Humanities.

**Instructor(s): T. Davies**

**AS.220.432. Readings in Fiction: Innovators of the Short Story.**
In this class, we’ll look at particularly influential writers who’ve had a lasting effect on the form of the short story, reshaping it through their own idiosyncratic vision. Authors may include Hawthorne, Kafka, Chekhov, Babel, Joyce, Borges, O’Connor, Welty, Barthes and Paley, and Munro.

Area: Humanities.

**Instructor(s): R. Puchner**

**AS.220.433. Readings in Poetry: The Mind in Motion: The Rhetoric of Poetry. 3 Credits.**
This course examines how argument and formal thought shape poetry. Through class discussion about readings ranging from Donne to Dickinson to contemporary poets, and through critical and creative exercises, students will explore poems that reveal not only feeling and observation, but also the architecture of the analytical mind at work.

Area: Humanities.

**Instructor(s): D. Malech**

**AS.220.434. Readings in Poetry: The Romance Tradition. 3 Credits.**
A writer’s survey of the medieval romance and of the subsequent poetry that it inspired. Course readings will include Sir Gawain and the Green Knight, The Death of King Arthur, and romances by Chretien de Troyes, as well as poetry by Spenser, Tennyson, and Robert Browning. This is a close workshop course, but students will have the opportunity to respond artistically as well as analytically to the course readings.

Area: Humanities.

**Instructor(s): J. Arthur**
AS.220.436. Readings in Fiction: A Writer's Journal. 3 Credits.
We will study the role journals play in the work of Virginia Woolf, Franz Kafka, Rainer Maria Rilke, and Anton Chekov. Readings include novels, stories, and diaries.
Instructor(s): J. McGarry
Area: Humanities.

AS.220.437. Creating the Poetry Chapbook.
Students will build on previous work in the major by completing a project of sustained length, depth, and cohesion (25-35 pages) in their final semester. The course will include independent creative and critical work, peer review and discussion, and meetings with the instructor. Application only; Advanced Poetry prerequisite.
Prerequisites: AS.220.400
Instructor(s): D. Malech
Area: Humanities.

In this Community-Based Learning course, students will explore the role of poetry of social and political engagement in partnership with high-school age writers from Writers in Baltimore Schools. Participants will put learning into practice by organizing community conversation, reflection, and collaboration. Participation in some events outside of class time will be required.
Instructor(s): D. Malech
Area: Humanities.

Caribbean history is reflected in the literature of emigration and collapse of empire. We'll study novels by Naipaul, Rhys, and other 20th century authors.
Instructor(s): W. Biddle
Area: Humanities.

Ordinarily no more than one independent study course may be counted among the eight Writing Seminars courses presented for graduation.

Instructor(s): D. Yezzi; G. Williamson; Staff.

AS.220.505. Writing Seminars Internship.
Instructor(s): Staff.

AS.220.506. Writing Seminars Internship.
Instructor(s): Staff.

Permission Required.
Instructor(s): Staff.

Department Permission Required.

AS.220.509. Practicing Journalism Internship.
This internship is given in conjunction with local media and must be taken on a satisfactory/unsatisfactory basis. It covers many aspects of the operation of a metropolitan newspaper or magazine or TV station. Permission Required. Satisfactory/ Unsatisfactory only.
Instructor(s): M. Klam; Staff; T. Davies; W. Biddle.

AS.220.510. Practicing Journalism.
Permission Required.
Instructor(s): T. Davies
Area: Humanities.

AS.220.513. Teaching Writing.
Permission Required.
Instructor(s): Staff
Area: Humanities.

AS.220.570. Independent Study-Intersession.
Instructor(s): G. Williamson; Staff; T. Davies.

AS.220.572. Practicing Journalism Internship.
Instructor(s): T. Davies; W. Biddle.

AS.220.592. Internship-Summer.
Instructor(s): Staff.

AS.220.594. Practicing Journalism Internship.
Instructor(s): D. Basford; J. Arthur; J. McGarry; T. Davies; W. Biddle.

AS.220.596. Teach Writing-Internship.
Instructor(s): S. Dixon.

AS.220.598. Independent Study.
Instructor(s): G. Blake; G. Williamson; J. McGarry; Staff; T. Davies.

The central concern of this course is to read, study, think about, and discuss several novels and short story collections, paying special attention to the voice and structural techniques these authors have invented to create compelling works. Restricted to Graduate Students.
Instructor(s): M. Klam
Area: Humanities.

We will examine a number of classic and contemporary coming-of-age novels. Students will compose their own: an original work of fiction that may well described as such.
Area: Humanities.

AS.220.610. Readings in Fiction: Alternatives to Realism.
Instructor(s): A. McDermott.

AS.220.613. Writing about Science.
A seminar in the writing of factual prose about scientific matters, whether for the general reader or for professional scientists as audience. Weekly writing, editing, and reading assignments. Permission required.
Instructor(s): A. Finkbeiner.

AS.220.614. Graduate - Science Workshop.
Intensive seminar, at a professional level, in writing factual prose about science for the general reader. Students find, research, and structure their own stories. Weekly writing, editing. Permission required.

AS.220.619. Graduate Poetic Forms I.

AS.220.623. Fiction Workshop.
Discussion and critique of fiction manuscripts by students enrolled in the M.F.A. program. Some assignments possible.
Instructor(s): J. McGarry.

AS.220.624. Graduate Fiction Workshop.
Discussion and critique of fiction manuscripts by students enrolled in the MFA program. Some assignments possible.
Instructor(s): A. McDermott.

AS.220.625. Poetry Workshop.
Discussion and critique of poetry manuscripts by students enrolled in the M.F.A. program. Some assignments possible.
Instructor(s): M. Salter.
AS.220.626. Graduate Poetry Workshop.
Discussion and critique of poetry manuscripts by students enrolled in the MFA program. Some assignments possible.
Instructor(s): G. Williamson.
A study of American poetry written after 1945 with discussion of aesthetic movements, events, historical and contextual, and the character of evolution and practices in poetic structures. Readings vary.
Instructor(s): J. Arthur
Area: Humanities.
We will read all--or most--of Chekhov’s short stories, his “notebook,” as well as the letters that have been translated into English.
A study of three major poets (English, Irish, American) who each introduced signature tones, techniques, and themes in modern poetry. Some other figures, such as Louise Bogan and the World War I poets, may be discussed.
Instructor(s): M. Salter.
A course in the poetry of the 14th-century alliterative revival in which students will read and study Middle English works such as Patience, Cleanness, Pearl, Gawain and the Green Knight, and Piers Plowman. Graduate students only.
Instructor(s): J. Irwin
Area: Humanities.
AS.220.645. Graduate Readings in Fiction: Castaways in Literature.
Our primary text will be Defoe’s Robinson Crusoe. We will read spin-offs of Robinson Crusoe (Muriel Spark’s Robinson, J. M. Coetzee’s Foe, Elizabeth Bishop’s “Crusoe in England”) as well as Golding’s Lord of the Flies and Sylvia Townsend Warner’s Mr. Fortune’s Maggot. Selections from Homer, Swift, and Byron. We will conclude with Shakespeare’s The Tempest. Graduate students only.
Instructor(s): J. Irwin
Area: Humanities.
AS.220.646. Graduate Readings in Fiction and Poetry.
A graduate course designed to develop both close reading and genre study, and to support the teaching of Introduction to Fiction and Poetry (IFP) I and II. Readings in selected works of American, English, and European poetry and short fiction. Course required by all graduate students in fiction and poetry.
Instructor(s): D. Yezzi; M. Klam
Area: Humanities.
A practical study of prosody rooted in the formalist tradition and continuing into theories of free verse. Readings include essays by Ezra Pound, William Carlos Williams, T.S. Eliot, Charles Olson, and Denise Levertov. This is not a workshop course, but students will have the opportunity to respond artistically as well as analytically to the course readings. Graduate students only.
Instructor(s): J. Arthur
Area: Humanities.
AS.220.648. Forms: The Longer Poem as Anthology.
A study of form through three poets especially concerned with formal variety as a complement to, and manifestation of, theme and voice. Readings will include book-length works by George Herbert (The Temple); Auden (The Sea and the Mirror); Schnackenberg (The Throne of Labdacus).
Instructor(s): M. Salter
Area: Humanities.
This course focuses on three poets whose individual relationships with form, inspiration, and innovation continue to shed light on the poetic process.
Area: Humanities.
This course will look at the ways in which Romantic and port-Romantic British poetry deals with the passage of time, how it creates elegiac structures, and how it records various kinds of loss: the loss of self, the loss of traditional consolations (especially in terms of the environment), and the threatened loss of poetry itself. Students will be encouraged to respond creatively, as well as critically. Restricted to graduate students in the MFA program.
Instructor(s): A. Motion
Area: Humanities.
AS.220.651. Readings in Fiction: Five from the Fifties.
We will examine five American writers who were emerging or thriving in the middle of the 20th century: John Cheever, Bernard Malamud, Vladimir Nabokov, Jean Stafford, John Updike. We will read short stories by all five, as well as the following novels: Malamud’s The Assistant, Nabokov’s Lolita and Pale Fire. Restricted to graduate students in the MFA program.
Instructor(s): B. Leithauser
Area: Humanities.
This course will look at the way poets have responded to the environment, from the early Romantic period to the present day. In the process, it will study and show how the role of the natural world in poetry has changed from being a cause for celebration and a mirror for self-scrutiny, into a way of continuing these things while also expressing anxiety about the effects of global warming any other dangers to the health of the planet. Poets included in the discussion will include Wordsworth, Clare, Hopkins, Frost, Auden, Hughes and Heaney.
Instructor(s): A. Motion
Area: Humanities.
Which books do writers often foist on other writers, telling them “You have to read this”? In this course, we’ll look at books that have yet to find much popular appeal, but which writers often speak about in reverential tones. Authors may include James Salter, Paula Fox, Dezső Kosztolányi, J.L. Carr, Juan Rulfo, Tom Drury, Christina Stead, Evan S. Connell, Leonard Gardner, Joy Williams, and Penelope Fitzgerald.
Instructor(s): R. Puchner
Area: Humanities.
AS.220.800. Independent Study.
Instructor(s): Staff.
Instructor(s): Staff.
Cross Listed Courses

Film and Media Studies

AS.061.205. Introduction to Dramatic Writing: Film.
In this course we will explore the basic principles of visual storytelling in narrative film as they apply to the design and execution of a screenplay. During the course of the semester, each student will work on different writing exercises while they search for their specific story and the best way to approach it. We will study different narrative tools and methods of screenwriting by analyzing films to ascertain how they work or fail to do so at script level. Through in-class critiques, group discussions and one-on-one sessions, students will apply these techniques to their own work as they undergo the process of designing, breaking down, outlining and writing a screenplay for a short film. In-class analysis and debate on the strengths and challenges posed by the students’ work will help shape the thematic emphasis of the second half of the course.
Instructor(s): R. Buso-garcia
Area: Humanities.

AS.061.315. Screenwriting By Genre.
Story design for the screenplay with special attention to the genres of comedy, horror, melodrama, and adventure. Regular workshops, short written exercises, and a longer final project.
Prerequisites: AS.061.313 or AS.220.342 or instructor’s permission
Instructor(s): L. Bucknell
Area: Humanities.

AS.061.371. Unrealities: The Fantastic in Film & Fiction.
The fantastic, the absurd, the blackly comic in films by Cocteau, Hitchcock, and others; and in the short fiction of Barthelme, Cortázar, Hrablal, and others. Several short creative exercises and a longer final project.
Instructor(s): L. Bucknell
Area: Humanities.

AS.061.373. Intermediate Dramatic Writing: Film.
This course will explore different approaches towards understanding the fabric of story as it pertains to film. Students will be exposed to key challenges in conceiving, structuring and executing a compelling, memorable and vibrant feature-length screenplay. By studying key examples, we will discuss possible solutions to these issues. In every class, students will share their work in progress and will help each other find approaches or solutions to their specific challenges and issues. We will analyze films with screenplays that effectively play with the form to create lasting, thought-provoking and affecting stories. Through in-class critiques, group discussions and one-on-one sessions, students will apply new tools and approaches to their own work as they undergo the process of designing, breaking down, outlining and writing a full step outline, a beat sheet and the first ten pages of a feature length screenplay. As the semester progresses, in-class analysis and debate on the strengths and challenges posed by the students’ work will shape the thematic emphasis of each class.
Prerequisites: AS.220.204 OR AS.061.205
Instructor(s): R. Buso-garcia
Area: Humanities.

AS.061.376. Arts and Culture Journalism: Interactive Media, Online Publishing.
Students will participate in the ongoing creation of BmoreArt.com, an online arts and culture publication that serves the Baltimore community. In conjunction with visiting professionals, students will investigate the Baltimore cultural community and create different types of editorial content using interactive media including film, video, sound, and writing. Students will produce creative content utilizing their individual areas of expertise - such as visual art, art history, music, literary arts, film, and theater - while working together as a professional organization. A strong emphasis will be placed on the student’s collaborative participation and creative experimentation. Students with differing backgrounds in media will approach this project from unique perspectives, which will be valued and cultivated. Students with previous experience in journalism are welcome. An introductory writing or film course is suggested as a prerequisite.
Instructor(s): C. Ober
Area: Humanities.

AS.061.404. Advanced Dramatic Writing: Film.
Intensive workshop course where students will write both a first draft and a full revision of a feature length screenplay. Classes will be designed and centered on the specific challenges of the students’ works-in-progress, with an emphasis on exploring and discussing different narrative approaches and solutions that will enhance their writing and revision processes. Select films will be screened and analyzed as they pertain to the students’ scripts. Students will aim to have a polished draft of their screenplay to be submitted to industry-recognized screenwriting labs at the end of the semester.
Prerequisites: AS.061.373 or AS.220.337
Instructor(s): R. Buso-garcia

Anthropology

Metaphors of health and illness; individual and social. The body in pain and the body politic. Ethnographies of historical memory vis-à-vis medicine, epidemics, sacredness, shamanism, terror, humanitarianism, truth and reconciliation.
Instructor(s): J. Obarrio
Area: Humanities, Social and Behavioral Sciences.

Area: Humanities, Social and Behavioral Sciences.

AS.070.337. Digital Media, Democracy, and Control.
This course examines how digital technologies enable new publics that circumvent state and social controls as well as how they are mobilized to confirm existing racial, gendered, and political hierarchies.
Area: Humanities, Social and Behavioral Sciences.
**German Romance Languages Literatures**

**Theatre Arts Studies**

**AS.225.324. Adaptation for the Stage.**
For aspiring playwrights, dramaturgs, and literary translators, this course is a workshop opportunity in learning to adapt both dramatic and non-dramatic works into fresh versions for the stage. Students with ability in foreign languages and literatures are encouraged to explore translation of drama as well as adaptation of foreign language fiction in English. Fiction, classical dramas, folk and fairy tales, independent interviews, or versions of plays from foreign languages are covered.

Instructor(s): J. Martin

Area: Humanities.

**AS.225.330. Playwriting Strategies.**
A seminar and workshop in playwriting with Dr. Joe Martin, playwright and dramaturge. Student writers, developing their plays, will learn how to open up to the creative process, “brainstorm,” refine their work, and shape it toward an act of artistic communication. Writer’s techniques, such as attending to plot or “story,” delineation of character, creating effective “dialog,” even overcoming “writer’s block,” will be addressed.

This course is designed to be complementary to – not a replacement for – playwriting classes in the Writing Seminars.

Instructor(s): J. Martin

**Humanities Center**

**East Asian Studies**

**AS.310.116. Romantic Love in Chinese Literature.**
This course aims to introduce students to a variety of literary texts featuring romantic love from the 9th to the mid-20th centuries in China. The target materials cover a wide range of literary products from Bo Juyi’s court poem to the modern Shanghai novella by the woman writer Zhang Ailing (Eileen Chang). As we read romance in a variety of narrative forms such as fiction, drama, and poetry, we will examine changing ideas about marriage, love, sexuality, family, emotion, and morality within the literary discourse as well as in society. Thus, students are expected to connect various literary texts about romance to their socio-historical, literary, and political surroundings. At the same time, we will discuss the shifting significance of romance for writers and reading public and consider how literary texts formed ideas about romance in society. The course is organized chronologically and thematically. Reading assignments are all in English.

Instructor(s): F. Joo

Area: Humanities.

**Interdepartmental**

**Program in Latin American Studies**

**Center for Africana Studies**

**AS.362.304. Reading and Writing Black Poetry.**
This course is an exploration of twentieth and twenty-first century black poetry and poetics. Readings include Paul Laurence Dunbar, Langston Hughes, Gwendolyn Brooks, Amiri Baraka, Sonia Sanchez, Nikki Giovanni, Lucille Clifton, Rita Dove, Natasha Trethewey, Terrance Hayes, Claudia Rankine, and Danez Smith. Texts will be mined for theme as well as formal technique as a basis for poetic experimentation.

Instructor(s): A. Gunn

Area: Humanities.

**Military Science**

The JHU Army Reserve Officers’ Training Corps (ROTC) was among the first to be established by Congress in 1916 and is routinely ranked at the top of the Nation’s 273 programs. Nearly 3,000 Hopkins students have received Army officer commissions through the program, with over 40 attaining the rank of general officer. Students can enter the program with as little as two years remaining as an undergraduate or may complete the requirements while pursuing a graduate degree.

Upon graduation, Hopkins students are commissioned as a second lieutenant in the U.S. Army. Some are selected to attend a funded law school or several medical programs, while others serve in the Active Army, Reserves or National Guard. ROTC basic classes are open to all students: The Leadership and Management class specializes in leader development and is an excellent course for students aspiring to become leaders on campus and beyond. Additional information on military science or ROTC can be obtained at our building (behind the athletic center), by asking a current cadet, and by calling 1-800-JHU-ROTC or 410-516-7474. You can also email us at rotc@jhu.edu or visit the JHU ROTC website at http://jhurotc.com/page.php?page=home.

**Scholarship and Financial Assistance**

To apply for an ROTC scholarship go to http://www.goarmy.com/rotc/scholarships.html. Scholarship opportunities are regularly improved and incentives are added. Applications for scholarships by qualified students are awarded throughout the semester, and are often retroactive. A non-scholarship program is also available. For health profession and nursing students, ROTC can offer numerous opportunities to achieve specialized education, additional postgraduate scholarships and accession/graduation bonuses.

**Curriculum**

The curriculum normally consists of a two-year Basic Course (freshmen / sophomores) and a two-year Advanced Course (juniors / seniors). Some modification to this curriculum is common, as with graduate or transfer students. Completing the 30-day Leader’s Training Course (LTC) at Fort Knox, KY, is equivalent to the Basic Course. Successful graduates of LTC are normally offered ROTC scholarships and an opportunity to enroll in the Advanced Course. Junior-ROTC experience, prior military service and military academy attendance may also qualify for Basic Course completion.

All Advanced Course students are cadets and have a contractual agreement with the Army. These students attend the National Leadership Development and Assessment Course (LDAC) at Fort Lewis, WA, between the 300- and 400-level courses. This is a core requirement to commission in the Army and cannot be waived.

Army ROTC strives to develop values-based graduates who offer expert leadership to the campus, the community and the Army. As such, we offer and encourage cadets to participate in: paid leadership and technical internships; cultural and language immersion programs; a number of Army military school opportunities in: Europe, South America, the Republic of Korea, Alaska, Hawaii, and across the continental United States.

Extracurricular activities may also include: community assistance, Red Cross blood drives, tutoring for at-risk children, and volunteering at the Veterans Administration. Cadets may apply for additional military training such as skydiving, helicopter rappelling, mountaineering, and
cold weather training. New and challenging opportunities routinely become available.

**Air Force ROTC Program**

Admission to the Air Force ROTC program is available to JHU students through an agreement with the University of Maryland. AFROTC courses have been scheduled to enable students to complete all the requirements in one morning per week at the College Park campus. JHU students are eligible to compete for all AFROTC scholarships and flying programs. The two-, three-, and four-year scholarships pay tuition, books, fees, and a monthly stipend during the school year. After graduation and the successful completion of AFROTC requirements, students are commissioned second lieutenants in the Air Force.

Those interested in this program should call 301-314-3242 or write to:

AFROTC Det 330  
University of Maryland  
Cole Field House, Room 2126  
College Park, MD 20742-1021

For more information see the website at [http://www.afrotc.com/](http://www.afrotc.com/)

For current faculty and contact information go to [http://www.jhurotc.com/page.php?page=about_the_battalion](http://www.jhurotc.com/page.php?page=about_the_battalion)

**Courses**

**AS.374.101. Introduction to the Army and Critical Thinking, ROTC 101.**

Introduces you to the personal challenges and competencies that are critical for effective leadership and communication. You will learn how the personal development of life skills such as cultural understanding, goal setting, time management, stress management, and comprehensive fitness relate to leadership, officership, and the Army profession. As you become further acquainted with the course, you will learn the structure of the ROTC Basic Course program consisting of MSL 101, 102, 201, 202, Fall and Spring Leadership Labs, and Cadet Initial Entry Training (CIET). The focus is on developing basic knowledge and comprehension of Army leadership dimensions, attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

Instructor(s): D. Normand; R. Buckhalt; T. ONeil.

**AS.374.102. Introduction to the Profession of Arms.**

AS.374.102 introduces you to the professional challenges and competencies that are needed for effective execution of the profession of arms and Army communication. Through this course, you will learn how Army ethics and values shape the army and the specific ways that these ethics are inculcated into Army culture. This semester, you will: explore the Seven Army Values and the Warrior Ethos, investigate the Profession of Arms and Army leadership as well as an overview of the Army, and gain practical experience using critical communication skills.

Instructor(s): R. Buckhalt; R. Graves.

**AS.374.110. Basic Leadership Laboratory, ROTC 101.**

These introductory courses in a laboratory environment are designed to expose students to practical experiences, challenges and individual learning opportunities in a small group. Students learn the fundamentals of an organization and apply principles of leadership and management at the foundation level. Students develop military courtesy, organizational discipline, communication and basic leadership and management skills. Ultimately, students understand how to facilitate and lead a small group of four to five people as an integral part of a larger organization of 75-100 people through situational training opportunities in a variety of conditions. As a leadership practicum, students have the opportunity to serve in leadership positions and receive tactical and technical training. In addition to learning to lead groups of five to 100 people, students will also be exposed to training on first aid, operating Army equipment, Army activities such as rappelling and drill and ceremony. These laboratories are required for enrolled ROTC participants who desire to be considered for a commission in the Army. Corequisite: AS.374.101-AS.374.102.

Instructor(s): D. Normand; R. Buckhalt; T. Oniel.

**AS.374.120. Basic Leadership Laboratory II.**

Students learn and apply team echelon leadership at an entry level. They continue development of military courtesy, discipline, communication and basic Soldier skills. Ultimately, students understand how to operate in and lead 4-5 persons through a program of training opportunities in a variety of conditions. Freshmen only.

Instructor(s): R. Buckhalt; R. Graves.
AS.374.201. Leadership & Teamwork I.
The focus of this course is on developing leadership and communication skills. Case studies will provide a tangible context for learning and applying aspects of team building, values, the Army Warrior Ethos, and principles of war as they apply in the contemporary operating environment. The key objective of this course is to develop knowledge of the Army’s leadership philosophies and integrate this knowledge into personal skills and team development. At the end of this course, students will be able to describe and perform tasks during the four basic phases of team building; demonstrate the types and elements of interpersonal communication; illustrate, explain, and apply the Principles of War; identify and apply problem solving steps, and apply basic leadership procedures in simple and complex situations. Corequisite: AS.374.210 for ROTC students; none for non-ROTC students.
Instructor(s): B. Sime; D. Normand; D. Yi.

AS.374.202. Leadership & Teamwork II.
Class examines how to build effective teams, various methods for influencing action, effective communication in setting and achieving goals, decision-making, creativity in problem solving, and providing feedback. Recommended Course Background: AS.374.201 or permission required.
Instructor(s): R. Buckhalt; R. Graves; T. ONeil.

Students lead and assist in leading 4-5 person teams through a variety of training opportunities. They learn the troop-leading procedures, basic problem solving, and tactical skills aimed at military leadership. Students will mentor and assist members of their team with improving their own skills and leadership as well. Corequisite: AS.374.201.
Instructor(s): B. Sime; D. Normand; R. Graves; T. ONeil.

AS.374.220. Advanced Team Leadership.
Students perform duties of and develop their leadership, as team leaders during a variety of induced training opportunities. Continued emphasis is placed on troop-leading-procedures and simple problem solving. Students lead physical fitness training and mentor subordinates in military, academic and extra-curricular activities. Successful completion of advanced team leadership allows students to progress into ROTC Advanced Courses. Sophomores only.
Instructor(s): R. Buckhalt; R. Graves.

AS.374.301. Leadership and Tactical Theory I.
Students will be introduced to the tenets of Army leadership, officership, Army values, ethics and personal development. Students will learn the fundamentals of physical training, land navigation, orders production, and small unit tactics at the squad and platoon level. Each student will be given multiple opportunities to plan and lead squad level tactical missions in the classroom and during Leadership Laboratories. Corequisite: AS.374.310. Recommended Course Background: Basic Course completion.
Instructor(s): B. Sime; D. Normand; D. Yi.

AS.374.302. Leadership and Tactics.
Examines the role communications, values, and ethics play in effective leadership through application of principles in tactical scenarios. Emphasis is on improving written and oral communications skills and military tactics proficiency. ROTC cadets only. Corequisite: AS.374.320.
Prerequisites: AS.374.301 in the Fall.
Corequisites: AS.374.320
Instructor(s): B. Sime; D. Yi.

This course provides students with a historical perspective to decisions made by American military leaders: battlefield complexity, resource limitations, and teamwork deficiencies. Students cover major military engagements from the colonial period through the current operating environment. Students examine how leaders motivated their men, devised battle strategies, implemented rules of engagement, and managed supplies, transportation, and logistics for their troops. Requires permission of the Director of Military Science. Registration restricted to contracted ROTC cadets only.
Instructor(s): D. Normand; R. Buckhalt.

AS.374.310. Basic Tactical Leadership Lab.
In Leadership Laboratory, students are given the opportunity to apply what they have learned in the classroom, in a tactical or field environment. Students learn and demonstrate the fundamentals of leadership by planning, coordinating, navigating, motivating, and leading squads in the execution of both garrison and tactical missions. Students are evaluated as part of the Leadership Development Program and FM 6-22, Army Leadership. Ultimately, prepares students to excel at the four-week National Leadership Development and Assessment Course at Fort Lewis, WA. Corequisite: AS.374.301.
Instructor(s): B. Sime; D. Normand; D. Yi.

AS.374.320. Advanced Tactical Leadership.
Students further develop their leadership skills by directing and coordinating the efforts of 9-60 personnel on offensive, defensive and civil-support tactical-tasks. Develop written plans for garrison and field environments while supervising its execution. Ultimately, prepares students to excel at the four-week National Leadership Development and Assessment Course at Fort Lewis, WA. Permission required. Juniors only.
Instructor(s): B. Sime; D. Yi.

Students are assigned the duties and responsibilities of an Army battalion staff officer and must apply the fundamentals of principles of training, the training management, the Army writing style and military decision making to weekly training meetings. Students plan, execute and assess ROTC training and other Mission Essential Tasks. Students will study how Army values and leader ethics are applied in the Contemporary Operating Environment and how these values and ethics are relevant to everyday life. The student will study the Army officer’s role in developing subordinates via counseling and administrative actions, as well as managing their own career. Students will be given numerous opportunities to train, mentor and evaluate underclass students enrolled in the ROTC Basic Course while being mentored and evaluated by experienced ROTC cadre. Corequisite: AS.374.410. Recommended Course Background: AS.374.301-AS.374.302, AS.374.310-AS.374.320 and the Basic Course.
Instructor(s): D. Normand; R. Graves; Staff.

Study includes practical exercises on establishing an ethical command climate and developing values required of a professional officer. Students apply their leadership skills in the ROTC battalion and prepare for commissioning. Corequisite: AS.374.002. ROTC cadets only.
Instructor(s): M. Gorreck; W. Greenberg.
**AS.374.407. Being a Platoon Leader.**

This course prepares Cadets for actual challenges not necessarily described in text books that junior officers may face in today's Army. Topics include: serving during war, conflict management, ethical dilemmas, time-constrained planning, and change management. This course also serves as prerequisite for the Basic Officer Leadership Course “B” phase by providing students with reinforced development on: deployment preparation, the military style of writing, supply management, human resources management, family support and operations management. Students will also learn how the Army’s organizational structure and administration affects Soldiers across ranks and over time. Finally, students will learn ways to leverage automation to improve their efficiency and effectiveness of records management and developing presentations for superiors.

Instructor(s): G. Stambone; M. Gorreck.

**AS.374.410. Advanced Planning & Decision Making I.**

Students develop a semester-long progression of programmed training activates that support completion of the unit’s Mission Essential Task List. The laboratory builds from fall to spring semester as students master advanced problem solving, resource synchronization and executive decision making. Students evaluate, mentor and develop subordinate leaders as part of the Leadership Development Program and FM 6-22, Army Leadership. The course serves as the final evaluation and determination on a student’s ability to lead Soldier’s as a Second Lieutenant in the US Army. Co-requisite: AS.374.401-AS.374.402. Recommended Course Background: AS.374.301-AS.374.302, AS.374.310-AS.374.320 and Basic Course.

Instructor(s): D. Normand; R. Graves; Staff.

**AS.374.420. Advanced Organizational Planning.**

Students develop a semester-long progression of training activates that support completion of the unit’s Mission Essential Task List. The laboratory builds on the first semester’s achievements through advanced problem solving, resource synchronization and executive decision making. Students evaluate and develop subordinate leaders as part of the Leadership Development Program and FM 6-22, Army Leadership. The course serves as the final evaluation and determination on a student’s ability to lead Soldier’s as a Second Lieutenant in the US Army. Permission required. Seniors only.

Instructor(s): M. Gorreck; R. Graves.

**AS.374.456. 21st Century Intelligence Issues.**

Taught by former U.S. Intelligence Officers and members of U.S. Defense and Intelligence Community, “21st Century Intelligence Issues” introduces students to current and future intelligence issues of the 21st century, to include intelligence successes and failures; adversarial deception and deception awareness; intelligence, the law, and government oversight; covert action; and critical 21st century intelligence challenges posed by terrorism, weapons of mass destruction, cyber warfare, unconventional warfare, and non-state actor threats.

Prerequisites: AS.374.555

Instructor(s): F. Hoffman; M. Boston.

**AS.374.501. Independent Study.**

Instructor(s): J. Wood; R. Graves.

**AS.374.512. Internship-Military Science.**

Students will select a topic relevant to the study of military leadership and will complete a project based on current military doctrine and the contemporary operating environment of current military operations. Permission required.

Instructor(s): M. Gorreck.

**AS.374.556. USIC Individual Research Topics (IRT) Independent Study Seminar.**

Extension of AS.374.255, USIC Theory and Practices is an independent study course to formalize the research, analysis and production processes of United States Intelligence Cycle (USIC). The research topics will focus on collaboration of USIC thru specific topics in USIC sectors of HUMINT, SIGINT, OSINT, MASINT, Cyber-Security and Intelligence affairs.

Instructor(s): F. Hoffman; M. Boston; M. Gorreck.

**AS.374.557. US Intelligence Community: National Security Analysis Independent Study.**

Extension of AS.374.255, USIC Theory and Practices is an independent study course to formalize the research, analysis and production processes of United States Intelligence Community (USIC). The research topics will focus on US National Security issues.

Prerequisites: (AS.374.555 AND AS.374.556)

Instructor(s): F. Hoffman; M. Boston; M. Gorreck.

**AS.374.558. US Intelligence Community: Advanced Concepts Independent Study.**

Taught by former U.S. Intelligence Officers and members of U.S. Defense and Intelligence Community, “US Intelligence Community: Advanced Concepts” (USIC-AC) is an advanced independent study course designed to further familiarize the student with the function, organization, and operational elements of the U.S. Intelligence Community (IC). Gain advanced knowledge of the USIC and expand the development of raw data into intelligence products through individual coursework.

Instructor(s): F. Hoffman; M. Boston.

**AS.374.570. Independent Study.**

Instructor(s): F. Hoffman; M. Boston; M. Gorreck.

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**Museums and Society**

The Program in Museums and Society is concerned with the institutions that shape knowledge and understanding through the collection, preservation, interpretation, and/or presentation of material culture. It focuses on the role of museums (broadly defined) and their contents in societies past and present, including their cultural, intellectual, and political significance.

A minor in Museums and Society complements study in a range of fields, including but not limited to anthropology, archaeology, history, history of art, and history of science and technology. Many courses include visits to or focused work in local and regional institutions, as well as in on-campus collections (Archaeological Museum, Homewood Museum, Evergreen Museum and Library, and the Sheridan Libraries).

Whether they are researching a historical artifact or debating the obligations of public institutions, students in the program are challenged to approach their discipline from a new angle. While some may choose to pursue a museum career, the program has the larger goal of encouraging critical, careful thinking about some of the most influential cultural institutions of our day.

**Requirements for a Minor in Museums and Society**

Course requirements for the minor in Museums and Society are designed to introduce students to a broad set of historical, theoretical, and practical museum issues and to give them the opportunity to explore museums first-hand. Prospective minors should consult with the
Director of Undergraduate Studies for guidance in designing a program of study.

- A minimum of six different courses (amounting to at least 18 credits) selected from those approved by the program.
- With the exception of up to three credits of museum internship, courses used to satisfy minor requirements must be taken for a letter grade. Students must earn a “C-” or higher grade in all other courses used to satisfy minor requirements.
- At least two different primary departments/disciplines must be represented in the students coursework beyond the introductory courses.
- Four additional courses in the program: Of these courses, at least three must be 300-level or higher and at least two different primary departments/disciplines must be represented; these four courses must also include a minimum of three credits of “practicum” [POS-Tag PMUS-PRAC] work.

**Introductory Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.389.201</td>
<td>Introduction to the Museum: Past and Present</td>
<td>3</td>
</tr>
<tr>
<td>AS.389.202</td>
<td>Introduction to the Museum: Issues and Ideas</td>
<td>3</td>
</tr>
</tbody>
</table>

**Four Upper-Level Electives**

- At least three must be 300-level or higher courses
- Three credits of practicum work [POS-Tag PMUS-PRAC]
- Two courses must be from at least two different primary departments beyond Museums and Society

**Total Credits**

18

**Additional details:**

- **Introduction to the Museum sequence:** Ideally, students should take at least one of the two introductory courses before enrolling in more focused courses, but this is not required.

- **Departmental distribution:** In keeping with the interdisciplinary nature of the program, students are encouraged to explore various fields and must complete courses in at least two different primary disciplines beyond Museums and Society. Primary disciplines are defined either as the home department for the course (identified by the course’s three-digit prefix), as the first cross-listing beyond Museums and Society, or as the home discipline of the instructor. Students should seek guidance from the program to ensure they are fulfilling this requirement, and should note that Independent Study and Capstone credits cannot be applied to it.

- **Practicum Work:** Practicum credits can be earned only from courses designated as Museums and Society “practicum” in the course description [POS-Tag PMUS-PRAC].

- **Independent Study and Capstone:** Students have two options for pursuing independent work for credit in Museums and Society. The Independent Study typically takes a more traditional academic approach to research and presentation; the Capstone encourages research that is engaged with collections and results in an alternative, often public project. Students interested in these options should consult the university’s independent work policy and follow the guidelines for Museums and Society outlined under Independent Research. Approval for credit will not be given until a project has been officially approved by an appropriate mentor, in full and frequent consultation with the Program in Museums and Society. No more than 3 credits of independent work can be applied to the minor.

- **Internships:** Internships are valuable opportunities to expand horizons, learn in the field, and investigate real-world applications of academic work. The Program in Museums and Society highly encourages students to explore internship options and works with the Career Center to do so. However, the program does not award academic credit for internships. Students interested in receiving credit for independent work should consider the Independent Study and Capstone options instead.

- **Other Information:** No course other than the Independent Study or Capstone may be counted toward the minor more than once (up to a maximum of 3 credits).

For current faculty and contact information go to http://krieger.jhu.edu/museums/directory/

**Faculty**

**Director**

Elizabeth Rodini

Teaching Professor, History of Art: museum history, theory, and practice; collecting history; histories of translation and exchange; material and heritage studies.

**Assistant Director**

Jennifer P. Kingsley

Lecturer, Museums and Society: medieval art, museum history, theory and practice, medievalism, collecting history; historiography of medieval studies.

**Affiliates Board**

James Archer Abbott

Curator and Director, Evergreen Museum and Library.

Sanchita Balachandran

Curator/Conservator, Johns Hopkins Archaeological Museum and Lecturer, Near Eastern Studies.

Rebecca M. Brown

Associate Professor, History of Art.

Gabrielle Dean

Curator, Modern Literary Rare Books and Manuscripts and Lecturer, Museums and Society.

Linda DeLibero

Director, Film and Media Studies Program.

Jane Guyer

Professor Emeritus, Anthropology.

Deana Haggag

Director, The Contemporary Museum of Baltimore.

Michael Kwass

Associate Professor, History.

Stuart W. Leslie

Professor, History of Science and Technology.

Mitchell Merback

Professor, History of Art.
Jacqueline M. O’Regan

Jason Vaughan
Director of Historic Preservation and Interpretation, Baltimore National Heritage Area.

Professors
Betsy M. Bryan
Alexander Badawy Chair in Egyptian Art and Archaeology, Near Eastern Studies: Egyptian art and archaeology, Egyptology.

Stephen Campbell
Henry M. and Elizabeth P. Wiesenfeld Professor and Chair, History of Art: Italian Renaissance art, the studiolo and Renaissance collecting.

Marian Feldman
Professor, History of Art: ancient Near East and Eastern Mediterranean art.

Robert H. Kargon
Willis K. Shepard Professor of the History of Science, History of Science and Technology: history of physics, science, social change.

Stuart W. Leslie
History of Science and Technology: history of technology, science-based industry, 20th-century American science.

Tobie Meyer-Fong
History: social, cultural history of China since 1600.

Ronald G. Walters
History: social and cultural history of the United States with special interest in radicalism, reform, race, and popular culture.

Associate Professor
Rebecca M. Brown
Associate Professor, History of Art: Southeast Asian art, politics of display.

Assistant Professor
Molly Warnock
Assistant Professor, History of Art: modern art.

Teaching Faculty
Emily S.K. Anderson
Senior Lecturer, Classics and History of Art: Aegean and Eastern Mediterranean Bronze Age art and archaeology, material culture, sociocultural interaction, craft, and glyptic.

Lisa DeLeonardis
Austen Stokes Associate Professor in Art of the Ancient Americas, History of Art: ancient art of the Americas.

Affiliated Instructors and Museum Professionals
James Archer Abbott
Curator and Director, Evergreen Museum and Library: 19th- and 20th-century American decorative arts and furniture; historic houses; curatorial practice, including collections management and exhibitions.

Catherine Rogers Arthur
Curator and Director, Homewood Museum and Lecturer, History: American decorative arts, historic house museums, museum practice.

Martina Bagnoli
Associate Curator of Medieval Art, The Walters Art Museum.

Sanchita Balachandran
Curator/Conservator, Johns Hopkins Archaeological Museum and Lecturer, Near Eastern Studies: conservation history and ethics; archaeological conservation and site management; collections management and museum practice.

Doreen Bolger

Gabrielle Dean
Curator, Rare Books and Manuscripts and Lecturer, Museums and Society: history of books, libraries, reading, literary culture; books as objects.

Lori Beth Finkelstein
Vice-President of Education, Interpretation and Volunteer Programs, Maryland Zoo in Baltimore.

Deanna Haggag
Director, The Contemporary Museum of Baltimore.

Earl Havens
William Kurrelmeyer Curator of Rare Books and Manuscripts and Adjunct Assistant Professor, Department of History: early modern Europe, history of collecting, early libraries.

Rena Hoisington
Associate Curator of Prints, Drawings and Photographs, The Baltimore Museum of Art.

Elizabeth Maloney
Museum Educator and Independent Scholar.

Nancy Micklewright
Head of Scholarly Publications and Programs, The Smithsonian Institution’s Freer and Sackler Galleries of Art.

Robert Mintz
Mr. and Mrs. Thomas Quincy Curator of Asian Art and Chief Curator, The Walters Art Museum.

Arthur Molella
Director, Lemelson Center for the Study of Invention and Innovation, National Museum of American History, Smithsonian Institution.

Jacqueline M. O’Regan

Thomas Primeau
Head of Conservation and Associate Paper Conservator, The Baltimore Museum of Art.

Lorraine C. Trusheim
Independent Objects Conservator, Halcyon Objects Conservation LLC

For current course information and registration go to https://isis.jhu.edu/classes/
Courses

Museums are crucibles, places where public memory, identity, and cultural values are shaped and debated. We examine this premise through weekly visits to Baltimore museums of art, science, history (and many more), critical group discussion, and intensive writing assignments. Freshmen only.
Area: Humanities, Social and Behavioral Sciences.

AS.389.105. Freshman Seminar: Art in the Museum. 3 Credits.
Go behind the scenes of local art museums to explore fundamental concepts and social issues particular to the collection and display of art in the past and today.
Instructor(s): J. Kingsley
Area: Humanities
Writing Intensive.

Freshmen will learn and apply analytical methods used in the technical study of archaeological objects by examining and researching ancient examples in the Johns Hopkins Archaeological Museum. Freshman Only.
Instructor(s): S. Balachandran
Area: Humanities.

AS.389.110. Freshman Seminar: All about Things.
What can objects tell us about the world, past and present? Using theoretical, archival, technical, and visual processes and in-depth research at Evergreen Museum & Library, we explore this question. Freshman Only.
Instructor(s): E. Rodini
Area: Humanities.

AS.389.120. Discover Hopkins: Examining Archaeological Objects.
In this course, we examine artifacts from the Johns Hopkins Archaeological Museum in order to learn about the role of materials such as ceramics, metal, glass, faience and stone in the history, art and culture of the ancient world. We will visit local artists' studios to understand how these materials are utilized today, and examine comparative examples in local art museums. Students will work hands on with artifacts each day.
Instructor(s): S. Balachandran.

AS.389.130. Mini Course: Conservation, An Introduction to Technical Art History.
Look through the eyes of a conservator and learn how to answer historical questions by analyzing the physical nature of works of art. Objects examined will include paintings, sculpture and works on paper from the collection of the Baltimore Museum of Art. Class meets 4 times, on February 7, 14, 21 and 28, at the BMA. Syllabus and organizational meeting at JHU on Thursday, January 31, 5:30pm.
Instructor(s): T. Primeau
Area: Humanities.

AS.389.171. B'More: Exhibits in Focus.
Please note, class will meet Saturday, Jan. 23 in the event of inclement weather. This course is for freshmen ONLY. Field-trip based class considers significant regional exhibits against the background of exhibitions that transformed interpretive approaches in history, art, and science museums.
Prerequisites: Students may enroll in one B'More course only.
AS.371.188 OR AS.371.189 OR AS.271.119 OR AS.100.285 OR AS.140.318 OR AS.300.100 OR AS.360.108 OR AS.360.122
Instructor(s): J. Kingsley
Area: Humanities, Social and Behavioral Sciences.

AS.389.172. City on Display.
Baltimore is a city full of museums, both traditional and innovative. What do these institutions have to say about the city they call home? How do their choices of exhibits, artifacts, and descriptions combine to create a unique version of history? In this course, we will visit several Baltimore museums in order to learn the ways in which museums can tell stories of a city's industries, cultures, and people.
Instructor(s): J. Kingsley
Area: Humanities.

Explore the world of books in early Baltimore through the lens of Homewood Museum and the Carroll Family. Take a closer look at papers, printing, bookbinding and bookplates and try your hand at papermaking and printing techniques. Discover the offerings of local printers and booksellers through primary sources, and how books were available to those who could not otherwise afford them, through the Library Company of Baltimore (1797) whose collections are now part of the holdings of JHU's George Peabody Library.
Instructor(s): C. Arthur
Area: Humanities.

A hands-on introduction to rare books and manuscripts from ancient Mesopotamia to the Industrial Era, crossing the disciplines of science and technology, art, religion, politics and literature-- using the rare books and manuscripts of the Sheridan Libraries. Special emphasis is paid to the Printing Revolution of the 15th and 16th centuries, when books first emerged as a core element of material culture.
Instructor(s): E. Havens
Area: Humanities.

AS.389.201. Introduction to the Museum: Past and Present.
This course surveys museums, from their origins to their most contemporary forms, in the context of broader historical, intellectual, and cultural trends. Anthropology, art, history, and science museums are considered.
Instructor(s): J. Kingsley
Area: Humanities, Social and Behavioral Sciences.

This course considers the practical, political, and ethical challenges facing museums today, including the impact of technology and globalization, economic pressures, and debates over the ownership and interpretation of culture.
Instructor(s): E. Rodini
Area: Humanities, Social and Behavioral Sciences.
AS.389.205. Examining Archaeological Objects.
This course considers the role of materials in the production, study and interpretation of objects by examining artifacts from the Johns Hopkins Archaeological Museum. Students will consider materials such as ceramics, stone, metal, glass, wood and textiles, and visit artists’ studios to gain an understanding of historical manufacturing processes. M&S practicum course. Cross-listed with Archaeology, Near Eastern Studies, Classics, and History of Art.
Instructor(s): S. Balachandran
Area: Humanities.

Intersession Abroad Program. The course examines the museums of Paris, in situ, with a special emphasis on the creation of cultural memory.
Instructor(s): E. Maloney
meets 1:30 - 3:50 except for days with field trips.
Area: Humanities.

AS.389.250. Conservation of Material Culture: Art, Artifacts and Heritage Sites. 3 Credits.
Alongside specialists in area museums, we explore the conservation of material culture in various media. Topics include manufacturing methods and material degradation as well as conservation treatments, science, and ethics. Cross-listed with History of Art.
Instructor(s): L. Trusheim
Area: Humanities.

Students explore early American life related to the region and the Carroll family of Homewood. Primary research and object study culminate in student-curated thematic exhibition. Optional intersession practicum experience is also possible. For more on exhibit theme, contact instructor. M&S practicum course.
Instructor(s): C. Arthur
Area: Humanities.

Part public history, part introduction to museum practices, this hands-on course explores how heritage areas and museums serve communities through interpretation. Each year, students partner with a community to develop research-based, visitor-centered interpretive material, in consultation with art historians, archaeologists, art conservators, and materials scientists to recreate Greek manufacturing processes.
Instructor(s): S. Balachandran
Area: Humanities.

AS.389.279. Examining Archaeological Objects.
This course considers the role of materials in the production, study and interpretation of objects by examining artifacts from the Johns Hopkins Archaeological Museum. Students will consider materials such as ceramics, stone, metal, glass, wood and textiles, and visit artists’ studios to gain an understanding of historical manufacturing processes. M&S practicum course. Cross-listed with Archaeology, Near Eastern Studies, Classics, and History of Art.
Instructor(s): S. Balachandran
Area: Humanities.

JHU pioneered the concept of the modern research university in the United States, but what does that mean for the everyday experiences of its students, faculty, staff and friends? Excavate the history of this place through the things collected, made and used here since the university’s founding in 1876. Students research the material culture of Hopkins and present their findings on an interactive website: collectionsweb.jhu.edu. Course includes digital media labs. Cross-listed with History and History of Science. M&S practicum course.
Instructor(s): J. Kingsley
Area: Humanities, Social and Behavioral Sciences.

AS.389.302. The Virtual Museum.
Course draws on both classic readings in material culture and emerging theories of the digital to consider how the internet has changed objects and the institutions that collect, preserve, display and interpret them. Students will contribute to an established virtual museum and create their own.
Instructor(s): J. Kingsley
Area: Humanities.

AS.389.320. Photographs on the Edge: Ara Güler in Archives of the Smithsonian’s Freer and Sackler Galleries.
Work as a curator alongside Smithsonian staff, researching the work of Turkish photographer Ara Güler to develop an exhibit that considers relationships between the history of photography, archives and the museum. Class will travel several times to the Freer and Sackler Galleries in Washington D.C. M&S practicum course.
Instructor(s): N. Micklewright
Area: Humanities, Social and Behavioral Sciences.

AS.389.321. GhostFood: Curatorial Practicum with the Contemporary.
Students work with Baltimore’s Contemporary and NYC artist Miriam Simun on GhostFood, a project using art to engage important questions concerning the environment, climate change, and the politics of food.
Instructor Permission. Contact erodini@jhu.edu for enrollment approval. M&S practicum course.
Instructor(s): D. Haggag
Area: Humanities.

AS.389.335. Recreating Ancient Greek Ceramics. 4 Credits.
This hands-on course in experimental archaeology brings together undergraduate and graduate students across disciplines to study the making of Athenian vases. Students work closely with expert ceramic artists, and in consultation with art historians, archaeologists, art conservators, and materials scientists to recreate Greek manufacturing processes.
Instructor(s): S. Balachandran
Area: Humanities.

The course examines recent controversies in the conservation of major global art works and sites, raising questions concerning the basic theoretical assumptions, practical methods and ethical implications of art conservation. Cross-Listed with History of Art and Anthropology.
Instructor(s): S. Balachandran
Area: Humanities.

AS.389.349. Art, Museums and the Law.
The course encourages students to consider how artistic processes and cultural institutions are shaped by legal principles and vice versa. The interplay between art, museums and the law will be explored from historical, cultural and legal perspectives using a variety of source material.
Instructor(s): W. Lehmann
Area: Humanities.

AS.389.350. Staging Suburbia with the Jewish Museum of Maryland-Community Based Learning.
Work as a public historian alongside Jewish Museum of Maryland curators and staff, researching primary documents and artifacts to develop an exhibition about Baltimore’s Jewish suburbs. The show will travel throughout Baltimore. M&S practicum course. Cross-listed with History and Jewish Studies.
Area: Humanities, Social and Behavioral Sciences.
Explores the material culture of knowledge through transformations in the technologies and arts of communication, taught entirely from rare books, manuscripts, and artifacts in JHU libraries and museum collections.
Instructor(s): E. Havens
Area: Humanities.

Students work with BMA collection and staff to develop and organize an exhibition of artists' books. Various aspects of museum work are explored, including research, interpretation, presentation, programming, and marketing. M&S practicum course.
Instructor(s): R. Hoisington
Area: Humanities.

AS.389.355. Literary Culture in the Nineteenth-Century Library.
What did people actually read in the nineteenth century? What can we learn from their books and magazines? In this class, we read nineteenth-century English and American literary works and examine nineteenth-century literary objects from the collection of the George Peabody Library, to better understand the cultural and material environments within which literary works circulated. Featured writers include Edgar Allan Poe, Charles Dickens, Harriet Beecher Stowe, Emily Dickinson, Mark Twain, Stephen Crane. Several field trips to the Peabody Library throughout the semester.
Instructor(s): G. Dean
Area: Humanities.

Explore the material culture of "wonder" from the Renaissance to the Enlightenment in literature, science, and art, with Hopkins' rare book collections and the Walters Art Museum. M&S practicum course.
Instructor(s): E. Havens
Area: Humanities.

This interdisciplinary course will explore the institutional, cultural, artistic and architectural history of St. Peter's and the Vatican Museum and Library from Antiquity through the Renaissance, up to the present day. Class meets in the Dick Macksey Seminar Room of the Brody Learning Commons. Cross-listed with History.
Instructor(s): E. Havens
Area: Humanities.

AS.389.359. Literary Archive.
This course invites students to grapple with the theory and practice of building literary archives in 19th- and 20th-century American culture. For the final project students will work collaboratively to build a digital archive and exhibit of selected materials from the JHU rare book and manuscript collections. Meets in Special Collections. Cross-listed with English. M&S practicum course.
Instructor(s): G. Dean
Area: Humanities.

AS.389.360. American Literature on Display.
Focusing on late 19th and early 20th c American literature, course examines representations of "display" within different literary genres and track how display simultaneously shapes print culture and social concerns of the period. Course culminates in the creation of a student-curated digital exhibit using archival and rare book materials to contextualize the work of the journalist, poet and fiction writer Stephen Crane. M&S practicum course.
Instructor(s): G. Dean
Area: Humanities.

Students explore early American life relating to the region and Homewood House. Primary research, object study culminate in exhibit focused on trades and crafts, training and work practices. M&S practicum course. Meets at Homewood Museum. Cross-listed with History.
Instructor(s): C. Arthur
Area: Humanities.

AS.389.369. Encountering the Art of East Asia: Museum Display, Theory and Practice.
Students reconsider the exhibition and interpretation of East Asian Art at the Walters Art Museum, developing a pilot installation to suggest a new permanent display. M&S Practicum Course. Class meets at the Walters Art Museum (extended time to allow for travel). Cross-listed with East Asian Studies.
Instructor(s): R. Mintz
Area: Humanities.

Hopkins curatorial staff and photography instructor introduce the concept of books as art. Students create artist's books inspired by campus collections for inclusion in an Evergreen exhibition. FIRST CLASS IS MANDATORY. M&S practicum course. Cross-listed with Homewood Art Workshops.
Instructor(s): J. Abbott; P. Berger
Area: Humanities.

This course examines zoos and living collections from historical and contemporary perspectives, taking into account the potentially conflicting role of zoos as conservation organizations, educational institutions, and entertainment venues. The class culminates in the creation of conservation education content for Baltimore City elementary school children. M&S practicum course.
Instructor(s): L. Finkelstein
Area: Humanities.

AS.389.373. Encountering the Art of South Asia: Museum Display, Theory and Practice.
Students reconsider the exhibition and interpretation of South Asian Art at the Walters Art Museum to suggest a new permanent display. Class meets at the Walters Art Museum. M&S practicum course.
Instructor(s): R. Brown; R. Mintz
Area: Humanities.
Do museums have a social responsibility? What roles should they play in their communities? Should they be agents of social change or social justice? This course explores the ways in which museums engage with local communities. Students work in partnership with a specific museum to develop an original and fundable proposal as a response to protests in Baltimore in the wake of the death of Freddie Gray. Field trips and guest speakers will be a key feature of the course. M&S practicum course. CBL course. Cross-listed with Sociology.
Instructor(s): E. Maloney
Area: Humanities.

Course examines practices of collecting, display and preservation beyond the western museum tradition, focusing on how these practices reflect and construct political, historical, ethnic and nationalist narratives. Counts towards the international studies major. Cross-listed with Anthropology.
Instructor(s): E. Rodini; S. Balachandran
Area: Humanities, Social and Behavioral Sciences.

AS.389.390. Library / Laboratory.
This interdisciplinary and project-driven class investigates the library as a site of experimentation and an expression of different knowledge regimes. Material includes literary treatments of the library, historical and critical readings, guest lectures, rare materials from special collections and field work.
Instructor(s): G. Dean
Area: Humanities.

AS.389.440. Who Owns Culture?.
This seminar explores the complicated, often explosive concept of cultural property, including questions surrounding the ownership, preservation, and interpretation of artifacts, monuments, heritage sites, and living traditions. Cross-listed with Anthropology and History of Art.
Instructor(s): E. Rodini
Area: Humanities, Social and Behavioral Sciences.

AS.389.450. Readings in Material Culture.
Objects, things, "stuff"- this seminar will pursue classic texts and emerging methodologies to explore the myriad ways materials and materiality have been theorized across disciplines. For graduate/advanced undergraduate students.
Instructor(s): E. Rodini; R. Brown
Area: Humanities.

AS.389.460. Inventing the Middle Ages from the Renaissance to Today.
Investigate the history of the collection, interpretation and display of medieval art by nations, museums and private collectors. Topics range from antiquarian interest to conception of medieval sculpture as "primitive", from the use of medieval objects in nationalistic displays and from early American museums such as the Cloisters in NY to current exhibits such as the Walters. Cross-listed with History and History of Art.
Instructor(s): J. Kingsley
Area: Humanities.

Instructor(s): E. Rodini.

Instructor(s): E. Rodini.

Instructor(s): E. Rodini.

Instructor(s): J. Kingsley.

AS.389.521. Capstone in Museums and Society.
The Capstone allows students to develop and carry out their own, hands-on research project in a museum, collection, archive, or other living resource. Final projects must involve some form of public presentation (exhibition, lecture, poster, web-based, etc.) and a work of self-reflection (journal, brief paper, blog, or other). Projects must be approved and overseen by a supervising faculty member and approved by the Program’s Director, in keeping with the University’s Independent Work Policy. Instructor permission required.
Instructor(s): E. Rodini; J. Kingsley
Area: Humanities.

The Capstone allows students to develop and carry out their own, hands-on research project in a museum, collection, archive, or other living resource. Final projects must involve some form of public presentation (exhibition, poster, web-based, etc.) and a work of self-reflection (journal, brief paper, blog, or other). Projects must be approved and overseen by a supervising faculty member and approved by the Program’s Director, in keeping with the University’s Independent Work Policy.
Prerequisites: AS.389.201;Prereq or coreq AS.389.202
Instructor(s): E. Rodini; J. Kingsley
Area: Humanities, Social and Behavioral Sciences.


Instructor(s): E. Rodini.

AS.389.650. Readings in Material Culture.
Objects, things, "stuff"- this seminar will pursue classic texts and emerging methodologies to explore the myriad ways materials and materiality have been theorized across disciplines. For graduate/advanced undergraduate students.
Instructor(s): E. Rodini; R. Brown
Area: Humanities.

Cross Listed Courses

History of Art
AS.010.192. Move over Michelangelo: Renaissance Sculpture in Northern Italy.
Michelangelo’s heroic figure has dominated our conception of Renaissance sculpture, but outside of Florence & Rome, a princely aesthetic for small, intimate, tactile works dominated. We will explore the alternate paradigms for the figure and sculpture in the North, centering around Padua, Mantua, and Venice. The course is built around the collection at the Walters Art Museum, from which students will choose an object as the subject of a semester-long research project. We also take advantage of MICA to visit a bronze workshop, and will visit the Antico exhibition in NY at the Frick. Dean’s Teaching Fellowship.
Instructor(s): L. Blom
Area: Humanities.

AS.010.275. Impressionism: Cone Collection.
Cross-listed with History of Art. This course offers an introduction to the Cone Collection, a world-class selection of impressionist and post-impressionist paintings acquired by two sisters. We will explore the development of radical new painting styles in tandem with the evolution of collecting and display practices that emerged in Baltimore and in Paris at the turn of the century. Visits to the Walters, the BMA, and the Sheridan Rare Book Collection will supplement our study of Monet, Cezanne, Matisse, and more.
Instructor(s): K. Johnson
Area: Humanities.

AS.010.305. Global Modern Art: Africa, Asia, the Pacific and the Americas.
Artists around the world grappled with the modern, working through local concerns and struggles but continually engaged with counterparts in Europe, North America, and across the "global South." This course will introduce art, artists, movements, and institutions of modernism from approximately 1880 to the present and from outside of the northern Atlantic while critically examining the very notion of "global modernism."
Instructor(s): R. Brown
Area: Humanities.

The development of archaeology in the Middle East - its history of explorers, diplomats, missionaries and gentlemen-scholars - profoundly shaped the modern world, from the creation of new museums and the antiquities market to international relations and terrorism.
Instructor(s): M. Feldman
Area: Humanities.

AS.010.310. The ‘Long Sixties’ in Europe.
Emphasis will be on advanced artistic practice primarily in France, Italy, the Benelux, and German-speaking countries; students will curate an exhibition of avant-garde journals from the Sheridan Libraries.
Instructor(s): M. Warnock
Area: Humanities.

AS.010.311. Japanese Print Culture and Western Collecting.
The first half of this seminar will examine issues in Japanese print culture, especially the development and circulation of ukiyo-e prints, during the Edo and Meiji periods (1615-1912). Topics will include technological innovations, the role of publishers, censorship, and prints as didactic objects. The second half of the course will explore the popularity of Japanese prints in the West, including their impact on japonisme and incorporation into Western collections Cross-list with East Asian Studies
Instructor(s): H. Snow
Area: Humanities.

AS.010.312. Surrealism.
Topics include: art and the unconscious; “psychic automatism” and its implications for theories of medium, genre, and composition; objects, journals, and exhibitions. Visits to Special Collections and the BMA. Students will curate and install an exhibition of Surrealist journals from MSEL Special Collections, to open in April 2014.
Instructor(s): M. Warnock
Area: Humanities.

AS.010.334. Problems in Ancient American Art.
Selected topics which may include collecting the pre-Columbian past and connoisseurship, the formation of national museums, post-Columbian appropriations. Collections study in museums. May also be used toward credit for the Archaeology major. Cross-listed with PLAS
Program in Museums and Society
Instructor(s): L. DeLeonardis
Area: Humanities.

AS.010.424. Collecting Roman Art: From Antiquity to Present.
A survey of the most important collections of Greek and Roman sculpture, from the late-Republican age through the Middle Ages and the Renaissance, until the creation of the main museums in Europe and in the United States.
Instructor(s): P. Tucci
Area: Humanities.

AS.010.666. Exhibiting the Other.
Despite challenges to museum practices in the 1970s and 1980s, the approach to displaying the art and visual culture of regions and periods outside of the European and North American mainstream remains caught between scholarly theorizing and demands for the commodification of the exotic. The ongoing exclusionary logic of collecting and display practices and the shrinking budgets for museums undermine efforts to rethink and challenge longstanding institutionalized patterns. In this seminar we will assess the politics, theory, and practice of displaying what still operates as the "other", reading across art history, museum studies, politics, and anthropology.
Open to senior undergraduates with permission of instructor. Cross-listed with Political Science and Programs in Museums and Society
Instructor(s): R. Brown.

Classics

AS.040.119. The World of Pompeii.
This course will focus on the history and archaeology of Pompeii. Close attention will also be paid to the reception of Pompeian materials in European and American culture. Cross-listed with History of Art and the Program in Museums and Society.
Instructor(s): H. Valladares
Area: Humanities.

This seminar investigates the Eastern Mediterranean as a space of intense cultural interaction in the Late Bronze Age, exploring how people, ideas, and things not only came into contact but deeply influenced one another through maritime trade, art, politics, etc. In addition to class discussion, we will work hands-on with artifacts from the JHU Archaeological Museum, focusing on material from Cyprus.
Instructor(s): E. Anderson
Area: Humanities.

AS.040.235. Past is Present: Cultural Heritage and Global Interactions.
The uncovering, collection and valuation of the archaeological past is deeply embroiled in global interactions - diplomatic, economic, cultural. We examine the complex role of cultural heritage through consideration of case studies and analytic approaches. Frequent visits to area museums.
Instructor(s): E. Anderson
Area: Humanities.
Anthropology

AS.130.334. Egyptian Funerary Arts in the Archaeological Museum.
This class will aim to cover the production and choice of funerary objects for Egyptian elite tombs in several eras of antiquity: the Middle and New Kingdoms, the Third Intermediate Period, and the Late Periods. Students will work with specific objects after learning generally about them, and they will carry out analyses of materials, pigments, construction methods, and erosion and degradation effects. They will create a virtual exhibition for the Museum’s website and present their results for inclusion in the museum cataloguing project.
Instructor(s): B. Bryan; S. Balachandran
Area: Humanities.

History

AS.140.320. Modernity on Display: Technology and Ideology in the Era of World War II.
Seminar focuses on ideological at World’s Fairs over technological modernity with special emphasis upon World War II and the Cold War.
Instructor(s): A. Molella; R. Kargon
Area: Humanities, Social and Behavioral Sciences.

AS.140.359. Museums and Globalization.
Examines how museums are linked to wider national, cultural, communities, and mobilize resources to address political, economic and social concerns and questions of heritage. Jointly with Case Western Reserve University. Cross-listed with Program in Museums & Society.
Instructor(s): R. Kargon
Area: Humanities, Social and Behavioral Sciences.

AS.140.372. Science on Display.
History of collecting, exhibiting and interpreting science and technology, from Renaissance cabinets of curiosity to modern world’s fairs, zoos, aquariums, films and science centers. Students will present their own exhibits as dioramas, web sites, documentaries or other formats. Cross-listed with Program in Museums and Society
Instructor(s): S. Leslie
Area: Humanities, Social and Behavioral Sciences.

Near Eastern Studies

This course investigates Egyptian votive objects made as gifts to the Gods. Students will learn about Egyptian religious practices and study groups of objects in the Archaeological Museum to learn to identify how they were produced, when, and for what functions. Physical analyses of the objects will be part of the class and facilitated by museum staff.
Instructor(s): B. Bryan
Area: Humanities.

AS.130.334. Egyptian Funerary Arts in the Archaeological Museum.
This class will aim to cover the production and choice of funerary objects for Egyptian elite tombs in several eras of antiquity: the Middle and New Kingdoms, the Third Intermediate Period, and the Late Periods. Students will work with specific objects after learning generally about them, and they will carry out analyses of materials, pigments, construction methods, and erosion and degradation effects. They will create a virtual exhibition for the Museum’s website and present their results for inclusion in the museum cataloguing project.
Instructor(s): B. Bryan; S. Balachandran
Area: Humanities.

History

Who was Ira Remsen and why is he interred in the building bearing his name? Was the School of Medicine’s best surgeon really a life-long drug addict? This freshman seminar will explore the history of our university since its founding in 1876, including its schools of medicine, public health, nursing, the Applied Physics Laboratory and SAIS. We’ll look carefully at the archives and develop a thematic class exhibit. Research and writing intensive.
Instructor(s): S. Leslie
Area: Humanities, Social and Behavioral Sciences.

AS.140.300. Science on Display.
History of collecting, exhibiting and interpreting science and technology, from Renaissance cabinets of curiosity to modern world’s fairs, zoos, aquariums, films and science centers. Students will present their own exhibits as dioramas, web sites, documentaries or other formats. Cross-listed with Program in Museums and Society
Instructor(s): S. Leslie
Area: Humanities, Social and Behavioral Sciences.

AS.140.359. Museums and Globalization.
Examines how museums are linked to wider national, cultural, communities, and mobilize resources to address political, economic and social concerns and questions of heritage. Jointly with Case Western Reserve University. Cross-listed with Program in Museums & Society.
Instructor(s): R. Kargon
Area: Humanities, Social and Behavioral Sciences.

AS.140.372. Science on Display.
History of collecting, exhibiting and interpreting science and technology, from Renaissance cabinets of curiosity to modern world’s fairs, zoos, aquariums, films and science centers. Students will present their own exhibits as dioramas, web sites, documentaries or other formats. Cross-listed with Program in Museums and Society
Instructor(s): S. Leslie
Area: Humanities, Social and Behavioral Sciences.
Center for Africana Studies

This course will explore major topics in 20th century Baltimore history, using local newspapers and the archival collections of the Baltimore Afro American Newspaper.
Instructor(s): M. Hinderer
Area: Humanities, Social and Behavioral Sciences.

Music

The Peabody Institute of The Johns Hopkins University is an internationally acclaimed music conservatory. The Peabody campus, located at historic Mount Vernon Place, is on the university shuttle bus route between Homewood campus and the medical institutions in East Baltimore. Faculty of the Peabody Institute offer some classes on the Homewood campus that are open to all undergraduates.

Qualified Hopkins undergraduates may, for no extra charge, register for classes in music history, music theory, music education, recording techniques, and computer music offered on the Peabody campus. There are also limited opportunities to take private lessons and participate in ensembles.

Concerts

Homewood students are welcome to attend Peabody’s many concerts and are entitled to student prices for most concerts, provided they present their Hopkins ID and pick up the ticket during daytime Box Office hours, Monday through Friday, 10 a.m. to 4 p.m. Declared music minors can receive complimentary tickets to select concerts. The Box Office is in the lower level of the Grand Arcade in the Conservatory building; call 410-234-4800.

Private Lessons

Private lessons are available to students at varying levels of accomplishment on a musical instrument.

• Half-hour or hour lessons are offered for credit in the Peabody Conservatory for the intermediate to advanced musician.

• Non-credit lessons are available in the Peabody Preparatory, space permitting.

The annual registration fee will be waived for all JHU students. School of Arts and Sciences and Engineering students are eligible to receive a cross-registration discount of 25 percent for Preparatory lessons by obtaining a cross-registration form from their division each semester.

Students wishing to take advantage of this opportunity should consult the Peabody Conservatory and/or Preparatory catalogs for more information.

Auditions for lesson assignments at the intermediate or advanced level take place at the beginning of each term. Students wishing to audition should contact the Peabody Registrar’s Office, 410-234-4578, for information. Hopkins students may arrange for instrumental practice facilities through the Homewood Office of Student Activities, 410-516-8209.

Ensemble Membership

Membership in the Hopkins Symphony Orchestra, the Johns Hopkins University Band, and the Hopkins Glee Club, all of which rehearse and perform on the Homewood campus, is open to all university students.
Membership in the Hopkins Symphony Orchestra is by audition on a space-available basis. Seating is limited, especially in the winds. Contact the HSO Office in Shriver Hall at 410-516-6542 for audition information, which can also be found online at http://www.jhu.edu/jhso/about/audition_info.html.

Participation in the Peabody-Hopkins Chorus and Peabody Singers is open to all university students upon completion of a satisfactory audition. Please contact Senior Ensemble Coordinator Paul Faatz at pfaatz1@peabody.jhu.edu if you wish to schedule an audition or would like additional information.

Advanced instrumentalists who wish to be considered for membership in Peabody’s large instrumental ensembles—the Peabody Symphony Orchestra, Peabody Concert Orchestra, Peabody Wind Ensemble, Peabody Camerata (contemporary music), Peabody Improvisation and Multimedia Ensemble, and Peabody Jazz Orchestra—are welcome to take part in the placement audition process which takes place each fall during the week prior to Peabody’s registration process. In order to be given an audition slot, instrumentalists must be taking private minor lessons with a Peabody instructor, and that instructor must inform the Peabody Ensemble Office that they’ve evaluated the player’s ability to be on par with that of the student’s peers at Peabody. Occasional exceptions to this policy have been made for players of instruments which are uncommon or currently under-represented at Peabody. Due to the fact that each of the instrumental ensembles can accommodate only a certain number of players of each instrument, placement into these ensembles is made on a space-available basis, with priority given to Peabody instrumental majors for whom participation in large ensembles is a degree requirement.

Please direct any questions regarding participation in Peabody’s large ensemble program to Senior Ensemble Coordinator Paul Faatz at pfaatz1@peabody.jhu.edu.

http://www.peabody.jhu.edu/conservatory/homewood/

**Minor in Music**

The School of Arts and Sciences offers a music minor to students majoring in other fields. The minor is intended for students who have some training and background in music and wish to pursue their interest in a systematic way without getting their degree in the field. It consists of a selection of music courses, including music history, music theory, ensembles, and/or lessons at Peabody. Students must earn a grade of C- or better in all courses applied towards the minor and courses can not be taken satisfactory/unsatisfactory.

**Requirements for the Music Minor**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.376.231</td>
<td>Western Classical Music</td>
<td>3</td>
</tr>
<tr>
<td>AS.376.211</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>AS.376.221</td>
<td>Musicianship I</td>
<td>2</td>
</tr>
<tr>
<td>AS.376.212</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>AS.376.222</td>
<td>Musicianship II</td>
<td>2</td>
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One additional music theory III course:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.376.214</td>
<td>Music Theory III - Formal Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AS.376.215</td>
<td>Music Theory III - Twentieth Century Music</td>
<td>3</td>
</tr>
<tr>
<td>AS.376.216</td>
<td>Theory III - Counterpoint</td>
<td>2</td>
</tr>
<tr>
<td>AS.376.217</td>
<td>Music Theory III - Song</td>
<td>2</td>
</tr>
<tr>
<td>AS.376.258</td>
<td>Jazz Improvisation and Theory</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>One music history course at any level</td>
<td>3</td>
</tr>
<tr>
<td>One 300- or 400-level music history course</td>
<td>3</td>
</tr>
<tr>
<td>Applied music experience (lessons/ensembles) *</td>
<td>0-2</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>22-24</td>
</tr>
</tbody>
</table>

* Two semesters of lessons or ensembles with the approval of minor advisor.

**Applied Music Experience**

Since the study of music should always take place in the context of practical music making, students completing the minor in music must participate in an applied music experience for at least two semesters. Students must select an applied music experience in consultation with their advisor, who will approve the applied music experience. These experiences are not required to be for academic credit. Most students will select either private instrument lessons at Peabody or participation in an ensemble at Peabody or on the Homewood campus.

For current faculty and contact information go to http://www.peabody.jhu.edu/about/people/

**Faculty**

**Peabody Faculty on Homewood Campus**

Richard Giarusso  
Department of Musicology: 19th- and 20th-century music, German song, Wagner, Mahler, English music, music appreciation.

Sharon Gail Levy  
Department of Music Theory: Piano literature 1750–1950, music analysis, baroque counterpoint, music appreciation.

David Smooke  
Department of Music Theory: Song Analysis, Theories of Rhythm, Popular Music.

Stephen Stone  
Department of Music Theory: music theory courses. Advisor for the minor in music theory.

Andrew Talle  
Department of Musicology: J.S. Bach, German music, 18th- and 19th-century music, music appreciation.

Elizabeth D. Tolbert  
Department of Musicology: expressive culture and intercultural aesthetics, performance, gender, ritual, ethnomusicology, music and language.

Susan Forscher Weiss  
Department of Musicology (joint appointment in Romance Languages and Literatures): medieval and Renaissance music, social history, performance practice, history of instruments.

**Peabody Adjunct Faculty**

Samuel Burt  
Adjunct Music Faculty

Faye Chiao  
Adjunct Theory Faculty

John Crouch
Adjunct Theory Faculty
Travis Hardaway
Adjunct Theory Faculty
Ian Sims
Adjunct Jazz Faculty
Andrew Stella
Adjunct Recording Arts Faculty

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

**AS.376.111. Rudiments of Music Theory and Musicianship.**
This course introduces written and aural music fundamentals including notation, scales, intervals, chords, rhythm, meter and sight-singing. Students will compose melodies and short pieces and complete listening projects. Course does not count towards the completion of the minor.
Instructor(s): L. Perry; M. Janello; Staff.

**AS.376.137. Music and Nazi Germany.**
This course will explore the ways in which music, as a major pillar of German culture, was used as a tool by the Nazi regime to legitimize and maintain their power. Furthermore, the class will cover the ways in which music was used by persecuted peoples as resistance in Germany, abroad, and within Nazi concentration camps.
Area: Humanities.

**AS.376.140. Digital Sound Art.**
Users of personal computers may have overlooked the potential of these machines as unique, non-imitative musical instruments. This course combines a historical overview of electronic music with a workshop environment for creative exploration. Participants will study the history of electronic music, then use freeware for recording, editing, altering, and layering sounds to create personal, idiomatic (non-pop) works of sound art. Computers are available; participants are welcome to bring a laptop computer if they prefer.
Instructor(s): M. Lackey
Area: Humanities.

**AS.376.142. Dylan, Motown and the Beatles.**
Marked by social and political unrest, the 1960s was one of the most dramatic decades in American history. Popular music became a significant vehicle for social and political commentary, and played an important role in shaping the legacy of this controversial decade. In this course we will explore 1960s popular music through structured listening, critical readings and guided discussion, with the aim of gaining a better understanding of 1960s popular music and its connections to the complexities of this pivotal decade.
Instructor(s): M. Rickelton
Area: Humanities.

**AS.376.155. Tunes for Toons.**
For many people, a first introduction to “classical” music came from watching cartoons. This course seeks to re-trace this influence by exploring the use of musical works in classic cartoons by Warner Brothers and Disney. The course is intended to introduce, (and ideally foster an appreciation for) some of the great pieces within the classical Western musical canon. We will take a more in-depth look at musical works to see how they are used (or spoofed!) in classic cartoons.
Instructor(s): F. Chiao
Area: Humanities.

**AS.376.162. American Music Since 1950.**
American music in the latter half of the twentieth century splintered into a collection of forms as diverse as the people making them. This course will explore jazz, folk, rock, hip-hop, film and art music through structured listenings, critical readings and guided discussion, with the aim of finding a common thread.
Instructor(s): M. Rickelton
Area: Humanities.

**AS.376.171. Introduction to Music Cognition.**
This course will be an introductory course to the interdisciplinary field of music cognition. We will discuss music perception and aesthetics from psychological, analytical, social, and biological perspectives. Topics to be covered include the evolutionary basis of music, understanding parameters of music such as rhythm, pitch, and form, music and emotion, music and the body, musical ability and cognitive processes, and finally music and the brain.
Instructor(s): K. Barrett
Area: Humanities, Social and Behavioral Sciences.

**AS.376.211. Music Theory I.**
Introduction to basic principles of tonal music through listening, analysis and music making. Students study melody, harmony, voice leading, figured bass and dissonance treatment, and will also undertake short composition projects. Must have taken the qualifying examination or AS.376.111. Recommended to be taken concurrently with AS.376.221.
Instructor(s): M. Janello; N. Draper.

**AS.376.212. Music Theory II.**
This course continues the written and aural work of the previous course but focuses on chromatic harmony while continuing the study of melody, counterpoint and figured bass. Prerequisite: Music Theory and Musicianship I (AS.376.211). Recommended to be taken with AS.376.222, Musicianship II.
Instructor(s): S. Stone.

**AS.376.214. Music Theory III - Formal Analysis.**
An examination of the musical forms of the Common Practice Period and the logic of their structures. Forms studied will include variation, binary, rounded binary, ternary, rondo, sonata-allegro, and sonata-rondo. Recommended Course Background: AS.376.212
Instructor(s): S. Stone.

**AS.376.215. Music Theory III - Twentieth Century Music.**
An exploration of the music and analytical tools of the twentieth century. Topics will include set analysis, serial techniques, exotic and synthetic scales, neo-tonality, and geometric proportions.
Recommended Course Background: AS.376.212
Instructor(s): S. Stone.

**AS.376.216. Theory III - Counterpoint.**
A study of contrapuntal music, emphasizing composition in both the sixteenth- and eighteenth-century styles as epitomized by Palestrina and Bach.
Instructor(s): S. Stone.
An examination of text-setting and song-writing in a variety of eras and styles. Topics will include art song, lieder, jazz standards, and pop tunes.
Instructor(s): M. Rickelton.

AS.376.221. Musicianship I.
Study in the basic skills of reading and hearing music. Recommended to be taken concurrently with AS.376.211, Music Theory I.
Instructor(s): K. Wile.

AS.376.222. Musicianship II.
Further studies in the basic skills of reading and hearing music. Recommended to be taken concurrently with AS.376.212, Music Theory II.
Instructor(s): K. Wile.

AS.376.231. Western Classical Music.
This course is an introduction to the rich tradition of Western "Classical" music. We will examine this music from a variety of perspectives, including: 1) its historical, intellectual, and cultural background; 2) the biographical background of its composers; 3) its stylistic context; and 4) analysis of the music itself. We will approach these perspectives through a variety of activities, such as lectures, readings, writing, exams and in-class discussion.
Instructor(s): R. Giarusso
Area: Humanities.

A survey of the stylistic features and social contexts of American popular music since the 1950s.
Instructor(s): D. Smooke; M. Rickelton
Area: Humanities.

AS.376.245. Introduction to Sound, Audio, and Recording Arts. 3 Credits.
In this course we will undertake a comprehensive survey of sound, audio and the related technology. While covering sound recording from an historical perspective, we'll touch on related material in physics, music, psychology and acoustics. In lab exercises and assignments, students will have the opportunity to learn in a hands-on environment as practical applications of the lecture material are explored. Assignments will include critical listening, in addition to basic recording, editing and mixing of audio. The course will culminate in a comprehensive final project.
Instructor(s): A. Stella
Area: Humanities.

AS.376.250. Introduction to Computer Music.
Introduction to Computer Music is an opportunity for people with no specialized training in music to explore electronic art music as a long-standing, if obscure, body of art, then to participate in creative work in the style. Participants will gain a heuristic understanding of forms of musical composition that operate outside the conventions of regular rhythm and harmony as they record and manipulate sound to sculpt it into original musical works. The lecture portion combines an historical overview of electronic music, rudiments of acoustics and musical perception, and instruction in compositional techniques and in using computers as creative musical tools. The laboratory portion, given at the Digital Media Center, serves as a workshop for creative exploration and for the completion of assigned creative projects including original works of digital sound art.
Instructor(s): S. Burt
Area: Humanities.

AS.376.252. Jazz History.
Survey, investigation, and study of jazz music and how it shaped American history from its origins to current times.
Instructor(s): I. Sims
Area: Humanities.

AS.376.258. Jazz Improvisation and Theory.
Study of the theory and practice of Jazz Improvisation. Must have taken the qualifying examination or AS.376.111.
Instructor(s): I. Sims.

A musical performance class and workshop in which we will explore many different aspects of and approaches to creative musical improvisation through readings, lectures, recordings, videos, and personal experience. The emphasis will be placed on free improvisation, without pre-set song forms, chord progressions or other pre-determined structures. Most improvising will be done in small sub-groupings of anywhere from 2 to 5 students who will take turns performing short improvised pieces for the rest of the class and will be followed up with open discussions about the effectiveness of musical choices made by the participants. Ear training exercises and game pieces, such as John Zorn's Cobra will be used to help students gain experience and build confidence improvising in this way. This course is open to any University student who plays an instrument or sings, and is interested in gaining experience with and knowledge about free improvisation.
Instructor(s): M. Formanek
Area: Humanities.

AS.376.303. Musical Theater from Aristophanes to Leonard Bernstein.
This course examines the birth of musical theatre from Greek tragedy through the liturgical and secular plays of the middle ages and Renaissance, to the classical and romantic sängspeli, operettas, and zarzuelas of the modern era, by such figures as Aristophanes, Adam de la Halle, Hildegard of Bingen, Angelo Poliziano, Juan del Encina, Wolfgang Amadeus Mozart, Gilbert and Sullivan, Ernesto Lecuona, Igor Stravinsky, and Kurt Weill. These will serve as a backdrop for a closer examination of the musicals of Jerome Kern, Cole Porter, George Gershwin, Irving Berlin, Richard Rodgers, Harold Arlen, Frank Loesser, Leonard Bernstein and others. In addition to studying and placing the works of these Broadway giants into a social, political, and economic context, we will study and perform from representative musicals and attend a performance at the Lyric Theatre. Student will be expected to write a capstone project.
Instructor(s): S. Weiss
Area: Humanities.

AS.376.308. Meet the Musician: Today's Classical Musician. 3 Credits.
Classical music in America is dead," Slate Magazine declared online in January 2014. In this seminar, students will learn that this art form is indeed alive and well. Peabody graduate students will perform solo and small ensemble works, present original research, and participate in open discussions about musical research, performance, professional challenges, and more. Homewood students will read articles on a weekly basis prior to the lecture-recitals. In response to each lecture-recital, students will write weekly reaction papers and prepare questions for the group discussion.
Instructor(s): M. Wertheimer
Area: Humanities
Writing Intensive.
This course explores the richness of our American musical heritage through a cultural lens. A wide breadth of musical genres will be discussed such as jazz, r&b, rock, rap, pop, country, spirituals, gospel, polka, folk, and classical, as well as the role of music in mass socio-political movements. A spotlight will be given to artists who have successfully crossed genres in their careers such as Winton Marsalis, Louis Moreau Gottschalk, William Grant Still, Scott Joplin, and Gunther Schuller, among others.
Instructor(s): L. Kafka
Area: Humanities.

What is “Jewish music,” and what roles has it played in global and Jewish cultures? This course will address these questions, considering genres and contexts of Jewish music from cantillation to klezmer and from art music to Yiddish cinema. Cross listed with Jewish Studies
Instructor(s): J. Walden
Area: Humanities, Social and Behavioral Sciences.

The varied repertoire of 20th-century opera offers a rewarding context for the study of the rich and complex relationship between music and text. In this course, we will study a select group of 20th-century operas and the source texts (plays, short stories, and poems) upon which they are based. We will consider the changes that occur in translating the texts from one genre to the other, along with ways in which each opera influences our understanding of the source, and vice versa. As part of this focused study, we will also gain a broader familiarity with the styles of some of the most important composers of the last century. Major works to be studied include Pelléas et Mélisande (Maeterlinck & Debussy), Wozzeck (Büchner & Berg), Peter Grimes (Crabbe & Britten), Death in Venice (Mann & Britten), and The Tempest (Shakespeare & Adès).
Instructor(s): R. Giarusso
Area: Humanities.

This course will explore some of the highlights of the 19th-century piano repertoire with a focus both on the composers’ specific musical choices and the expressive effects of those choices. Works will be drawn from such diverse possibilities as the sonatas of Beethoven and Schubert, the titled and character pieces of Schumann and Liszt, and the masterworks of Chopin and Brahms. Live demonstration as well as recorded performances will be used. We will also read and consider the views of other scholars and musicians on this repertoire, all in an attempt to answer, at least in part, the question of why this music is so beloved and thought so great by so many.
Instructor(s): S. Levy
Area: Humanities.

AS.376.351. Music and Literacy in Western Culture Before 1800.
This seminar examines the history of written music in the larger context of western textual culture before the modern era, applying ideas from the fields of book history and history of literacy to the study of music. We will examine the history of notation and consider issues of orality, literacy, and education as they relate to the composition, copying, circulation, and use of written music. Issues include: the role of written music in religious and political contexts, the distinction between “popular” and “learned” culture, and the effects of textual technologies (especially printing) on the circulation of music. Students will work with rare books and manuscripts in the University’s collections to examine these issues.
Instructor(s): E. Archibald
Area: Humanities.

AS.376.371. Topics in Music Cognition I.
What underlies our aesthetic response to music? How and why are we able to identify certain sounds as music? To what extent are music and natural language similar? What is it about music that evokes such powerful emotions such as happiness and sadness? What is unique to musical creativity? Examining such questions from cognitive science, neuroscience, psychology, and philosophical perspectives, this course explores relevant research and theory in the emerging domain of music perception and cognition. Students will complete a final research paper on the topic of their choice that integrates the course material.
Instructor(s): M. Lopez-Gonzalez
Area: Natural Sciences, Social and Behavioral Sciences.

AS.376.372. Introduction to Music Cognition II.
Continuing from Topics in Music Cognition I, this course explores further the similarities and differences between music and language, the effects of musical training on cognitive development, and the expressive power of music, with an introduction to music and its role in film. We will read relevant research and theory on these topics from cognitive science, neuroscience, psychology, musicology, and philosophical perspectives.
Instructor(s): M. Lopez-Gonzalez
Area: Natural Sciences, Social and Behavioral Sciences.

AS.376.404. History of Musical Instruments.
The history, technology, and performance of Western European musical instruments, their precursors, and their non-western counterparts, addressed by experts and explored on visits to historic collections.
Instructor(s): S. Weiss
Area: Humanities.

This course will examine the bi-cultural evolution of music in light of recent interdisciplinary research on the social bases of human cognitive evolution, and explore its implications for current debates in musicology, ethnomusicology, psychology of music, and human cognitive evolution.
Instructor(s): E. Tolbert
Area: Humanities.
**AS.376.415. Transnationalism and Globalization in World Music.**
How has the increase in the speed and spread of people, information, symbols, capital and commodities affected the kinds of music that are created and consumed both locally and globally? How does music contribute to discourses of authenticity, difference, and global homogeneity? How do we understand the meanings of music when local, culture-bound explanations are insufficient? How has the historical development of Western ideologies of music and art contributed to current forms of hegemonic control over music such as copyright law and the transnational music business? What have been the political, musical, ideological, and financial consequences of the development of “world music”? In this course we will address issues such as the above, with emphasis on an ethnomusicological approach to music in its transnational and global contexts.
Instructor(s): E. Refini
Area: Humanities.

**AS.376.428. 6 Mozart Operas. 3 Credits.**
Lotharios and lovers, Turkish pashas and harem girls, churlish masters and wily servants, enraged women, bird-catchers, Italian soldiers disguised as Albanians, a Cretan King, and the Queen of the Night. These characters and many others occupy the worlds created in the operas of Wolfgang Amadeus Mozart. This course focuses on six of Mozart’s most enduring operatic works: Idomeneo, The Abduction from the Seraglio, The Magic Flute, The Marriage of Figaro, Don Giovanni, and Così fan tutte. It explores the origins of the stories and characters of these operas, and the musical structures Mozart developed to convey these narratives in music, in the genres of opera seria, Singspiel, and opera buffa. In examining these operas, students will investigate Mozart’s collaborations with librettists, the singers and theatrical venues for which he composed, and the patrons and audiences he hoped to appeal to with these works. Discussions of each opera will also turn to their performance, considering documentation of their premieres and nineteenth-century revivals, and more recent stage and cinematic productions available on DVD and online by directors including Joseph Losey, Ingmar Bergman, Peter Sellars, Jonathan Miller, Robert Wilson, and Julie Taymor, as well as in the movie Amadeus, to compare how interpretations of the opera have differed over time and between directors.
Instructor(s): J. Walden
Area: Humanities
Writing Intensive.

**AS.376.502. Independent Study.**
Instructor(s): S. Stone.

**AS.376.505. Music Internship.**
Instructor(s): S. Stone.

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**Cross Listed Courses**

**German Romance Languages Literatures**

**AS.211.472. Barbers and countesses: conflict and change in the Figaro trilogy from the age of Mozart to the 20th century.**
2016 marks the bicentennial of Rossini’s irreverent masterwork The Barber of Seville, which premiered in Rome in February 1816. Thirty years earlier, in 1786, Mozart’s The Marriage of Figaro had opened in Vienna. The two operas, based on the first two plays of Beaumarchais’ controversial “Figaro trilogy”, stage conflicts of class and gender, challenging the assumptions of the aristocracy as well as the ludicrous pretentions of the raising bourgeoisie. The same themes inform the post-modern portrayal of the past in John Corigliano’s The Ghosts of Versailles (1991), which ideally completes the musical afterlife of the trilogy. By studying how the plays were adapted to the opera stage within their different cultural and historical contexts, the course will explore the representation of the ideological, social, and political turmoil that, eventually, culminated in the French Revolution. The course will also include field trips and screenings of movies such as Stanley Kubrick’s Barry Lyndon (1975) and Milos Forman’s Amadeus (1984). This course may be used to satisfy major requirements in both the French and Italian majors.
Instructor(s): E. Refini
Area: Humanities.

**AS.212.678. Guillaume de Machaut: exploring medieval authorship in the digital age.**
Using new websites devoted to the lyrics and music of Guillaume de Machaut, the foremost poet and composer of the 14th-century French royal court, this seminar will explore the role of music and literature during the Hundred Years War. Students will learn to use digital tools to view and analyze original illustrated musical manuscripts of Machaut’s work.
Instructor(s): T. Rose-Steel.

**AS.214.125. Freshman Seminar: Dangerous Liasons: Words and Music Through the Ages. 3 Credits.**
The seminar explores challenging questions with which men have been dealing for centuries: how do music and words interact? Do words have a priority on music or vice versa? Does music need words to be understood and interpreted? Are words filled with meaning by music? By addressing literary and philosophical writings, as well as musical examples from different periods and contexts, students will be led through a critical reconsideration of the topic. A variety of materials will be discussed, including genres as different as medieval songs, early modern madrigals, Romantic Lieder, opera, the American musical, and contemporary pop music. No musical skills required; strong doses of curiosity most welcome.
Instructor(s): E. Refini
Area: Humanities.
AS.214.333. Shakespeare on the Opera Stage.
From Rossini’s Otello to Cole Porter’s Kiss me Kate, from Verdi’s Macbeth to Leonard Bernstein’s West Side Story, the works of William Shakespeare have been an extraordinary source of inspiration for musical theatre. By exploring operatic adaptations of Shakespeare in different periods and contexts, this course will examine the ways in which composers and librettists have interpreted and reshaped the plays. The course, primarily focused on the 19th century Italian reception of Shakespeare and, in particular, on operas by Rossini and Verdi, will also consider the phenomenon within a broad transnational perspective up to include contemporary opera and musical.
Instructor(s): E. Refini
Area: Humanities.

The course will explore the notion of ‘voice’ in order to show how poetry, literature, philosophy, and music have been dealing with it throughout the ages. In particular, by focusing on classical figures such as the Sirens, Circe and Echo, as well as by considering the seminal discussions of the ‘voice’ in Plato and Aristotle, the course will address the gendered nature of the voice as a tool to seduce and manipulate the human mind. More specifically, the course will discuss the ways in which male and female voices embody different functions. Examples to be analyzed include texts by Dante, Petrarch, Ariosto, and Tasso. The course will also consider later rewritings of myths concerned with the voice such as Giuseppe Tomasi di Lampedusa’s The Siren and Italo Calvino’s A King Listens.
Instructor(s): E. Refini
Area: Humanities.

The course aims to outline the musical reception of Michelangelo’s poems from the 16th to the 21st century. Moving from a critical introduction to Michelangelo’s Rime, the course will address Michelangelo’s own ideas on music and the few musical settings of his poems by contemporary composers. The course will turn then to the Post-Romantic renaissance of Michelangelo’s myth as the context within which the main bulk of musical settings of the artist’s poems was produced. What did composers such as Wolf, Britten, Dallapiccola, Shostakovich and Reimann find in Michelangelo’s poetry? Through a close reading of the poems chosen by the composers, the course will explore the biographical, philosophical and socio-historical implications suggested by the different musical settings. No training in music performance or theory is required.
Instructor(s): E. Refini
Area: Humanities
Writing Intensive.

Although naturally and historically intertwined, music and poetry tended to be described in the early modern period as competing rather than interacting. By looking at both literary and theoretical texts, the seminar aims to explore the ways in which this controversial relation is revealed by the interplay of poetics, rhetoric, and music theory. Reading materials will include classical sources (e.g. Plato, Aristotle, Ps.-Longinus, Quintilian) and their early modern interpretations. Special attention will be given to Torquato Tasso, Giambattista Marino, and Giambattista Doni, whose works will be also discussed in the light of the contemporary development of musical genres (e.g. madrigals, opera). No musical skills required.
Instructor(s): E. Refini
Area: Humanities
Writing Intensive.

Sociology

AS.230.371. Sociology of Rock. 3 Credits.
This course examines the history and dynamics of rock music using key concepts and perspectives from sociology. The course is divided into four sections, each of which examines the phenomenon of rock music from a different analytical perspective. The first section on the origins of rock looks at the confluence of developments in post-war America, especially in terms of race, class and generational change, which produced this new musical form. The second section, “Rock as Cultural Production,” looks at all aspects of the rock “field,” not just artists and audiences but record labels, stores, DJ’s and radio stations, the music press and journalists, performance venues. The third section examines rock as a force for social change and protest from the 1960s until present, and the final section examines the performative aspects of rock as a kind of “interaction ritual” with its own microsociological dynamics.
Instructor(s): T. Nelson
Area: Social and Behavioral Sciences
Writing Intensive.

Natural Sciences Area Major
The natural sciences area major offers students an opportunity to fashion a major according to their needs from appropriate upper-level courses in two different areas of natural science. Students may elect to construct a program bridging biology and chemistry, chemistry and physics, or some other combination as long as the program forms a sensible, coherent whole.

Requirements for a B.A. Degree
Also see Requirements of a Bachelor’s Degree (p. 20).

Requirements of the natural sciences area major are:
Near Eastern Studies

The Department of Near Eastern Studies offers programs in four main areas: Egyptology, Assyriology, Northwest Semitic languages and literatures (including the Hebrew Bible), and Near Eastern Archaeology. The department approaches Near Eastern civilizations primarily through their own records, and language study is therefore an important part of the curriculum. However, many undergraduate courses require no knowledge of foreign languages and any interested student may take them.

Facilities

The university’s Milton S. Eisenhower Library contains an outstanding collection of books and journals in the branches of Near Eastern studies pursued by the department. The Johns Hopkins Archaeological Museum has a collection of Near Eastern antiquities, including excellent study collections of Egyptian artifacts and Palestinian pottery. The Baltimore-Washington area is especially rich in library and museum facilities. Of special interest to students of the Near East are the Walters Art Museum, the Smithsonian Institution, and the Library of Congress.

The ancient Near East is where history begins. It is where the first crops were sown, the first towns built, and where writing was first invented. The origins of Western culture are to be found in its great civilizations, from the three great monotheistic religions—Christianity, Islam, and Judaism—to everyday aspects of our life that we take for granted, such as the alphabet and marking time by hours and minutes. The Near Eastern studies major can be the focal point of a broad liberal arts education, as well as a basis for graduate study. An undergraduate major can specialize in one of the four main areas of specialization of the department - Egyptology, Assyriology, Northwest Semitic languages and literatures (including the Hebrew Bible), and Near Eastern Archaeology - or in the civilizations of the ancient Near East in general.

Near Eastern Studies Major Requirements

Also see Requirements for a Bachelor’s Degree (https://e-nextcatalog.jhu.edu/undergrad-students/academic-policies/requirements-for-a-bachelors-degree).

Students must earn a “C-” or higher grade in all courses used to satisfy major requirements and courses may not be taken satisfactory/unsatisfactory.

Two Introductory Courses (Select two of the following): 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>AS.130.101</td>
<td>Ancient Near Eastern Civilizations</td>
</tr>
<tr>
<td>or AS.130.126</td>
<td>Gods and Monsters in Ancient Egypt</td>
</tr>
<tr>
<td>or AS.130.135</td>
<td>Pyramids, Temples and Tombs</td>
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Two Upper-Level Core Courses (Select two of the following): 6

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<th>Course</th>
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<tbody>
<tr>
<td>AS.130.301</td>
<td>History of Ancient Syria-Palestine</td>
</tr>
<tr>
<td>or AS.130.302</td>
<td>History: Ancient Syria-Palestine II</td>
</tr>
<tr>
<td>or AS.130.303</td>
<td>Seminar Near Eastern History: Egypt</td>
</tr>
<tr>
<td>or AS.130.300</td>
<td>History Anc Mesopotamia when offered</td>
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</table>

Four 300-level courses in a focus area of art and archaeology, history and culture, or language – 12

Three Near Eastern Studies courses at any level – 9

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Science and Math Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>AS.110.106</td>
<td>Calculus I</td>
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<tr>
<td>or AS.110.108</td>
<td>Calculus I</td>
</tr>
<tr>
<td>AS.110.107</td>
<td>Calculus II (For Biological and Social Science)</td>
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<tr>
<td>or AS.110.109</td>
<td>Calculus II (For Physical Sciences and Engineering)</td>
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<tr>
<td>or AS.110.113</td>
<td>Honors Single Variable Calculus</td>
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<td>AS.030.101</td>
<td>Introductory Chemistry I</td>
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<td>AS.030.105</td>
<td>Introductory Chemistry Lab I</td>
</tr>
<tr>
<td>AS.030.102</td>
<td>Introductory Chemistry II</td>
</tr>
<tr>
<td>&amp; AS.030.106</td>
<td>and Introductory Chemistry Laboratory II</td>
</tr>
<tr>
<td>or AS.030.103</td>
<td>Applied Chemical Equilibrium and Reactivity w/lab</td>
</tr>
<tr>
<td>AS.171.101</td>
<td>General Physics: Physical Science Major I</td>
</tr>
<tr>
<td>or AS.171.103</td>
<td>General Physics I for Biological Science Majors</td>
</tr>
<tr>
<td>or AS.171.107</td>
<td>General Physics for Physical Sciences Majors (AL)</td>
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<tr>
<td>AS.173.111</td>
<td>General Physics Laboratory I</td>
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<tr>
<td>AS.171.102</td>
<td>General Physics: Physical Science Majors II</td>
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<tr>
<td>or AS.171.104</td>
<td>General Physics/Biology Majors II</td>
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<td>or AS.171.108</td>
<td>General Physics for Physical Science Majors (AL)</td>
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<td>AS.173.112</td>
<td>General Physics Laboratory II</td>
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Science Electives

Natural science or quantitative credits at any level * 20

At least five courses of upper level natural science electives at the 300- or 400-level in at most 2 departments ** 15

Humanities and Social Science Electives ***

Humanities or social science credits at any level **** 12

At least four courses of humanities or social science electives at the 300- or 400-level in at most 2 departments ***** 12

* While students typically take these credits at the 100- or 200-level, 300- or 400-level N or Q credits not used to fulfill the upper level science elective credits may be used.

** Laboratory, research, internship, independent study, and summer courses outside JHU may not be used. Permission to count courses from more than two departments is often granted if the material involved constitutes a coherent program (for example, biochemistry courses from Biology, Biophysics and Chemistry). No more than two (2) courses and no more than six (6) credits may be taken in appropriate areas of engineering, mathematics, applied math and statistics, or (N)-coded psychology.

*** At least 9 credits must be in the humanities and at least 9 credits must be in the social sciences.

**** While students typically take these credits at the 100- or 200-level, 300- or 400-level H or S credits not used to fulfill the upper level humanities or social science electives may be used.

***** These courses must be JHU courses. Summer courses outside JHU, intersession, research, internship, independent study, Bloomberg School of Public Health, Carey Business School, and the School of Education courses are not allowed.

Minimum GPA Standards

Students must maintain an overall grade point average of 2.0 in their major. Satisfactory/unsatisfactory graded courses may not count towards major requirements.

Total  36

* Students pursuing the language focus area need to select four courses from the following languages: Akkadian, Arabic, Ancient Egyptian, Biblical Hebrew, Modern Hebrew or Sumerian. These may not be 300-level.

Honors
Those seniors wishing to be considered for departmental honors may choose to write a senior thesis. A student must maintain a 3.5 GPA in the major (through the junior year) to be eligible for departmental honors. It is advisable for such students to contact a faculty member to supervise the thesis during the spring semester of their junior year. The student should then register for two semesters of independent study in the senior year.

The graduate program, the oldest of its kind in the nation, is designed to train professional scholars and teachers in the above-mentioned areas. The courses listed below may be modified in particular years to suit the needs of students currently in residence. Reading and private study under the direction of the faculty are considered as important as work in class. The seminars allow small groups of students and faculty to engage in close study of special problems. As the program is intended to lead to the Ph.D., students are admitted as candidates for the M.A. only in unusual cases.

Requirements for the Ph.D. Degree
Students working full time toward the Ph.D. may expect to do three to four years of course work, after which comprehensive examinations must be written before work on the dissertation begins. The examinations cover a student’s major and minor fields of concentration. After passing these examinations, the student, in consultation with the faculty, prepares a dissertation proposal for faculty consideration and then proceeds to write the dissertation.

An ability to read scholarly French and German is necessary, and an examination in one of these must be passed within the first semester of residence at Hopkins. The examination in the other may be delayed not more than one year. Some command of Greek and Latin is necessary to pursue biblical studies.

Financial Aid
The department awards most students admitted to the Ph.D. program who are in need of financial aid a basic annual fellowship covering full tuition and a full stipend for living expenses for up to five years. For some of this period, the department’s support may take the form of a teaching assistantship. In addition, the period of support may be extended by the various competitive awards available to advanced students within the university. When appropriate, the department will award travel stipends for graduate students to participate in archaeological excavations in the Near East or visit collections in this country and abroad.

For further information on graduate study in Near Eastern Studies, visit the departmental website at http://neareast.jhu.edu/.
Courses

Review of important issues in ancient Near Eastern history and culture from the Neolithic era to the Persian period. Included will be an examination of the Neolithic agricultural revolution, the emergence of cities, states and writing, and formation of empires. Cultures such as Sumer and Akkad, Egypt, the Hittites, Israelites, Assyrians, Babylonians, and Persians will be discussed.  
Instructor(s): G. Schwartz  
Area: Humanities.

AS.130.102. From the Neanderthals to the Neolithic.  
Emphasizing theories about human biological and cultural development, this course consists of an in-depth survey of Neanderthal morphology and culture, a brief discussion of evolutionary theory and our fossil ancestors, and concludes with an exploration of the mechanisms and results of the shift from hunting and gathering to farming. (Course formerly known as Introduction: Human Prehistory.) Cross-listed with Anthropology.  
Instructor(s): S. McCarter  
Area: Humanities.

AS.130.106. Freshman Seminar: Ancient Empires.  
Freshman Only A case-study approach to the political, social, and cultural history of one of the ancient Near Eastern states commonly described as an “empire,” such as the Akkadian Empire, the Neo-Assyrian Empire, the Neo-Babylonian Empire, or the Achaemenid (Persian) Empire. Individual classes mix a discussion of theoretical issues relevant to the study of ancient empires with close attention to primary sources.  
Instructor(s): J. Lauinger  
Area: Humanities.

The building of sculpted monuments and monumental architecture seems to be a universal human trait in all parts of the world, from the pyramids of ancient Egypt to the inuksuit cairns of the Inuit. What explains our urge to create monumental things? Why are monuments built, and how do we experience them? This course explores various answers to these questions through the disciplines that most frequently address monuments: archaeology, architecture, and art history. We will examine the archaeological record through a series of famous case studies from around the world to investigate the social significance of monuments in their original ancient contexts. We will also determine whether lessons learned from the past can be applied to the study of monuments today, and whether studying modern monuments—including those from our immediate surroundings in Baltimore—can help us understand those of the past. As a writing intensive seminar, students will also be taught techniques in academic essay writing, culminating in a final paper analyzing the social significance of a monument from the past or present.  
Instructor(s): J. Osborne  
Area: Humanities.

This course will provide an introduction to the magical and medical arts of ancient Mesopotamia and Syria-Palestine by engaging with ritual texts dealing with disease, exorcisms, sorcery, and harmful ghosts.  
Instructor(s): E. Guinn-Villareal  
Area: Humanities.

What will your bedroom tell future archaeologists? What can ancient houses tell archaeologists of past societies? This course explores methods/theories of Household Archaeology in the Near East and beyond.  
Instructor(s): J. Swerida  
Area: Humanities.

AS.130.110. Introduction To Archaeology.  
An introduction to archaeology and to archaeological method and theory, exploring how archaeologists excavate, analyze, and interpret ancient remains in order to reconstruct how ancient societies functioned. Specific examples from a variety of archaeological projects in different parts of the world will be used to illustrate techniques and principles discussed.  
Instructor(s): G. Schwartz  
Area: Humanities, Social and Behavioral Sciences.

AS.130.111. Freshman Seminar: Cleopatra’s Egypt.  
Egypt in the time of Cleopatra was a fascinating mix of peoples and cultures. Jews, Greeks, and other ethnic groups lived in this unique landscape along with the native Egyptians. In this class we will consider the rich civilization and complex history of Egypt during the reign of this legendary Queen.  
Instructor(s): R. Jasnow  
Area: Humanities.

AS.130.112. Excavating the Gods.  
How was a God’s body constructed with clay and wood? We will examine critically cult statues and other images of the gods of ancient Israel and the Near East from excavations. Through critical examination of the archaeological contexts and related texts, we will establish a methodological framework for identifying objects as representations of deities.  
Instructor(s): L. Wright.

AS.130.114. The Archaeology of Ancient Israel.  
This course will explore the intersection of sexuality and power relationships in the forging of ethnic, political, and religious identities as presented in the Bible and ancient Near Eastern literature. Cross-listed with Jewish Studies.  
Instructor(s): L. Wright  
Area: Humanities.

This course will serve to introduce students to the study of religion, ritual and magic through the lens of a specific culture: ancient Egypt. Throughout the course students will be introduced to ancient Egyptian culture and will interact with Egyptian texts and artifacts, including those found in the collections of the Johns Hopkins Archaeological Museum, in order to illustrate key concepts.  
Instructor(s): M. Fraser  
Area: Humanities.
AS.130.118. Ancient Israel: In Their Own Words.
This course will focus on the inscriptions of ancient Israel and its neighbors from the first millennium BCE. Texts speak to us directly in ways that other nonverbal archaeological remains - such as architecture or pottery - cannot. Also, secondary sources written by later historians and commentators are similarly limited, as they are separated from original events by space, time, and cultural situation. Considering how individuals from an ancient culture articulate thoughts “in their own words” is invaluable to any meaningful reconstruction of history. Participants will learn to glean information from inscriptions, including those that are fragmentary or seemingly mundane. They will experience hands-on history writing, using primary sources in translation, though those with any knowledge of ancient languages, especially Classical Hebrew, will be able and encouraged to engage with the texts in their original vernacular. Basic knowledge of world history will be helpful though not prerequisite.
Prerequisites: AS.130.134
Instructor(s): H. Parker
Area: Humanities.

This course will introduce students to the archaeological investigation of past human populations through their mortuary and physical human remains. To this end, major theories and methodologies will be introduced, along with pertinent case studies for discussion.
Instructor(s): C. Brinker
Area: Humanities.

AS.130.126. Gods and Monsters in Ancient Egypt.
To provide a basic introduction to Egyptian Religion, with a special focus on the nature of the gods and how humans interact with them. We will devote particular time to the Book of the Dead and to the "magical" aspects of religion designed for protective purposes.
Instructor(s): R. Jasnow
Area: Humanities.

AS.130.135. Pyramids, Temples and Tombs.
Introduction to the monuments and culture of Egypt from 3500 B.C. to 100 A.D. From the pyramids at Giza to Hellenistic Alexandria, this course surveys in slide illustrated lectures the remains of one of the world’s greatest early cultures.
Instructor(s): B. Bryan
Area: Humanities.

The Bible is arguably the most read and yet most misinterpreted book of all time, one of the most influential and yet most misapplied work of literature. The Hebrew Bible (Old Testament) is Scripture to Jews and Christians yet also a rich collection of literature w/ numerous literary genres that has been highly influential on secular Western culture. At its core, it is our most important literary source that (when wed with archaeology) helps us to understand the people and culture of Iron Age Israel and Judah. This is an introductory course surveying of the books of the Hebrew Bible (Old Testament) giving primary attention to the religious ideas they contain and the ancient contexts in which they were composed. Topics include: The Academic Study of Religion, Ancient Creation Accounts, Ancestral Religion, The Exodus and Moses, Covenant, Tribalism and Monarchy, The Ideology of Kingship, Prophecy, Priestly Sources, Psalms, Wisdom Literature, and Apocalyptic Thought.
Instructor(s): T. Lewis
Area: Humanities.

AS.130.170. Diplomacy and Conflict in the Ancient Middle East.
The Middle East is home to the invention of agriculture, cities, and writing. It is also in the Middle East that we find evidence of humanity’s earliest diplomatic activity in, for instance, the actual letters sent by ancient kings to one another, the treaties drawn up after their conflicts, and the inscriptions that commemorate their conquests. In this course, we examine texts such as these to explore questions such as: How do we characterize the international system of the ancient Middle East? Does this system change over the approximately two millennia for which we have documentation? Is it better to approach ancient diplomacy through present-day eyes or in the context of ancient worldviews? Is an understanding of diplomacy in the ancient Middle East relevant to our understanding of modern international relations? All texts read in translation.
Instructor(s): J. Lauinger
Area: Humanities.

AS.130.172. Introduction to Aramaic.
Cross-listed with Jewish Studies Aramaic, a Semitic language attested from 1100 BCE and spoken to this day, is central to some of the core texts of Western culture such as the Hebrew Bible, the Talmuds and the New Testament. This course will focus on Babylonian Aramaic, as preserved in the Babylonian Talmud and parallel sources. After studying the basic forms and grammar we will read various texts from the Babylonian Talmud as well as karaitic and geonic literature and magical bowls. We will survey some of the main corpora written in Babylonian Aramaic and open a gateway to deeper understanding of this heritage.
Instructor(s): Y. Monnickendam
Area: Humanities.

AS.130.177. World Prehistory: An Anthropological Perspective.
How and why did our nomadic hunting and gathering ancestors become farmers? What led agricultural societies to build cities, develop writing, religious institutions, wage war, and trade for exotic goods? This course surveys prehistory and ancient history from the origins of human culture to the emergence civilization. Although prehistory and ancient history yield evidence of tremendous cultural diversity this course emphasizes common elements of past human experience, culture, and culture change. These include the origins of modern humans and their adjustment to a variety of post-ice age environments, shifts from hunting and gathering to agricultural lifeways, and the initial development of the world’s earliest cities and civilizations.
Instructor(s): M. Harrower
Area: Humanities, Social and Behavioral Sciences.

AS.130.201. Cleopatra.
Few individuals in history have left as lasting an impression as that of Cleopatra. In this seminar-style class we will examine both the “fact” and “fiction” associated with her eventful life (and death). All readings in translation.
Instructor(s): R. Jasnow
Area: Humanities.
This course explores the mythology of the ancient Near East from the invention of writing in Sumer in 3000 B.C. until the conquest of Alexander the Great near the end of the first millennium B.C. Mythological texts from Mesopotamia, Egypt, Anatolia, the Levant, and the Bible will be read from a comparative perspective. Special attention is paid to the origin and development of the epic, culminating in the great Epic of Gilgamesh, but considerable time is also given to the vast mythological and historical literature, and such diverse genres as love poetry, proverbs, humorous dialogues, Omens, and legal and medical texts. All readings are in English translation.
Instructor(s): P. Delnero
Area: Humanities.

AS.130.203. Archaeology of Africa: From Human Origins to the Emergence of Civilizations.
This course examines Africa’s ancient past from the emergence of biologically modern humans, ancient hunter-gatherers, the earliest animal herding and farming populations, to cities and civilizations. While Egypt plays an undeniably central role in world history, this course concentrates in particular on ancient geographies other than Egypt.
Instructor(s): M. Harrower
Area: Humanities.

Since the first known empire more than 4,000 years ago, expansionist states have been a hallmark of the political landscape. In this class we will examine various empires throughout history from an archaeological perspective. This class will cover several major empires from various periods and regions. In discussing these empires we will focus on questions that will allow us to better understand the role of the both conqueror and the conquered.
Instructor(s): A. Maskevich
Area: Humanities, Social and Behavioral Sciences.

AS.130.211. The Archaeology of Beer.
Having its origins in human prehistory, beer constitutes one of humanity’s oldest inventions. Since that time, it grew to be a nearly ubiquitous feature of human civilization throughout the world. This course will explore the roles played by beer in ancient human societies through a consideration of brewing science, anthropological and social theory, and archaeological methods aimed at identifying the remains of ancient beer, its brewing and consumption.
Instructor(s): C. Brinker
Area: Humanities, Social and Behavioral Sciences.

AS.130.212. The Archaeology of Death, Burial and The Human Skeleton.
This course will introduce students to the archaeological investigation of past human populations through their mortuary and physical human remains. To this end, major theories and methodologies will be introduced, along with pertinent case studies for discussion. Dean’s Teaching Prize Fellowship Course.
Instructor(s): C. Brinker
Area: Humanities.

AS.130.213. Introduction to Ancient Egyptian Art.
This class is a combination of illustrated lecture and discussion, punctuated with visits to museums with Egyptian collections. Participants must be able to join at least one overnight trip to New York and/or Boston (weekend) and be available for two half day visits to Philadelphia and Washington, D.C. or elsewhere (TBA as best for participants), in addition to visiting Baltimore institutions with the class as part of the course. Discussion of sculpture will take place in front of the objects, so attendance is important for the visits.
Instructor(s): B. Bryan
Area: Humanities.

AS.130.215. David and Solomon in History and Legend.
TBD
Area: Humanities.

AS.130.249. Sorcerers, Warriors and Femmes Fatales: Intro to Ancient Egyptian Literature.
This course explores the ancient Egyptian literature of the first millennium BCE and the Roman Era: stories of magic, epic battles, animal fables, and even cultic sex hymns.
Instructor(s): M. Escolano Poveda
Area: Humanities.

This course investigates Egyptian votive objects made as gifts to the Gods. Students will learn about Egyptian religious practices and study groups of objects in the Archaeological Museum to learn to identify how they were produced, when, and for what functions. Physical analyses of the objects will be part of the class and facilitated by museum staff.
Instructor(s): B. Bryan
Area: Humanities.

AS.130.252. New Kingdom Egypt: Empire and Cosmopolitanism.
This class surveys the history and art of Egypt empire period when pharaoh ruled over an area reaching from the Sudan to the north of Syria. Tutankhamun, Akhenaten, and Ramesses the Great represent the period, and the class will study how Egypt’s interaction outside its borders affected the political, social, and artistic environment at home and abroad.
Instructor(s): B. Bryan
Area: Humanities.

AS.130.253. Ghosts and Demons in Ancient Egypt.
The ancient Egyptians believed that various otherworldly beings - what we might call ghosts and demons - could play a role in the lives of living men and women. How did they conceive of these beings, and what kinds of power did they attribute to them? This course will consider what the ancient Egyptians thought about interactions between this world and the next, and how their views compare to our own ideas of the “supernatural.” Students who have taken Dr. Richard Jasnow’s recent “Gods and Monsters in Ancient Egypt” may find that some similar material is covered in this course.
Instructor(s): K. Bryson
Area: Humanities.
**AS.130.255. From Feast to Famine in the Ancient World.**
Biological life, on its most basic level, is the quest for sustenance. However, in human societies, food transcends mere sustenance to become a major actor in each society’s structure and beliefs. This dual nature of food as basic necessity and cultural touchstone makes its study of great importance to our understanding of civilization, both past and present. This class will explore the role food has played in Mesopotamian, Egyptian, Mesoamerican, and Andean cultures as evidenced in the archaeological record. Dean’s Teaching Prize Fellowship Course.
Instructor(s): A. Maskevich
Area: Humanities, Social and Behavioral Sciences.

**AS.130.258. Ceramic Analysis in Archaeology.**
At archaeological sites following the invention of pottery roughly 10,000 BCE, ceramics are the single most frequent and ubiquitous class of artefact that archaeologists uncover. This class, which will be conducted in the Hopkins Archaeological Museum as a combination of lectures, discussions, and hands-on interactions with ancient and modern ceramics, surveys the methods and interpretive techniques that archaeologists use when studying this important category of material culture. Specific topics include manufacturing techniques, craft specialization, typology and chronology, production and exchange, scientific analyses, stylistic and functional analysis, and socio-political organization.
Instructor(s): J. Osborne
Area: Humanities.

**AS.130.259. Ancient Science and Technology.**
A survey of scientific practices and technological innovations in the ancient world, including astronomy, medicine, law, and divination. Special attention will be devoted to the relationship between magic and science during the periods covered.
Instructor(s): P. Delnero
Area: Humanities, Social and Behavioral Sciences.

**AS.130.260. Program Abroad: Egypt Archaeology Practicum.**
Archaeology field practicum in Egypt. Permission of instructor required for enrollment. Field experience takes place in Egypt. Readings and paper assigned upon return. Permission Required
Instructor(s): B. Bryan.

**AS.130.270. Ancient Demonology.**
After identifying the character of demons, ghosts, and zombies in modern literature and popular culture, this class will investigate similar disruptive and threatening creatures in the literature of Ancient Egypt, Mesopotamia, Israel, and Greece, as well as early Christian traditions. By the end of the term, students will be able to address the question, “What makes an evil spirit ‘evil?’”
Instructor(s): M. Simone
Area: Humanities.

**AS.130.301. History of Ancient Syria-Palestine.**
A survey of the history of Ancient Syria and Cannan, including ancient Israel.
Instructor(s): P. McCarter
Area: Humanities.

**AS.130.302. History: Ancient Syria-Palestine II.**
A survey of the history of Ancient Syria and Cannan, including ancient Israel. Taught with AS.134.661. Cross-listed with Jewish Studies.
Instructor(s): P. McCarter
Area: Humanities.

**AS.130.303. Seminar Near Eastern History: Egypt.**
This class is one of the upper level choices for majors in Near Eastern Studies. Taught jointly with AS.131.600
Instructor(s): B. Bryan
Area: Humanities.

**AS.130.304. Ancient Cities.**
This course is a survey of cities in the ancient world from Uruk, around 3000 BC until the conquest of Babylon in 539 BC. The most important cities from this period will be studied and discussed from a historical, literary, and anthropological perspective. The topics covered include (1) the archaeological and textual evidence for these cities, (2) the depiction of these cities in literary and mythological works, and (3) contemporary theoretical approaches to understanding ancient urbanism.
Instructor(s): P. Delnero
Area: Humanities.

**AS.130.310. Mythology of the Ancient World.**
This course explores the mythology of the ancient Near East from the invention of writing in Sumer in 3000 B.C. until the conquest of Alexander the Great near the end of the first millennium B.C. Mythological texts from Mesopotamia, Egypt, Anatolia, the Levant, and the Bible will be read from a comparative perspective. Special attention is paid to the origin and development of the epic, culminating in the great Epic of Gilgamesh, but considerable time is also given to the vast mythological and historical literature, and such diverse genres as love poetry, proverbs, humorous dialogues, Omens, and legal and medical texts. All readings are in English translation.
Instructor(s): P. Delnero
Area: Humanities.

**AS.130.312. Ancient Medicine.**
A study of medicine in the ancient Near Eastern and Aegean worlds, including an examination of the practices of medicine in these ancient societies but with primary emphasis given to ideas about health and disease. Readings are selected from primary sources in the writings of ancient Egypt, Mesopotamia, Israel, Greece, and Rome. Topics treated include the sources of our knowledge; the nature of medical practitioners, medical treatment, and surgery; beliefs about disease and the etiology of illness; concepts of contagion and ritual purity. Special attention is given to Hippocratic medicine, the synthesis of Galen, and the rise of humoralism.
Instructor(s): P. McCarter
Area: Humanities.

**AS.130.313. History of Egypt from ca. 1200-30 BCE.**
In this class we will study selected historical topics from the end of the New Kingdom (ca. 1200 BCE) to the death of Cleopatra VII (30 BCE).
Instructor(s): R. Jasnow
Area: Humanities.

**AS.130.323. Cleopatra’s Egypt: Ptolemaic-Roman Egypt.**
This lecture course is a survey of the history, society, and culture of Graeco-Roman Egypt. We will concentrate on Ptolemaic Egypt (ca. 332-30 B.C.), but will also devote some time to Roman Egypt, especially to the subjects of the decline of paganism and spread of Christianity in Egypt.
Instructor(s): R. Jasnow
Area: Humanities.
AS.130.328. Ancient Egypt /Africa.
Recent excavation and research have shed light on several ancient cultures of the Nile and its tributaries. We will look at the available archaeological and textual (all Egyptian) evidence for these societies and their interactions with Egypt between 3500 and 300 B.C. We will also discuss research aims and methods employed now and in the past in Egypt and the Sudan.
Instructor(s): B. Bryan
Area: Humanities.
AS.130.329. Ancient Egyptian Art and Archaeology.
A survey of Egyptian art as seen in the temples, tombs, funerary, and minor arts of Egypt between 3000 and 100 B.C. Slide lectures will provide a survey of art from the Pyramids to Augustus Caesar and will focus on such topics as the principles of Egyptian art; can the term art apply to early Egypt? How were artisans trained and what techniques and materials were utilized in their work? Co-listed (meets with) AS.133.750.
Instructor(s): B. Bryan
Area: Humanities.
The story of the Garden of Eden remains an archetype in popular culture. Find out about the real biblical story and how it developed into the one we think we know. The only requirements are an open mind and a strong desire to learn.
Instructor(s): E. Robbins
Area: Humanities.
AS.130.331. Sex, Drugs, and Rock & Roll in Ancient Egypt.
This seminar explores the social roles of sexuality, alcohol, other drugs, music, fragrance, and sensuality in secular and religious areas of Egyptian life, largely but not exclusively during the New Kingdom, ca. 1500 to 1000 B.C. The ancient attitudes towards these elements will be explored through the ancient textual sources in translation and the artistic representations.
Instructor(s): B. Bryan
Area: Humanities.
AS.130.332. Ancient Egypt and Her Neighbors.
An introduction to ancient Egypt’s portrayals of and interactions with foreign lands and peoples, including Syria-Palestine to the east and Nubia to the south. Topics include trade, travel, warfare and diplomacy. Textual, iconographical and archaeological sources will be considered.
Instructor(s): A. Arico
Area: Humanities.
AS.130.333. Egyptian Funerary Arts in the Archaeological Museum.
This class will aim to cover the production and choice of funerary objects for Egyptian elite tombs in several eras of antiquity: the Middle and New Kingdoms, the Third Intermediate Period, and the Late Periods. Students will work with specific objects after learning generally about them, and they will carry out analyses of materials, pigments, construction methods, and erosion and degradation effects. They will create a virtual exhibition for the Museum’s website and present their results for inclusion in the museum cataloguing project.
Instructor(s): B. Bryan; S. Balachandran
Area: Humanities.
AS.130.335. The Pharaohs: Power and Authority in Ancient Egypt.
This course will introduce students to the triumphs and struggles of the men (and women) who ruled ancient Egypt, comparing Egyptian kingship to other ancient and modern systems of political power and authority.
Instructor(s): K. Bryson
Area: Humanities.
AS.130.336. Human Sacrifice in the Ancient Near East and Beyond.
A survey of the phenomenon of human sacrifice, primarily focusing on the practice in the ancient Near East but also covering examples from other societies, both ancient and modern.
Instructor(s): H. Dewrell
Area: Humanities, Social and Behavioral Sciences.
AS.130.338. The Talmud as Read in the Middle Ages: The Sugya of Kavod HaBriot (Human Dignity).
In the early Middle Ages the Talmud emerged as the defining document of official Jewish religion and culture, and remained so until the dawn of the Modern Era. Jewish scholars in many different countries, and in a wide variety of cultural contexts, developed certain ways of reading, interpreting, and applying the Talmud. In the process, they produced an immense corpus of commentary and law. This course will examine how and why the Talmud was studied in these centuries by Jews who mined it, subject by subject, for emotional, philosophical, and legal meaning.
Instructor(s): D. Katz
Area: Humanities.
AS.130.341. Traditionalism vs. Orthodoxy in the Modern Era: The Case of Judaism.
During the Modern Era in European history, the Traditionalist Jewish civilization of Europe that had evolved over many centuries went into deep crisis. The new political, social, and intellectual realities which characterized Modernity seriously challenged, overwhelmed, and indeed threatened to destroy the Jewish Traditionalist culture and society. In response, different Traditionalist thinkers and communities evolved a number of strategies for surviving in a modern environment, strategies that unexpectedly transformed Traditionalism into something different, which came to be called Orthodox Judaism. This course explores this process of transformation, which has had an important impact on Jewish life in the modern and post-modern eras. Cross-listed with Jewish Studies.
Instructor(s): D. Katz
Area: Humanities.
AS.130.343. Dead Sea Scrolls-English.
A survey of the manuscripts found at Qumran and other sites near the Dead Sea.
Instructor(s): P. McCarter
Area: Humanities.
AS.130.346. Introduction to the History of Rabbinic Literature.
Broadly surveying classic rabbinic literature, including the Talmud and its commentaries, the legal codes and the response, this seminar explores the immanent as well as the external factors that shaped the development of this literature, the seminal role of this literature in Jewish self-definition and self-perception, and the role of this literature in pre-modern and modern Jewish culture.
Instructor(s): D. Katz
Area: Humanities.
Description: "How does a religious system which defines its ancient laws as God-given and unchangeable apply them to radically different and changing social, political and intellectual situations? This course explores the literature of "Questions and Answers"(She'elot u-Teshuvot), the Jewish legal responsa which have struggled to match Jewish religious law to modern life for fifteen centuries. A sweeping survey of Jewish history as revealed by one of its most impenetrable yet fascinating sources. Cross-listed with Jewish Studies.
Instructor(s): D. Katz
Area: Humanities.

AS.130.352. History of Hasidism.
Although it appears to be a relic of pre-modern Judaism, Hasidism is a phenomenon of the modern era of Jewish history. This course surveys the political and social history of the Hasidic movement over the course of the last three centuries. Students will also explore basic features of Hasidic culture and thought in their historical development. Cross-listed with Jewish Studies.
Instructor(s): D. Katz
Area: Humanities.

AS.130.353. Space Archaeology: An Introduction to Satellite Remote Sensing, GIS and GPS.
This course introduces technologies archaeologists use to map ancient landscapes. These include Geographic Information Systems (GIS) mapping software, advanced Global Positioning System (GPS) receivers, and various types of satellite imagery. Taught together with AS.131.653.
Instructor(s): M. Harrower
Area: Humanities, Natural Sciences, Social and Behavioral Sciences.

AS.130.354. Archaeological Method and Theory.
What questions do archaeologists ask about the ancient past, how do they collect relevant evidence, and how do they arrive at satisfying answers to their questions? This course will review approaches to method and theory including evolutionary archaeology, culture-historical archaeology, processualism and post-processual archaeologies, and explores the future of archaeology as a scientific and humanistic discipline. Previous coursework in archaeology or Permission of instructor required. Meets with AS.131.654.
Instructor(s): M. Harrower
Area: Humanities, Social and Behavioral Sciences.

AS.130.357. Geographic Information Systems in Archaeology.
Applications of GIS in archaeology have recently expanded dramatically and GIS has now become an indispensable tool for archaeological research worldwide. This course will introduce the major applications of Geographic Information Systems (GIS) in archaeology. These include the history of GIS in archaeology, air photography and satellite imagery, predictive modeling, hydrological modeling, viewsheets, and least-cost routes. It will grapple with theoretical issues manifest in archaeological GIS including conflicts between environment and social understandings of the ancient past, and will foster discussion of issues that affect outcomes of analyses including spatial scale and boundary delineation choices that can dramatically influence results. Students will learn the basics of ESRI’s ArcGIS software. Taught with AS.131.657.
Instructor(s): M. Harrower
Area: Humanities, Natural Sciences.

AS.130.359. Reading the Talmud in the Post-Talmudic Era.
Life and Death, Survival and Martyrdom, in the Literature of Post-Talmudic Rabbinic Judaism. Readings in the Original Sources (Knowledge of Hebrew Required). Cross-listed with Jewish Studies.
Instructor(s): D. Katz
Area: Humanities.

AS.130.361. The Politics of Sexuality in the Bible and the Ancient Near East.
This course will explore the intersection of sexuality and power relationships in the forging of ethnic, political, and religious identities as presented in the Bible and ancient Near Eastern literature. Cross-listed with Jewish Studies and Women, Gender, and Sexuality.
Instructor(s): E. Fleming
Area: Humanities.

AS.130.364. Archaeology of Arabia.
This course examines the archaeology of the Arabian Peninsula from the earliest Paleolithic in the region (c. 1.5 million years ago) through the first few centuries of the Islamic era (c. 1000 AD). We will review basic geology and environmental conditions, examine the development of animal herding and crop cultivating lifeways, and scrutinize the rise of ancient South Arabian complex societies and civilizations. Co-listed with AS.131.664.
Instructor(s): M. Harrower
Area: Humanities.

AS.130.366. Reading the Talmud in Pre-modern Jewish Culture. Attempting to Cope With Abusive Husbands: Annullment of Marriage in the Literature of Post Talmudic Rabbinic Judaism.
The evolution of Talmudic thinking resulted in laws which made marriage too easy, divorce too difficult. This generated centuries of attempts to grapple with the consequences of this conundrum in real-life situations. This course analyzes the literature produced by these attempts. Students will read texts in original Hebrew.
Instructor(s): D. Katz
Area: Humanities.

AS.130.367. Jerusalem: The Holy City in History and Archaeology.
Jerusalem has a global significance utterly disproportionate to its size or wealth, and it has been this way since the days when the city was first settled. On the one hand, this is due to Jerusalem’s role as a sacred space for all three of the world’s largest monotheistic religions: Christianity, Islam, and Judaism. On the other, Jerusalem has long been the fulcrum of geopolitical struggles in the Middle East and beyond. This lecture course explores Jerusalem’s political, cultural, and religious trajectory over the past three millennia through the lens of the city’s amazingly rich historical and archaeological records. In so doing, we unravel the mythical and historical threads that combine to create the powerful symbolic resonance of Jerusalem today, discovering en route that, when it comes to Jerusalem, identifying what is “myth” and what is “history” is a complex and contested undertaking.
Instructor(s): J. Osborne
Area: Humanities.

This course explores economic and social histories of water in the ancient Near East. It examines water’s diverse roles in ancient Mesopotamian, Egyptian, Levantine and South Arabian agriculture, politics, ritual and religion, including water’s interconnected significance in Judaism, Christianity, and Islam. Taught jointly with AS.131.615.
Instructor(s): M. Harrower
Area: Humanities.
AS.130.369. Law in the Ancient Middle East.
The Middle East offers the earliest and most abundant source material for reconstructing ancient legal systems. From stone monuments like the Code of Hammurabi to clay tablets the size of postage stamps, the cuneiform record provides a window into not just legal thought but actual legal practice in the ancient Middle East. Surveying a span of more than two thousand years, we will explore the law in both its deep structure and its regional and temporal diversity. Specific topics will include homicide and personal injury law, family law, the legal status of women, codes and codification, and ancient Israelite law in its Middle Eastern context. No background is required and all texts are read in translation, but every enrolled student is expected to actively participate in this seminar-style course.
Instructor(s): J. Lauinger
Area: Humanities.

AS.130.371. Ritual and Magic in Ancient Egypt.
This course will serve to introduce students to the study of religion, ritual, and magic through the lens of a specific culture: ancient Egypt. Throughout the course students will be introduced to ancient Egyptian culture and will interact with Egyptian texts and artifacts, including those found in the collections of The Johns Hopkins Archaeological Museum, in order to illustrate key concepts. Dean’s Teaching Fellowship course.
Instructor(s): M. Fraser
Area: Humanities.

AS.130.373. Prophets and Prophecy in the Bible.
From thundering voices of social justice to apocalyptic visionaries, biblical prophets have been revered by Jews, Christians and Muslims for thousands of years. They have inspired civic leaders such as Martin Luther King Jr. yet also provided fodder for modern charlatans promising a utopian future. Yet who were these individuals (orators? politicians? diviners? poets?) and what was the full range of their message as set against the Realpolitik world of ancient Israel, Iraq, Egypt, Syria and Jordan?
Instructor(s): T. Lewis
Area: Humanities.

AS.130.374. The Archaeology of Imaginary, Entangled, Hybrid Globalizations.
In this course students will read and examine two recent books, Michael Shanks’ (2012) “The Archaeological Imagination”, Ian Hodder’s (2012) “Entangled: An Archaeology of the Relationships between Humans and Things” and critically compare them with readings on archaeologies of world systems, colonialism, hybridity, and globalization. In particular, we will examine how post-colonial social theory can inform and enhance understandings of ancient past and how it might interface with scientific, empirically oriented archaeological field research and history building. Course requirements will include a short weekly written response to the readings - no exams or term paper will be required.
(Taught jointly with AS.131.674)
Instructor(s): M. Harrower
Area: Humanities, Social and Behavioral Sciences.

AS.130.376. Ancient Ritual.
This course will introduce students to the vast body of rituals that were practiced and performed in antiquity, with a particular emphasis on rituals from ancient Mesopotamia, Egypt, and the Hebrew Bible. In addition to examining rituals from a comparative perspective, anthropological and sociological studies of ritual will be read and discussed to shed light on the social, cultural, and political significance of ritual in the ancient world and beyond.
Instructor(s): P. Delnero
Area: Humanities.

AS.130.377. Creating an Egyptian Temple.
This class will challenge every participant to plan a temple environment for a particular deity. The readings, lectures, and discussions will cover the mythology around specific gods and how it influenced temple architecture, location, ritual, and festivals. It will survey the history of temple building in Egypt, the role of architecture and art -- particularly wall reliefs -- in communicating the functions of particular parts of temples. The aim is to help students understand what requirements an Egyptian temple needed to fulfill. Then each student will plan a temple for a chosen deity and explain to peers how it meets the ancient requirements.
Instructor(s): B. Bryan
Area: Humanities.

AS.130.400. Introduction to Middle Egyptian.
Introduction to the grammar and writing system of the classical language of the Egyptian Middle Kingdom (ca. 2055-1650 B.C.). In the second semester, literary texts and royal inscriptions will be read. Course meets with AS.133.600.
Instructor(s): M. Escolano Poveda
Area: Humanities.

AS.130.401. Introduction To Middle Egyptian.
Introduction to the grammar and writing system of the classical language of the Egyptian Middle Kingdom (ca. 2055-1650 B.C.). Co-listed with AS.133.601.
Prerequisites: Preqreq: AS.130.400 or equivalent.
Instructor(s): M. Escolano Poveda
Area: Humanities.

AS.130.402. Intermediate Middle Egyptian.
Second year reading course in Middle Egyptian. In this course we will read a variety of Middle Egyptian hieroglyphic compositions and documents. Knowledge of Middle Egyptian required.
Instructor(s): A. Arico; M. Fraser.

This writing intensive seminar examines how textual and artistic production were used separately and together to engender and communicate social, cultural, and political meaning in ancient Mesopotamia and the rest of the Near East from the 4th millennium to the Hellenistic period. Using a variety of case studies, students will develop skills in specific research skills such as critical reading, analysis, and interpretation. AS.130.420 is required of NES Majors, but is also open to non-majors who have taken at least one 100-level and one 300-level Near Eastern Civilization course, or with the consent of the instructor. Cross-listed with History of Art.
Instructor(s): M. Feldman; P. Delnero
Area: Humanities.
AS.130.436. Seminar on Amarna Art and History.
This course will tackle several topics relating to the reigns of Akhenaten through Tutankhamun, combining historical and art/archaeological methodologies. The seminar will be taught at a graduate level but will accept undergraduate majors with the instructor’s permission. Background knowledge of ancient Egypt is required. A separate section will meet in addition to read primary sources in original language. Topics will include the nature of the Aten and Amarna monotheism; foreign policy in the period; extent of Akhenaten’s control and his administration, etc.; the DNA evidence and its evaluation.
Prerequisites: EN.600.107
Instructor(s): B. Bryan.

Introduction to the grammar, vocabulary, and writing system of biblical Hebrew.
Instructor(s): R. Liebermann
Area: Humanities.

AS.130.441. Elementary Biblical Hebrew.
Survey of grammar and reading of simple texts. (Credit given only on completion of AS.130.440 and AS.130.441). May not be taken on a satisfactory/unsatisfactory basis.
Instructor(s): R. Liebermann
Area: Humanities.

AS.130.442. Readings - Hebrew Prose.
Reading of biblical Hebrew prose, especially from the Pentateuch, Joshua, Judges, Samuel, and Kings. Cross-listed with Jewish Studies.
Instructor(s): E. Guinn-Villareal
Area: Humanities.

AS.130.443. Reading Of Hebrew Prose.
Reading of Biblical Hebrew prose, especially from the Pentateuch, Joshua, Judges, Samuel, and Kings.
Instructor(s): E. Guinn-Villareal
Area: Humanities.

AS.130.501. Readings & Research.

AS.130.502. Readings & Research.

AS.130.504. Independent Study.
Instructor(s): B. Bryan; G. Schwartz; P. Delnero; P. McCarter; R. Jasnow.

AS.130.505. Independent Study-Archaeology Fieldwork.
Instructor(s): G. Schwartz
Area: Humanities, Social and Behavioral Sciences.

AS.130.506. Independent Study-Archaeology Fieldwork.
Instructor(s): G. Schwartz
Area: Humanities, Social and Behavioral Sciences.

AS.130.510. Archaeology Major Honors Thesis I.
Instructor(s): E. Anderson; G. Schwartz; M. Harrower
Area: Humanities.

AS.130.511. Archaeology Major Honors Thesis II.
Prerequisites: AS.130.510
Instructor(s): E. Anderson; G. Schwartz; L. Deleonardis; M. Roller
Area: Humanities.

AS.130.590. Independent Study.
Instructor(s): M. Harrower.

AS.131.600. Seminar Near Eastern History: Egypt.
Seminar in Near Eastern History: Egypt. Taught jointly with AS.130.303
Instructor(s): B. Bryan.

A three-year history cycle required of all graduate students and forming the core of our graduate program. One year each will be devoted to Egyptian history, Mesopotamian history, and Syro-Palestinian history.
Instructor(s): R. Jasnow.

AS.131.613. Archaeology of Africa: From Human Origins to the Emergence of Civilizations.
This course examines Africa’s ancient past from the emergence of biologically modern humans, ancient hunter-gatherers, the earliest animal herding and farming populations, to cities and civilizations. While Egypt plays an undeniably central role in world history, this course concentrates in particular on ancient geographies other than Egypt.
Instructor(s): M. Harrower
Area: Humanities.

This course explores economic and social histories of water in the ancient Near East. It examines water’s diverse roles in ancient Mesopotamian, Egyptian, Levantine and South Arabian agriculture, politics, ritual and religion, including water’s interconnected significance in Judaism, Christianity, and Islam. Taught jointly with AS.130.368
Instructor(s): M. Harrower
Area: Humanities.

Topic varies but can include the archaeology of Mesopotamia, Syria, or Palestine, or thematic discussions (e.g., on ideology, state collapse, etc.).
Instructor(s): G. Schwartz.

AS.131.635. Seminar: Near East Archaeology.
Topic varies but can include the archaeology of Mesopotamia, Syria, or Palestine, or thematic discussions (e.g., on ideology, state collapse, etc.).
Instructor(s): G. Schwartz
Area: Humanities.

AS.131.653. Space Archaeology: An Introduction to Satellite Remote Sensing, GIS and GPS.
This course introduces technologies archaeologists use to map ancient landscapes. These include Geographic Information Systems (GIS) mapping software, advanced Global Positioning System (GPS) receivers, and various types of satellite imagery. Taught together with AS.130.353.
Instructor(s): M. Harrower
Area: Humanities, Natural Sciences, Social and Behavioral Sciences.

What questions do archaeologists ask about the ancient past, how do they collect relevant evidence, and how do they arrive at satisfying answers to their questions? This course will review approaches to method and theory including evolutionary archaeology, culture-historical archaeology, processualist and post-processualist archaeologies, and explores the future of archaeology as a scientific and humanistic discipline. Previous coursework in archaeology or Permission of instructor required. Meets with AS.130.354.
Instructor(s): M. Harrower
Area: Humanities, Social and Behavioral Sciences.
Applications of GIS in archaeology have recently expanded dramatically and GIS has now become an indispensable tool for archaeological research worldwide. This course will introduce the major applications of Geographic Information Systems (GIS) in archaeology. These include the history of GIS in archaeology, air photography and satellite imagery, predictive modeling, hydrological modeling, viewsheds, and least-cost routes. It will grapple with theoretical issues manifest in archaeological GIS including conflicts between environment and social understandings of the ancient past, and will foster discussion of issues that affect outcomes of analyses including spatial scale and boundary delineation choices that can dramatically influence results. Students will learn the basics of ESRI's ArcGIS software. Taught with AS.130.357.
Instructor(s): M. Harrower
Area: Humanities, Natural Sciences.

AS.131.664. Archaeology of Arabia.
This course examines the archaeology of the Arabian Peninsula from the earliest Paleolithic in the region (c. 1.5 million years ago) through the first few centuries of the Islamic era (c. 1000 AD). We will review basic geology and environmental conditions, examine the development of animal herding and crop cultivating lifeways, and scrutinize the rise of ancient South Arabian complex societies and civilizations. Co-listed with AS.130.364.
Instructor(s): M. Harrower.

AS.131.674. The Archaeology of Imaginary, Entangled, Hybrid Globalizations.
In this course students will read and examine two recent books, Michael Shanks' (2012) “The Archaeological Imagination”, Ian Hodder’s (2012) “Entangled: An Archaeology of the Relationships between Humans and Things” and critically compare them with readings on archaeologies of world systems, colonialism, hybridity, and globalization. In particular, we will examine how post-colonial social theory can inform and enhance understandings of ancient past and how it might interface with scientific, empirically oriented archaeological field research and history building. Course requirements will include a short weekly written response to the readings - no exams or term paper will be required. (Taught jointly with AS.130.374)
Instructor(s): M. Harrower
Area: Humanities, Social and Behavioral Sciences.

AS.131.800. Readings & Research.
Instructor(s): Staff.

AS.131.801. Readings and Research.
Instructor(s): Staff
Area: Humanities.

AS.131.848. Dissertation Research.
Instructor(s): Staff.

Instructor(s): Staff.

AS.132.600. Elementary Akkadian.
An introduction to the paleography, grammar and lexicon of the Akkadian language, and the reading of simpler texts in that language. Undergraduates admitted to this course earn 4.5 credits per semester.
Instructor(s): J. Howard.

AS.132.601. Elementary Akkadian.
An introduction to the paleography, grammar and lexicon of the Akkadian language, and the reading of simpler texts in that language. Undergraduates admitted to this course earn 4.5 credits per semester.
Area: Humanities.

In this course a selection of intermediate level Akkadian texts from different genres and period will be read, analyzed and discussed. To build on skills learned in Introduction to Akkadian, specific emphasis will be placed on understanding more advanced grammatical forms and learning how to critically use research tools like the Chicago Assyrian Dictionary and von Soden's Akkadisches Handwörterbuch.
Instructor(s): J. Bowen.

This course introduces students to letters written in the Akkadian language from a variety of historical periods. Recommended course background: AS.132.600 and AS.132.601.
Instructor(s): J. Lauinger
Area: Humanities.

This writing intensive seminar examines how textual and artistic production were used separately and together to engender and communicate social, cultural, and political meaning in ancient Mesopotamia and the rest of the Near East from the 4th millennium to the Hellenistic period. Using a variety of case studies, students will develop skills in specific research skills such as critical reading, analysis, and interpretation. AS.130.420 is required of NES Majors, but is also open to non-majors who have taken at least one 100-level and one 300-level Near Eastern Civilization course, or with the consent of the instructor. Cross-listed with History of Art.
Instructor(s): M. Feldman; P. Delnero
Area: Humanities.

Instructor(s): P. Delnero.

AS.132.640. Historical Texts.
This course has two primary objectives: To introduce students to texts commonly described as “historical” (e.g., royal inscriptions, chronicles); and to further expose students to the Old Babylonian dialect of the Akkadian language. A secondary objective is to begin to develop familiarity with critical research tools such as the Chicago Assyrian Dictionary and the Akkadisches Handwörterbuch.
Instructor(s): J. Lauinger.

Students read the diplomatic correspondence from Tell el-Amarna in the original cuneiform. Focus is on language and history: the dialect(s) of Akkadian in which the letters are written and the diplomatic history of the Late Bronze Age.
Prerequisites: Prereqs: AS.132.600 or instructor's consent.
Instructor(s): J. Lauinger
Area: Humanities.

AS.132.644. Treaties And Diplomacy.
Reading treaties and related materials in Akkadian.
Instructor(s): J. Lauinger.

AS.132.650. Peripheral Akkadian.
Includes texts from Amarna, Emar, Ugarit, Boghazkoi, Nuzi, Alalakh, and Elam.
Instructor(s): J. Lauinger.
AS.132.658. Akkadian Wisdom Literature.
This course introduces students to the group of Akkadian compositions typically described as ‘Wisdom Literature,’ such as The Babylonian Theodicy, the Poem of the Righteous Sufferer, fables, proverbs, instructions, and disputes.
Instructor(s): J. Lauinger.

Instructor(s): J. Lauinger.

AS.132.700. Elementary Sumerian.
TBD
Instructor(s): A. Glenn
Area: Humanities.

AS.132.701. Elementary Sumerian.
Instructor(s): P. Delnero
Area: Humanities.

AS.132.710. Advanced Sumerian.
We will read Letter Collection B and related materials in the original cuneiform.
Instructor(s): P. Delnero.

AS.132.711. Advanced Sumerian.
In this course a selection of Sumerian texts from different periods and genres will be read and discussed from a linguistic, philological, historical, and literary perspective.
Instructor(s): P. Delnero.

AS.132.800. Mesopotamian Seminar.
Research and discussion on topics of current interest.
Instructor(s): G. Schwartz; J. Lauinger; M. Harrower; P. Delnero.

AS.132.801. Mesopotamian Seminar.
Research and discussion on topics of current interest.
Instructor(s): G. Schwartz; J. Lauinger; M. Harrower; P. Delnero
Area: Humanities.

AS.133.600. Introduction to Middle Egyptian.
Introduction to the grammar and writing system of the classical language of the Egyptian Middle Kingdom (ca. 2135-2000 B.C.). In the second semester, literary texts and royal inscriptions will be read.
Instructor(s): M. Escolano Poveda.

AS.133.601. Introduction To Middle Egyptian (Hieroglyphs).
Introduction to the grammar and writing system of the classical language of the Egyptian Middle Kingdom (ca. 2011-1700 B.C.). Co-listed with AS.130.401
Prerequisites: Prereq: AS.133.600 or equivalent.
Instructor(s): M. Escolano Poveda
Area: Humanities.

AS.133.610. Middle Egyptian Texts.
In this course we read a variety of Middle Egyptian hieroglyphic compositions and documents. Knowledge of Middle Egyptian Required.
Instructor(s): B. Bryan; R. Jasnow.

AS.133.611. Middle Egyptian Texts.
In this course we read a variety of Middle Egyptian hieroglyphic compositions and documents. Knowledge of Middle Egyptian Required.
Instructor(s): R. Jasnow
Area: Humanities.

AS.133.614. Funerary Texts.
Advanced Middle Egyptian texts course covering Coffin Texts and the Book of the Dead, and other afterlife ritual texts.
Instructor(s): B. Bryan; R. Jasnow
Area: Humanities.

AS.133.620. Hieratic.
Instructor(s): R. Jasnow.

AS.133.621. Hieratic.
Instructor(s): R. Jasnow
Area: Humanities.

AS.133.630. Old Egyptian.
Instructor(s): B. Bryan.

AS.133.631. Old Egyptian.
Instructor(s): B. Bryan.

AS.133.640. Late Egyptian.
Instructor(s): R. Jasnow.

AS.133.641. Late Egyptian Texts.
An introduction to the grammar and texts of Late Egyptian.
Instructor(s): R. Jasnow
Area: Humanities.

AS.133.646. Demotic Texts.
Instructor(s): R. Jasnow.

AS.133.647. Demotic Texts.
Instructor(s): R. Jasnow
Area: Humanities.

AS.133.649. Advanced Coptic.
In this class we will read Coptic texts of various genres.
Instructor(s): R. Jasnow.

AS.133.653. Introduction to Ptolemaic Hieroglyphs.
An introduction to the grammar and hieroglyphic writing system employed in Graeco-Roman Period Egyptian temple texts.
Instructor(s): R. Jasnow
Area: Humanities.

AS.133.656. Advanced Demotic Texts.
Reading of texts of varying content in Demotic Egyptian.
Instructor(s): R. Jasnow.

AS.133.657. Creating an Egyptian Temple.
This class will challenge every participant to plan a temple environment for a particular deity. The readings, lectures, and discussions will cover the mythology around specific gods and how it influenced temple architecture, location, ritual, and festivals. It will survey the history of temple building in Egypt, the role of architecture and art -- particularly wall reliefs -- in communicating the functions of particular parts of temples. The aim is to help students understand what requirements an Egyptian temple needed to fulfill. Then each student will plan a temple for a chosen deity and explain to peers how it meets the ancient requirements.
Instructor(s): B. Bryan
Area: Humanities.

AS.133.706. Egyptian Funerary Arts in the Archaeological Museum.
This class will aim to cover the production and choice of funerary objects for Egyptian elite tombs in several eras of antiquity: the Middle and New Kingdoms, the Third Intermediate Period, and the Late Periods. Students will work with specific objects after learning generally about them, and they will carry out analyses of materials, pigments, construction methods, and erosion and degradation effects. They will create a virtual exhibition for the Museum’s website and present their results for inclusion in the museum cataloguing project.
Instructor(s): B. Bryan.
AS.133.736. Seminar on Amarna Art and History.
This course will tackle several topics relating to the reigns of Akhenaten through Tutankhamun, combining historical and art/archaeological methodologies. The seminar will be taught at a graduate level but will accept undergraduate majors with the instructor’s permission. Background knowledge of ancient Egypt is required. A separate section will meet in addition to read primary sources in original language. Topics will include the nature of the Aten and Amarna monotheism; foreign policy in the period; extent of Akhenaten’s control and his administration, etc.; the DNA evidence and its evaluation.
Instructor(s): B. Bryan.

AS.133.750. Seminar in Egyptian Art and Archaeology.
The theme for this course will be archaeology of the Mut precinct in Luxor where Johns Hopkins is excavating. Study of the comparative materials from other sites will be central with the publication of the work approaching.
Instructor(s): B. Bryan.

AS.133.751. Seminar in Egyptian Art and Archaeology: Analysis of Mut Temple’s Archaeology.
Instructor(s): B. Bryan.

AS.134.603. Graduate Seminar in Rabbinic Text.
Readings from the Talmud, the Sugya, and the Codes, in the original Hebrew and Aramaic: Emphasis on skills in reading, interpreting, and historical and cultural contextualization.
Instructor(s): D. Katz
Area: Humanities.

AS.134.604. The Book Of Job.
Reading the Hebrew text of the book of Job with attention to philology, textual criticism, and various aspects of interpretation.
Instructor(s): T. Lewis
Area: Humanities.

A rapid reading course aimed at increasing proficiency in reading the Hebrew text of the book of Ezekiel. Various aspects of translation and interpretation will be studied (e.g., grammar, textual criticism, Philology) including literary, historical, and theological questions. Cross-listed with Jewish Studies.
Instructor(s): T. Lewis

AS.134.610. Historic Hebrew Grammar.
Phonology and morphology of Biblical Hebrew.
Instructor(s): P. McCarter.

AS.134.621. Textual Criticism.
An introduction to the ancient witnesses of the biblical text and the principles of textual criticism.
Instructor(s): P. McCarter.

AS.134.630. Qumran (Dead Sea) Texts.
Instructor(s): P. McCarter.

Translation and analysis of selected texts in Biblical Hebrew giving attention to advanced features of grammar and syntax. Topic: “The Book of Judges”
Instructor(s): P. McCarter.

AS.134.652. Seminar in Ancient Israelite Religion.
Topics include history of scholarship, methodology, representations of deity, the aniconic tradition, solar Yahwism, sacred space, blood rituals, passover, royal cult, family religion, divination, prophecy, incantations, etc.
Instructor(s): T. Lewis.

AS.134.656. Comparative Semitics.
Comparative and historical analysis of the Semitic languages in their Afro-Asiatic context.
Instructor(s): P. McCarter.

AS.134.660. History of Ancient Syria/Palestine.
A survey of the history of Ancient Syria and Cannan, including Ancient Israel. In addition to attending the lectures at the scheduled times, graduate students will also meet one hour per week (time TBA) for a discussion session with the instructor.
Instructor(s): P. McCarter.

AS.134.661. History: Ancient Syria-Palestine II.
A survey of the history of Ancient Syria and Cannan, including Ancient Israel.
Instructor(s): P. McCarter
Area: Humanities.

Instructor(s): P. McCarter.

Instructor(s): P. McCarter
Area: Humanities.

AS.134.711. Alphabetic Cuneiform.
Study of alphabetic writing in cuneiform script during the second half of the second millennium B.C.E.
Instructor(s): P. McCarter.

AS.134.720. Ugaritic I.
A year-long course studying Ugaritic language and literature. The first semester will focus on grammar and translating a representative selection of mythological texts. The second semester will concentrate on ritual texts. The course will also be epigraphic in nature using both conventional and digital techniques.
Instructor(s): T. Lewis

AS.134.721. Ugaritic II.
A continuation of AS.134.720 with emphasis on the mythological and ritual texts from Ugarit. A digital epigraphy lab will also form part of the course.
Instructor(s): T. Lewis
Area: Humanities.

Instructor(s): Y. Monnickendam.

AS.134.744. Survey Of Aramaic Texts.
Instructor(s): T. Lewis
Area: Humanities.

An advanced course in Aramaic devoted to the study of Old Aramaic inscriptions. We will be translating and analyzing a selection of texts from Northern Syria (e.g. Bar-Rakib; Hadad; Kuttamuwa, Nerab, Panamuwa, Sefire, Zakkur), Southern Syria (e.g. Bar-Hadad/ Melqart Stela, Hazael, Tel Dan) and Northern Mesopotamia (e.g. Tell Fakhariyah). Students will be expected to vocalize such texts as a study in historical and comparative linguistics and to clarify their understanding of the morphology and syntax.
Instructor(s): T. Lewis
Area: Humanities.
Cross Listed Courses

History of Art

**AS.010.105. Art of the Ancient Americas.**
Surveys the art of Olmec, West Mexico, Teotihuacan, Maya, and Aztec.
Instructor(s): L. Deleonardis
Area: Humanities.

**AS.010.236. Palaces, Temples and Tombs in Mesopotamia.**
Mesopotamia, the “land between the rivers,” is considered the cradle of civilization. Its earliest urban centers appeared by 3500 BCE in the region of modern-day Iraq, Iran, and Syria. Along with urbanism came the emergence of temples and palaces as large-scale elite institutions (replete with written records). Their arts manifest some of the earliest complex representations. This course explores the art and architecture within the social, political and cultural context of ancient Sumer, Babylonia and Assyria. It provides an integrated picture of the arts of Mesopotamia from 3500 to 330 BCE with an emphasis on the development of visual narrative and the use of art in the expression of authority and legitimacy.
Instructor(s): M. Feldman
Area: Humanities.

**AS.010.301. Art and Interactions in the Eastern Mediterranean from 2000-500 BCE.**
The Mediterranean Sea has always acted as a connector for the many great civilizations that flourished around its shores. From 2000 to 500 BCE, these interactions were particularly dynamic, resulting in a diversity of arts including painting wall frescoes, precious jewelry, and elaborate furnishings and weaponry. This course examines the arts of the interactions among the Egyptians, Near Easterners, and Greeks, considering the role of artistic products in intercultural relations.
Instructor(s): M. Feldman
Area: Humanities.

**AS.010.307. Diplomats, Dealers, and Diggers: The Birth of Archaeology and the Rise of Collecting from the 19th c. to Today.**
The development of archaeology in the Middle East – its history of explorers, diplomats, missionaries and gentlemen-scholars – profoundly shaped the modern world, from the creation of new museums and the antiquities market to international relations and terrorism.
Instructor(s): M. Feldman
Area: Humanities.

**AS.010.314. The Great Debate on Images: from Zurich to Guadalupe.**
Images became a central topic of debate at the time of the Protestant Reformation. Images were not only a topic of doctrinal discussion, but also a target for desecration and destruction. The response to Iconoclasm on the Catholic side of this divide was also intense before, during and after the Council of Trent (1547-63), leading to a reconsideration of images’ role in an economy of the sacred. But the geography of this debate was not limited to Europe: the evangelization of the New World constituted a new scenario in which previous arguments and doctrinal positions were challenged under completely different circumstances. The Great Image Debate is not only a crucial episode of history, but it is also an argument reflecting on the nature of images and their paradoxical contribution to the Early “modern” world. This course is geared towards students with interests in History, Art History and Anthropology.
Instructor(s): F. Pereda
Area: Humanities.

**AS.010.315. Art of the Assyrian Empire, 1000-600 BCE.**
The Assyrian Empire dominated the ancient world from 1000-612 BCE, stretching from Iran to Egypt and laying the foundation for the later Persian and Macedonian empires. With imperial expansion came an explosion of artistic production ranging from palace wall reliefs to small-scale luxury objects. This course provides an integrated picture of the imperial arts of this first great empire, situating it within the broader social and political contexts of the first millennium BCE.
Instructor(s): M. Feldman
Area: Humanities.

**AS.010.364. Babylon: Myth and Reality.**
“Babylon - the name resonates, from the Biblical whore of Revelations to sci-fi. But what do we really know about the ancient city and its civilization?”
Instructor(s): M. Feldman
Area: Humanities.

**AS.010.389. The Stone and the Thread.**
This course explores the built environment of the Inka and considers architecture in its social, historical, and cultural contexts. Shared forms and ideas implicit in the fiber arts offer comparative points for analysis and discussion.
Instructor(s): L. Deleonardis
Area: Humanities.

**AS.010.398. Tombs for the Living.**
Centering on the tomb as the unit of analysis, this course examines the cultural and material aspects of death and funerary ritual. Draws on case studies from North America, Mesoamerica, and the Andes. Collections study in museums.
Instructor(s): L. Deleonardis
Area: Humanities.

**AS.010.470. Power and Politics in Assyrian Art.**
Assyria, centered in northern Iraq, created one of the world’s first great empires that dominated the ancient Near Eastern world from around 900 to 612 BCE. In concert with imperial expansion came an explosion of artistic production ranging from palace wall reliefs to small-scale luxury objects. This seminar examines the close relationship between the arts and politics in the Assyrian empire. Some themes that will be explored are: historical narrative, text and image, portable luxury arts and gender, politics and religion. The course will engage in close visual analysis of the ancient materials and readings of critical scholarship.
Instructor(s): M. Feldman
Area: Humanities.

**AS.010.611. Selected Topics in Near Eastern Art.**
Topics to be determined.
Instructor(s): M. Feldman.

Classics

**AS.040.137. Freshman Seminar: Archaeology at the Crossroads: The Ancient Eastern Mediterranean through Objects in the JHU Archaeological Museum.**
This seminar investigates the Eastern Mediterranean as a space of intense cultural interaction in the Late Bronze Age, exploring how people, ideas, and things not only came into contact but deeply influenced one another through maritime trade, art, politics, etc. In addition to class discussion, we will work hands-on with artifacts from the JHU Archaeological Museum, focusing on material from Cyprus.
Instructor(s): E. Anderson
Area: Humanities.
This course explores the dynamic work and social roles of craftpersons in early Greece, the eastern Mediterranean and Near East. Readings and discussion will query the identities and contributions of these people—travelers, captives, lauded masters, and even children—through topics including gender, class, and ethnicity. Special focus on late-third-early first millennia BCE; local field trips.
Instructor(s): E. Anderson
Area: Humanities.

This course explores the visual and material worlds of ancient Cyprus from the earliest human evidence through the Iron Age. Class involves regular analysis of artifacts based in the Archaeological Museum.
Instructor(s): E. Anderson
Area: Humanities.

History
AS.100.234. The Making of the Muslim Middle East, 600-1100 A.D.
A survey of the major historical transformations of the region we now call the 'Middle East' (from late antiquity through the 11th century) in relation to the formation and development of Islam and various Muslim empires.
Instructor(s): T. El-leithy
Area: Humanities, Social and Behavioral Sciences.

AS.100.383. Conversion and Apostasy in the Middle Ages.
Compares religious transformation in medieval Europe and the Middle East (ca. 600-1500), including conquest and conversion; conversion narratives; apostasy, martyrdom and other encounters between medieval Jews, Christians, and Muslims.
Instructor(s): T. El-leithy
Area: Humanities, Social and Behavioral Sciences.

Jewish Studies Program
AS.193.301. Reading the Bible and Encountering its World.
The course examines the interactions between travel and biblical interpretation between the seventeenth and twentieth centuries, paying particular attention to the ways in which travelers to the Middle East and then scholars saw its residents as relics of an unchanging biblical world, whose practices could be used to interpret scriptural texts from both the Old and New Testaments.
Instructor(s): E. Horowitz
Area: Social and Behavioral Sciences.

The course aims to encourage knowledge of a relatively unknown mass phenomenon - poetic creativity by Jews under Nazi Rule, in the Ghettos and Camps. The study of multi-lingual texts, written by non-professional writers, will enable to better understand the complexity of immediate Jewish reaction to Holocaust reality, in its multi-cultural contexts. Texts from selected ghettos and camps, originally written in Yiddish, Polish, German and Hebrew will be read in English translation and analyzed. Emphasis will be put on the differences and similarities between Eastern and Western European Jewry.
Instructor(s): M. Trinh
Area: Social and Behavioral Sciences.

Earth Planetary Sciences
AS.270.205. Introduction to Geographic Information Systems and Geospatial Analysis.
The course provides a broad introduction to the principles and practice of Geographic Information Systems (GIS) and related tools of Geospatial Analysis. Topics will include history of GIS, GIS data structures, data acquisition and merging, database management, spatial analysis, and GIS applications. In addition, students will get hands-on experience working with GIS software.
Instructor(s): X. Chen
Area: Engineering, Natural Sciences.

Program in Museums and Society
AS.389.205. Examining Archaeological Objects.
This course considers the role of materials in the production, study and interpretation of objects by examining artifacts from the Johns Hopkins Archaeological Museum. Students will consider materials such as ceramics, stone, metal, glass, wood and textiles, and visit artists’ studios to gain an understanding of historical manufacturing processes. M&S practicum course. Cross-listed with Archaeology, Near Eastern Studies, Classics, and History of Art.
Instructor(s): S. Balachandran
Area: Humanities.

Neuroscience
Neuroscience is the study of the nervous system and how it functions. Neuroscientists study the nervous system from all levels, ranging from molecules interacting with cell membranes to brain systems subserving cognitive functions such as language. Dramatic progress has been made at all levels, and the field continues to grow. On the Homewood campus, researchers studying the nervous system are in the departments of Biology, Biomedical Engineering, Biophysics, Cognitive Science, and Psychological and Brain Sciences and in the Krieger Mind/Brain Institute. Their presence provides the opportunity for an innovative, interdepartmental program which offers a broad overview of the neuroscience field, as well as more advanced training in one of three focus areas.

Cellular and Molecular Neuroscience (CM) focuses on the mechanisms by which information flows within and between cells in the nervous system, and the mechanisms through which the cellular structure of the nervous system develops and is maintained. Topics include the molecular basis of membrane permeability, action potentials, sensory transduction, synaptic transmission, neuronal modulation, mechanisms of drug action, and the molecular basis of genetic disorders of the nervous system.

Systems Neuroscience (ST) seeks to relate brain structure and functioning to behaviors and related physiological processes. Research in this area explores the description and analysis of neural circuits. This includes identifying the brain nuclei and interconnections making up a circuit, identifying and investigating the implicated neurotransmitters, and characterizing the intrinsic and extrinsic factors that modulate the development and adult functioning of the circuit. Topics as diverse as learning and memory, communication, sensory systems, and motivated behaviors (e.g., reproduction, feeding, and aggression) are explored from this perspective.

Cognitive Neuroscience (CG) focuses on how cognitive functions, such as vision or language, are implemented by the brain. Drawing upon a variety of techniques for probing the working brain at cognitive and
neural levels, including functional neuroimaging, analysis of cognitive impairments in brain-damaged patients, and electrophysiological techniques, research in cognitive neuroscience seeks to relate mental representations and computations to brain mechanisms and processes.

**Neuroscience Program Committee**

The Neuroscience Program Committee coordinates course offerings, oversees the program’s interdepartmental courses, reviews and updates the administration of the program, makes decisions about admission to the B.S./M.S. program, approves proposed research programs and mentors for students in the B.S./M.S. mentored research program, and evaluates the final reports and presentations from the research year.

The neuroscience major consists of two degree programs: a four-year B.S. based primarily on course work and 6 credits of research; and a five-year concurrent B.S./M.S. involving additional course work and a yearlong intensive laboratory experience. (Under special circumstances, a student may be able to complete the B.S./M.S. program in less than five years.) Both programs are designed to provide rigorous preparation for advanced study in either a Ph.D., M.D. or Ph.D./M.D. programs. The concurrent B.S./M.S. program accepts students every spring semester.

Additional information regarding the undergraduate degree and the B.S./M.S. programs is available through our website at http://krieger.jhu.edu/neuroscience. You may also contact our Program Administrator, Ms. Hope Fisher, hope.stein@jhu.edu or 410-516-6196.

*This curriculum is being reviewed on a regular basis. Please consult our website for the most recent updates, http://krieger.jhu.edu/neuroscience/courses/index.html.*

**Requirements for the B.S. Degree**

Also see Requirements for a Bachelor’s Degree (p. 20).

### General Information

- Students are encouraged to complete an optional introductory course in their freshman year, such as AS.080.105 An Introduction to Neuroscience, AS.050.105 Intro to Cognitive Neuropsychology, or AS.200.141 Foundations of Brain, Behavior and Cognition.
- Students interested in attending medical school will need to take a second semester of organic chemistry and its corresponding laboratory to meet medical school admission requirements; however, these courses are not major requirements.
- Students are required to select their advanced neuroscience elective courses from one of three approved focus areas: systems neuroscience, cognitive neuroscience, or cellular and molecular neuroscience. Approved courses fulfilling this requirement are found on the neuroscience website (http://krieger.jhu.edu/neuroscience/courses/index.html) or in the schedule of classes.
- To apply towards the major, all courses must be taken for a letter grade and a grade of C- or better is required.

#### Neuroscience Sequence *

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.080.203</td>
<td>Cognitive Neuroscience (spring)</td>
<td>3</td>
</tr>
<tr>
<td>AS.080.250</td>
<td>Neuroscience Laboratory (fall/spring)</td>
<td>3</td>
</tr>
<tr>
<td>AS.080.305</td>
<td>The Nervous System I (fall)</td>
<td>3</td>
</tr>
<tr>
<td>AS.080.306</td>
<td>The Nervous System II (spring)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Mathematics, Statistics, and Science Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.020.305</td>
<td>Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>AS.020.315</td>
<td>Biochemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>AS.020.306</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>AS.020.316</td>
<td>Cell Biology Lab</td>
<td>3</td>
</tr>
<tr>
<td>AS.020.151</td>
<td>General Biology I</td>
<td>1</td>
</tr>
<tr>
<td>AS.020.152</td>
<td>General Biology II</td>
<td>1</td>
</tr>
<tr>
<td>AS.020.153</td>
<td>General Biology Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>AS.020.154</td>
<td>General Biology Lab II</td>
<td>1</td>
</tr>
</tbody>
</table>

#### One Biology Sequence (Select Option A or Option B)

Option A: Required of the cellular and molecular neuroscience focus area, optional for the systems and cognitive focus areas

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AS.080.203</td>
<td>Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>AS.080.250</td>
<td>Neuroscience Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>AS.080.305</td>
<td>The Nervous System I</td>
<td>3</td>
</tr>
<tr>
<td>AS.080.306</td>
<td>The Nervous System II</td>
<td>3</td>
</tr>
<tr>
<td>AS.080.105</td>
<td>General Biology Lab I</td>
<td>1</td>
</tr>
<tr>
<td>AS.080.306</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>AS.020.316</td>
<td>Cell Biology Lab</td>
<td>3</td>
</tr>
</tbody>
</table>

Option B: Allowed for the systems and cognitive focus areas, not permitted for the cellular and molecular neuroscience focus area

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.080.151</td>
<td>General Biology I</td>
<td>1</td>
</tr>
<tr>
<td>AS.080.152</td>
<td>General Biology II</td>
<td>1</td>
</tr>
<tr>
<td>AS.080.153</td>
<td>General Biology Laboratory I</td>
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</tr>
<tr>
<td>AS.080.154</td>
<td>General Biology Lab II</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Advanced Neuroscience Elective Courses and Focus Area

Nine credits of 300-level or higher approved courses from one of three focus areas: systems neuroscience, cognitive neuroscience, or cellular and molecular neuroscience

Three credits of 300-level or higher approved course outside of focus area selected above

#### Research**

Six credits of neuroscience research

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.080.500</td>
<td>Scientific Communication: Neuroscience</td>
<td>6</td>
</tr>
</tbody>
</table>

* These courses are normally completed during the sophomore and junior years. We recommend that students complete these courses in the sequence listed.
Research must be conducted in one of the neuroscience laboratories participating in the program. Students must register for AS.080.500 Scientific Communication: Neuroscience concurrently with neuroscience research each time they register for research.

Honors in the Major

To receive honors in Neuroscience, students must meet the following criteria:

- Earn a GPA of 3.5 or better in major requirements
- Conduct research and give a research presentation
- Receive a recommendation from research mentor

Requirements for the M.S. Degree

Current JHU undergraduate students who wish to apply for the B.S./M.S. Program in their junior or senior year must meet the following minimum requirements (prior to applying):

- A minimum 3.5 GPA in all required courses for the undergraduate major and cumulative GPA of 3.5,
- Completion of no fewer than three credits of undergraduate research, and
- Completion of all courses required for the JHU B.S. degree in Neuroscience.

Advanced Seminars in Neuroscience (6 credits)

The Advanced Seminar in Neuroscience is offered in the fall and spring terms.

Final Spring Courses (12 credits)

Degree requirements include 12 credits of additional advanced course work (300-level or above). At least three credits must be at 400-level or above. Courses must be related to the study of neuroscience and ideally focused on the student’s concentration of study and area of research. Students may choose courses from the approved list of undergraduate advanced courses. (In addition, up to six additional credits of the Advanced Seminar in Neuroscience, and/or statistics courses, graduate courses and seminars may be taken with the approval of the program director.)

Mentored Research (24 credits)

During the research year, students will complete a total of 24 credits of mentored research. Students must complete nine credits of research in a spring academic term, six in the summer and an additional nine in the fall.

B.S./M.S. Commencement Project (1 credit)

After completing the research year, students must register for a one-credit independent study course intended to track the progress and defense of the student’s final research project.

Note: This masters degree is only open to current Johns Hopkins University undergraduate students pursuing a major in neuroscience.

For current faculty and contact information go to http://neuroscience.jhu.edu/research-faculty/faculty-profiles/primary-faculty/

Faculty

Interim Chair
Linda Gorman
Psychological and Brain Sciences.

Director
Linda Gorman
Director of Undergraduate Studies, Teaching Professor; Psychological and Brain Sciences.

Professors
Susan Courtney
Chair, Professor; Psychological and Brain Sciences

Patricia Janak
Psychological and Brain Sciences.

Michael McCloskey
Cognitive Science.

Brenda Rapp
Cognitive Science.

Haiqing Zhao
Biology.

Associate Professors
Samer Hattar
Associate Professor, Biology.

Hey-Kyoung Lee
Mind/Brain Institute.

Assistant Professor
Shreesh Mysore
Psychological and Brain Sciences.

Lecturers
Hita Adwanikar
Neuroscience

Jason Trageser
Neuroscience

For current course information and registration go to https://isis.jhu.edu/classes/
Courses

AS.080.105. An Introduction to Neuroscience.
Our knowledge of brain function from the level of single molecules to human behavior continues to expand at something approaching light speed. That knowledge invades our lives every day. And decisions are made based on that knowledge from every corner of life...from physician to politician and every stop in between. This course is meant to provide a fundamental understanding of how the cells and molecules as well as the regions and systems of the brain work to have you see and hear and move and remember. The course is divided into four sections that progress from the cells of the brain and spinal cord to circuits then systems and finally behaviors. Introduction to Neuroscience is designed for any college student who has an interest in the range of disciplines we call neuroscience.
Instructor(s): S. Hendry
Area: Natural Sciences.

As new knowledge about the brain reaches the masses, neuroscience research and its applications have featured more prominently in film and TV. How far are these stories from the reality of what is happening at the bench? In this course, students will survey some of the latest research in cellular and systems neuroscience, then view and evaluate related media with discussions and presentations. Issues to be discussed include artificial intelligence, brain-machine interfaces, expertise, and memory.
Instructor(s): B. Rapp; S. Park
Area: Natural Sciences, Social and Behavioral Sciences.

This course surveys theory and research concerning how the human brain carries out mental processes. The sections of this course correspond with the sections listed for AS.020.203. All sections will meet together on exams day and guest lecture days. Co-listed as AS.050.203 in Cognitive Science.
Instructor(s): B. Rapp; S. Park
Area: Natural Sciences, Social and Behavioral Sciences.

AS.080.208. Ions in Flux: From DNA to Disease.
This course will look at an important type of protein, the ion channel. Ion channels can be studied from many angles, but we will focus on how mutations in ion channels produce disease in human beings. We will do this in a discussion format designed to keep everyone engaged regardless of background.
Instructor(s): P. Scherer
Area: Natural Sciences, Social and Behavioral Sciences.

How Did They Do That? A Survey In Neuroscience Methodology. A survey course designed to familiarize students with commonly used, modern neuroscience techniques. The sessions will cover principles of experimental design, in silico resources, biochemical methods, microscopy, genetic techniques, electrophysiology, and behavioral analysis. Each session will include lecture and discussion as well as group-based exercises for experimental design. The discussions will utilize examples from primary papers to illustrate experimental pitfalls and proper interpretation. In group exercises, students will design their own experiments with constructive critiques from the instructors and classmates. Students will be evaluated on participation in class assignments and discussions.
Instructor(s): A. Amen; C. Cave
Area: Natural Sciences.

AS.080.250. Neuroscience Laboratory.
This course will give students the “hands-on” experience of the interdisciplinary nature of neuroscience. Students will use anatomical and neuro-physiological techniques to understand the basic underlying principles of neuroscience.
Prerequisites: (AS.080.305 AND AS.080.306) OR AS.200.141 or instructor's permission.
Instructor(s): J. Trageser; L. Gorman
Area: Natural Sciences, Social and Behavioral Sciences.

AS.080.301. Stress and the Brain.
The purpose of this course is to explore the phenomenon of stress by investigating the neural, endocrine and molecular mechanisms involved. By reviewing both animal and human research, this course will consider disorders of the stress control system and the adverse impact of stress on human physical and mental health. Topics in this class will include, but are not limited to I) disorders such as PTSD, anxiety, major depression; II) interactions between stress and neurodegenerative disorders; III) stress-immune-inflammatory interactions; IV) the role of stress in obesity, hypertension, and other metabolic syndromes; V) stress effects on reproduction. Students will finish this course with a greater understanding for the fundamental neuroendocrine responses to stress and its consequent and/or associated adverse effects on human health.
Prerequisites: AS.050.203 AND AS.080.305 AND AS.080.306
Instructor(s): F. Madison
Area: Natural Sciences.

Seminar course in which applications of neuroscience and neurotechnologies are explored. The class meets once a week for an hour. Each week, an application of neuroscience or a neurotechnology will be discussed. Readings will be assigned in preparation for each class. At each meeting of the class, the readings will be discussed, and if possible there will be a demonstration of the technology or application. Each student will choose one neurotechnology or application of neuroscience and prepare a short presentation, which will be given towards the end of the semester. Topics to be covered include but are not limited to: brain recording technologies, neuroimaging, deep brain stimulation, transcranial magnetic stimulation, optogenetics, brain-computer interfaces, neuroprosthetics, neuroeconomics, neurolaw, and neuromorphic engineering. Grading is pass/fail.
Prerequisites: AS.080.305 OR AS.080.306 OR AS.200.141 OR AS.020.306
Area: Natural Sciences.

AS.080.303. Structure of the Nervous System.
This course takes a structural biological approach to studying the nervous system. In using a systems approach it provides students of cellular-molecular and computational neuroscience with a thorough introduction to functional, microscopic and submicroscopic organization of the brain, spinal cord and peripheral nervous system.
Prerequisites: AS.080.305 AND AS.080.306
Instructor(s): S. Hendry
Area: Natural Sciences.
**AS.080.304. Neuroscience Learning and Memory.**

This course is an advanced survey of the scientific study of learning and memory. Different perspectives will be used to review the science of learning and memory including the cellular-molecular basis of synaptic plasticity, the functional circuitry involved in learning and memory and memory systems in the brain. The course is designed to provide a deep understanding of the issues and current debates in learning and memory research and focuses specifically on animal models of memory and memory impairment. This is an interactive lecture course with a strong emphasis on student participation. Recommended Course Background: AS.200.141 OR AS.020.312 OR AS.080.203 OR AS.050.203 OR AS.080.305 AND AS.080.306

**Prerequisites:** AS.200.141(C) OR (AS.080.305[C] AND AS.080.306[C]) OR (AS.020.312[C] AND AS.020.306[C])

Instructor(s): A. Bakker.

**AS.080.305. The Nervous System I.**

The Nervous System is a fully integrated, two-semester course that surveys the cellular and molecular biology of neurons as well as the structure and function of the nervous system. Students must register for Nervous System II offered in the second term.

**Prerequisites:** AS.080.203 OR AS.050.203 OR AS.200.141 or 080.105 or Permission

Instructor(s): H. Zhao; S. Hendry

Area: Natural Sciences.

**AS.080.306. The Nervous System II.**

The course uses the functional organization of the somatosensory system as a means to examine mechanisms of neutral development. Generation and maturation of neurons, guidance of axons, formation of synapses and the regressive events that shape the adult nervous system will be examined. At the same time we will explore the structure and function of brain regions that allow us to feel pain and temperature, detect vibration, recognize shape and perceive where we are in space. Finally, the single-neuron events that lead to adaptive changes in function will be explored in the context of central nervous system control of movement and of higher order functions of speech and memory. Students who do not register for Nervous System I offered during the first term should not register for this class.

**Prerequisites:** Prereq: AS.080.305

Instructor(s): H. Zhao; S. Hendry

Area: Natural Sciences.

**AS.080.307. Neurobiology of Addiction.**

Broadly defined, addiction is a chronic, relapsing brain disease. It is a compulsive, uncontrollable behavior to seek and use a substance, even in the face of negative social consequences or health consequences. But, addiction is also a condition in which an individual overindulges in just about anything that is reinforcing...from physical exercise, to video games, to food, and to sex. In this course, we will use current literature to try and understand what is currently known about the underlying neural mechanisms of this very real disorder. Recommended Course Background: AS.080.305 and AS.080.306 or AS.020.312 or AS.020.306 or AS.200.141 and AS.020.306 or permission.

Instructor(s): L. Gorman.

**AS.080.308. Neuroeconomics.**

Every day decisions often require us to weigh the costs and benefits of engaging in a particular course of action in order to obtain some expected outcome. Unfortunately, we often lack the information necessary to obtain our desired goal with complete certainty. Economists have long been interested in understanding human decision-making under these circumstances. In parallel, neuroscientists have made great strides at describing the underlying neural basis of simple decision-making. However, despite much progress in both fields, our understanding of how the brain makes decisions is incomplete. In order to strengthen and further research in both fields, the interdisciplinary field of Neuroeconomics arose. This course will survey the field of Neuroeconomics focusing on theoretical concepts developed by economists and the role these theories are playing in guiding current experimental neuroscience. Recommended Course Background: AS.080.305 and AS.080.306 or AS.020.312 and AS.020.306 or AS.200.141 and AS.020.306 or permission.

Instructor(s): J. Trageser

Area: Natural Sciences.

**AS.080.309. Frontiers in Neuroscience.**

Modern neuroscience has advanced enough for us to contemplate some issues we could not address before. In this course, we will examine the recent advances in neuroscience research such as neuropsychotrics, deep brain stimulation (DBS), brain computer interface (BCI), and optogenetics. We will focus on understanding the new technology and its limits, and learn how it may shape the future of science, medicine, and society. We will also explore issues related to carbon-nanotube molecular computing and the latest neuro-imaging techniques in lectures and reading original articles. Recommended Course Background: AS.080.305, AS.080.306 or AS.080.203 or permission of instructor.

**AS.080.310. Synaptic Function and Plasticity.**

The function of the nervous system is based on synaptic transmission between neurons. Synapses are not static structures, but dynamically change with experience. Experience-dependent synaptic plasticity not only allows proper development of the nervous system in tune with the environment, but also is the basis for learning and memory. This course will cover the structure and function of synapses, and how they are altered by experience to encode information.

**Prerequisites:** (AS.020.305 OR AS.020.306) OR (AS.080.305 OR AS.080.306)

Instructor(s): A. Kirkwood; H. Lee

Area: Natural Sciences.

**AS.080.313. The Biology of Neural Development.**

Discoveries of the molecular and cellular mechanisms of nervous system development have come at a rapid pace over the past two decades. We will explore those discoveries with the use of the primary scientific literature and scientific reviews. Topics will include proliferation, migration, specification, differentiation, axon pathway finding, synapse formation and regressive events. Lectures by faculty will alternate with student presentations. This course requires students to write extensively about one of the above topics and present their understanding of the material twice during the semester.

**Prerequisites:** 080.305 (Nervous System I) 080.306 (Nervous System II) 020.305 (Biochemistry) 020.306 (Cell Biology)

Instructor(s): S. Hendry

Area: Natural Sciences, Social and Behavioral Sciences.
AS.080.317. Developmental Neurobiology: Signaling in Development and Disease.
An advanced undergraduate level seminar on current topics on signal transduction mechanisms underlying neuronal morphology, development and function. The proper functioning of the nervous system relies on the establishment of precise neuronal circuits through a developmental program including proliferation, neuronal migration, axonal growth, and neuronal survival. This course pertains to the extracellular cues and downstream neuronal signaling pathways that coordinate these key events during neuronal development. The course will also cover the role of aberrant signaling mechanisms in neuronal degeneration and disease. Recommended Course Background: AS.020.305, AS.020.306, and AS.080.306.

AS.080.318. Practicum in Language Disorders.
Please see additional instructions on http://krieger.jhu.edu/neuroscience/courses/index.html This course provides the opportunity to learn about adult aphasias; language disorders which are one of the most common consequences of stroke. You will receive training in Supportive Communication Techniques and work as a communication partner with an individual with aphasia for two hours per week. Three class meetings for orientation and reading assignments will be held on campus; training and practicum will be conducted at a local aphasia support center. Transportation required.
Prerequisites: Juniors and Seniors Only Prerequisite: An A - or above in one of the following courses: AS.080.203[C] OR AS.050.203[C] OR AS.050.105[C] OR AS.050.311[C]
Instructor(s): B. Rapp.

AS.080.320. The Auditory System.
This course will cover the neuroanatomy and neurophysiology of the human auditory system from the ear to the brain. Behavioral, electrophysiological, and neuroimaging methods for assessing peripheral and central auditory function will be discussed. Acquired and developmental disorders of auditory function will be reviewed using clinical case studies.
Prerequisites: AS.080.305 OR AS.080.203 OR AS.050.203 OR AS.020.141 OR AS.020.302 or permission of the instructor.
Instructor(s): D. Boatman
Area: Natural Sciences.

AS.080.322. Cellular and Molecular Biology of Sensation.
Leading scientists in sensory biology from the Johns Hopkins community will present the most current knowledge in the cellular and molecular biology of sensation. A lecture and a student presentation of an exemplar manuscript will be presented each week on a different topic of sensory systems.
Prerequisites: AS.080.304 OR AS.080.305 OR AS.080.306 OR AS.020.306 OR AS.020.305.
Instructor(s): P. Fuchs
Area: Natural Sciences.

Classic Journal Club course where the students will read and discuss and review articles on differing topics depending on student interests. Open to Neuroscience and Behavioral Biology sophomores, juniors and seniors.

Open to Neuroscience and Behavioral Biology Sophomores, Juniors and Seniors. Classic Journal Club course where the students will read and discuss and review articles on differing topics depending on student interests.

Being able to meet with a small group and discuss some key journal articles in a particular area of Neuroscience is one of the experiences that we hope to fulfill with this course. Topics will be chosen every semester. Classes will consist of reading an assortment of journal articles; both review and primary literature. Students will take turn leading the discussions of the theoretical and practical implications of the papers.
Prerequisites: AS.080.203 AND AS.080.305 AND AS.080.306.

This course investigates numerous types of brain injuries and explores the responses of the nervous system to these injuries. The course’s primary focus is the cellular and molecular mechanisms of brain injury and the recovery of function. Discussions of traumatic brain injury, stroke, spinal cord, and tumors, using historical and recent journal articles, will facilitate students’ understanding of the current state of the brain injury field. Cross-listed with Psychological and Brain Sciences and Behavioral Biology.
Prerequisites: (AS.080.305 AND AS.080.306) OR (AS.020.312 OR AS.020.306) OR (200.141 and 020.306) OR Permission of Instructor
Instructor(s): L. Gorman
Area: Natural Sciences.

AS.080.333. Writing About the Nervous System.
To write clearly and cogently about the nervous system demands two things in equal measure. One is serious understanding and the other is skill. Neither is a gift since both must be acquired. We will strive to do both in this course by taking an extant document – either a slim text on a restricted subject in neuroscience or a set of class notes - and, through revision and addition of recently published findings, substantially improve that document. Students will be required to read, write and revise extensively – at least two assignments each week.
Instructor(s): S. Hendry
Area: Natural Sciences, Social and Behavioral Sciences.

AS.080.345. Great Discoveries in Neuroscience.
This course examines the historical and intellectual context of selected, key advances in neuroscience, how they were made and the impact they had on an understanding of the nervous system. Particular attention will be paid to advances in cellular and molecular neuroscience. Among the topics covered will be the discovery of monoamine neurotransmitters and of endocannabinoids, the role of neurotrophins in neural development, and prion-based diseases of the brain.
Prerequisites: (AS.080.305 AND AS.080.306) OR AS.020.306 OR AS.020.312 OR Permission of Instructor
Instructor(s): J. Baraban
Area: Natural Sciences.

AS.080.346. Sensorimotor Processing.
Our brains evolved the capacity to sort this madness into reliable and coherent perceptual representations of not only our environment, but also our corporeal selves. Through lectures and reading discussions, this course explores how our sensory modalities work together with our movements, enabling us to perceive and interact with our environment. Topics include object and body perception, motor adaptation, and the biological bases of sensorimotor integration. This course summarizes the current understanding of these topics, synthesizing recent findings from behavioral, neurophysiological, and neuroimaging studies.
Prerequisites: AS.080.305 AND AS.080.306 or permission of instructor.
Area: Natural Sciences.
Neuroscience is approaching the time when it can offer a compelling explanation for how the brain works. This course takes advantage of work done in humans and non-human primates to survey concepts in sensory perception, motor command, and memory mechanisms. Lectures are given by faculty whose research explores these issues. Each subject is explored as a three-lecture sequence: 1) a background lecture that lays out the general principles and over-riding questions of the field; 2) an in-depth lecture that covers the most recent scientific literature; and 3) a summary lecture that brings together the major questions and their Resolution. Recommended Course Background: AS.080.305
Instructor(s): S. Hendry
Area: Natural Sciences.

From outer segments of photoreceptors to the Fusiform Face Area of the cerebral cortex we have come to understand how the visual system works at each of many fundamental levels. This course examines the basis for perception of visible objects at each of these levels. We will use the secondary literature (scientific reviews) to accent the hard-won truths about visual system functional organization and to highlight ongoing controversies. Students will be lead through carefully chosen reviews in a series of lectures and written summaries prepared by faculty. Three exams and a final exam will test students not on their memorization of minutiae but on their understanding of fundamental principles.
Prerequisites: AS.080.306 OR AS.020.306 OR Permission
Instructor(s): S. Hendry
Area: Natural Sciences.

AS.080.357. Developmental Neuroscience. 3 Credits.
The developmental neuroscience course will cover principles of neural development. The course will focus on major events in neural development: patterning and growth of the nervous system, neuronal determination, axonal navigation and targeting, neuron survival and death, synapse function, developmental plasticity, and behavioral and cognitive development.
Prerequisites: AS.080.305 AND AS.080.306
Instructor(s): M. Farah
Area: Natural Sciences.

AS.080.360. Diseases & Disorders of the Nervous System.
Prerequisites: ( EN.580.421 AND EN.580.422 ) OR ( AS.020.305 AND AS.020.306 ) OR ( AS.080.305 AND AS.080.306 ) OR By Permission
Instructor(s): G. Mckhann; S. Hendry
Area: Natural Sciences.

The course focuses on sound processing, including current research topics in Auditory Neuroscience, including synaptic physiology, neural circuitry, acoustics, physiology, and behavior. Course taught in Salamanca. This course fulfills upper-level Neuroscience electives. Course must be taken for a grade.
Instructor(s): L. Gorman
Area: Natural Sciences.

AS.080.364. Methods in Neuroscience and Orgo?.
Who would have thought that organic chemistry would be playing a role in our understanding of the anatomy of the nervous system!!! In this course, you will work in both the Organic Chemistry and Neuroscience labs to compare the new CLARITY technique, introduced by Karl Deisseroth, with another technique known as SeeDB, introduced by Takeshi Imai. Both techniques are used to make the brain “invisible” and allow subsequent staining to visually examine neuronal circuits. Students will work independently in teams to determine which technique is more amenable to use by students in the Neuroscience Lab course. Permission Required from Instructor to register.
Instructor(s): C. Falzone; E. Hill; L. D’Souza; L. Gorman
Area: Natural Sciences.

This course is a systems-oriented course focusing on the basic neural processing of pain signals in both the spinal cord and the brain. Class lectures will cover the anatomical and molecular basis for the transmission and perception of pain signals, basic concepts such as allostynia, hyperalgesia, peripheral and central sensitization, remodeling, the pathophysiology of chronic pain disorders and the cognitive and emotional aspects of pain. We will also discuss the regulation of pain signals by descending systems, and current practices and new advances in the treatment of pain.
Prerequisites: ( AS.080.305 AND AS.080.306 ) OR AS.020.312 OR AS.020.316 OR AS.200.141 OR INSTRUCTOR’S PERMISSION
Instructor(s): H. Adwanikar
Area: Natural Sciences, Social and Behavioral Sciences.

AS.080.370. The Cerebellum: Is it just for motor control?.
The cerebellum is traditionally thought to be involved in movement and motor control, and observations of patients with cerebellar damage do in fact show motor deficits. However, since the proliferation of functional MRI, cerebellar activations have been observed in a surprising number of brain activation studies that were designed to investigate the neural correlates of cognitive function. Over the past 2 decades, an increasing number of investigators have tried to characterize the role of the cerebellum in cognitive function. Through lectures and reading discussions this course will survey cerebellar circuitry, neuroimaging and neuromodulatory methods for investigating the cerebellum, and traditional and non-traditional functions of the cerebellum, including cerebellar involvement in cognitive functions such as language, working memory, and executive control.
Prerequisites: Prereqs: AS.080.305 AND AS.080.306 AND AS.080.203 OR AS.050.203
Instructor(s): J. Desmond
Area: Natural Sciences, Social and Behavioral Sciences.
AS.080.375. The Neural Control of Movement.
Every day, our brains produce adaptable and complex movements in a constantly changing environment. These motoric abilities are so complex that they are still largely unmatched by current technology. The goal of this course is to provide an understanding of the neural mechanisms underlying movement planning and execution. We will cover the structures and systems that are responsible for feedback and motor control. These include sensory perception, reflex arcs, spinal cord organization, pattern generators, muscle function, locomotion, eye movement, and cognitive aspects of motor control. The roles of cortical motor structures and their interaction with the cerebellum, thalamus, and basal ganglia will be examined in the normally functioning brain as well as in individuals with motor disorders. In addition, we will discuss various theories of motor control using both classical and recent experimental data in order to develop your abilities to review, critique, and report on the scientific motor control literature. By the end of this course you will (1) have an understanding of how muscles and the brain work, how movements are planned and performed, and the computations required to carry out movements and (2) summarize major themes in the motor control literature and assess how new papers contribute to the larger body of work in this field.
Prerequisites: AS.080.305 AND AS.080.306
Area: Social and Behavioral Sciences.

AS.080.400. Research Practicum: Language Disorders-Community Based Learning.
This course provides the opportunity to learn about adult aphasias; language disorders which are one of the most common consequence of stroke. You will receive training in Supportive Communication Techniques and work as a communication partner with an individual with aphasia for two hours per week. Three class meetings for orientation and reading assignments will be held on campus; training and practicum will be conducted at a local aphasia support center. Transportation required. A valid driver’s license for zip car use. This is a two (2) credit practicum.
Instructor(s): B. Rapp
Area: Natural Sciences, Social and Behavioral Sciences.

AS.080.401. Research Practicum: KEEN (Kids Enjoying Exercise Now)-Community Based Learning.
VAN CERTIFICATION SUGGESTED; KEEN (Kids Enjoying Exercise Now). This course provides the opportunity to learn and interact with children who have neurological disabilities, including autism, cerebral palsy and Down syndrome in weekend exercise and recreational activities. You will receive a profile for the KEEN athlete that you will be paired with during a session. You will receive initial training prior to participating and will be responsible for attending a mandatory orientation and exit session that will be held on the Homewood Campus. The actual practicum will take place at KEEN center in Baltimore, MD. Transportation will be either a zip car (you will need a driver’s license), OR JHU van. This is a one (1) - two (2) credit S/U course, organized by the Undergraduate Neuroscience Program. This course has an option for variable credits by which 1 credit equals 3 visits and 2 credits equals 6. Neuroscience and Behavioral Biology Majors ONLY.
Instructor(s): L. Gorman.

AS.080.402. Teaching Practicum: Making Neuroscience Fun (MNF).
ZIP CAR CERTIFICATION SUGGESTED; All visits are Monday - Friday either 7am-11am OR 11am-3pm. Making Neuroscience Fun (MNF) is a community outreach program which brings age-appropriate interactive presentations about the brain and nervous system to Baltimore City and County elementary school students. MNF is an effort aimed at fostering appreciation for science in general, emphasizing the importance of the brain and the nervous system in everyday life, and enhancing the science curriculum in Baltimore’s City and County schools. You will receive initial training prior to participating and will be responsible for attending a mandatory orientation and exit session that will be held on the Homewood Campus. The practicum will take place at Baltimore City and County Schools. Students willing to drive are encouraged to register. Zip Cars will be provided. This is a one (1) - two (2) credit S/U course, organized by the Undergraduate Neuroscience Program. This course has an option for variable credits by which 1 credit equals 3 visits and 2 credits equals 6.
Instructor(s): L. Gorman.

This practicum provides students the opportunity to learn, play, and interact with children receiving treatment in over 20 different specialties including dermatology, endocrine, GI, immunology, urology, plastics, hematology among others. Students will travel to an outpatient building at the John's Hopkins Children’s center where they will participate in a variety of therapeutic activities including doing art projects and making the children feel comfortable. Students will gain valuable clinical experience and be exposed to a wide range of children with a variety of diseases/illnesses. You will receive initial training prior to participating and will be responsible for attending a mandatory orientation and exit session that will be held on the Homewood Campus. This is a one (1) - three (3) credit S/U course, organized by the Undergraduate Neuroscience Program. This course has an option for variable credits by which 1 credit equals 3 visits, 2 credits equals 6 and 3 credits equals 9 visits. The visits for this practicum are 10-12 on Tuesdays or 10-12 on Thursdays of each month. Transportation is provided by the JHU shuttle.
Instructor(s): L. Gorman.

AS.080.411. Advanced Seminar: Neuroscience I.
For students in the first semester of the BA/MS Program. Instructor permission required.
Instructor(s): J. Baraban
Area: Natural Sciences.

AS.080.412. Advanced Seminar: Neuroscience II.
For students in the 2nd semester of the BA/MS Program. Permission Required.
Instructor(s): J. Baraban
Area: Natural Sciences.

AS.080.413. Advanced Seminar: Neuroscience III.
For students in the 3rd semester of the BA/MS Program. Permission Required.
Instructor(s): J. Baraban; L. Gorman
Area: Natural Sciences.

For students in 4th year of the Neuroscience BA/MS Program only. Permission Required.
Instructor(s): J. Baraban
Area: Natural Sciences.
Scientific communication is crucial to advancing science. The Scientific Communication section is taken concurrently with Neuroscience Research and consists of a two hour research orientation session held at the beginning of the semester and a two hour exit session held at the end of the semester. The student is also expected to meet with their lab supervisor or attend a lab meeting once a week to understand the research lab is currently working on and receive feedback on the work they are doing. See special notes section for specific meeting day/time.
Instructor(s): H. Adwanikar; J. Trageser; L. Gorman.

AS.080.511. Independent Study.
Corequisites: AS.080.500 (Scientific Communication).

AS.080.512. Independent Study.
Instructor(s): L. Gorman; Staff.

AS.080.521. Research Neuroscience-Freshmen.
Instructor(s): Staff.

AS.080.531. Research Neuroscience-Freshmen.
Corequisites: AS.080.500 (Scientific Communication)
Instructor(s): Staff.

AS.080.534. Neuroscience Research- Freshmen.
Corequisites: AS.080.500[C]
Instructor(s): Staff.

AS.080.541. Research Neuroscience - Sophomores.
Corequisites: AS.080.500 (Scientific Communication)
Instructor(s): Staff.

AS.080.544. Neuroscience Research-Sophomores.
Corequisites: AS.080.500
Instructor(s): Staff.

Corequisites: AS.080.500 (Scientific Communication)
Instructor(s): Staff.

Corequisites: AS.080.500
Instructor(s): Staff.

AS.080.561. Research Neuroscience - Seniors.
Corequisites: AS.080.500 (Scientific Communication)
Instructor(s): Staff.

AS.080.564. Neuroscience Research - Seniors.
Corequisites: AS.080.500
Instructor(s): Staff.

AS.080.570. Research-Intersession.
Corequisites: AS.080.500 (Scientific Communication)
Instructor(s): A. Kirkwood; B. Landau; E. Niebur; R. Kuruvilla.

AS.080.572. Direct Readings/Independent Study.
Instructor(s): J. Baraban; L. Gorman.

AS.080.576. Research-Seniors-Intersession.
Corequisites: AS.080.500.

AS.080.582. Neuroscience: Internship.
Instructor(s): L. Gorman.

AS.080.590. Independent Study.
Corequisites: AS.080.500
Instructor(s): L. Gorman.

AS.080.592. Research-Freshmen.
Corequisites: AS.080.500
Instructor(s): Staff.

AS.080.594. Research-Sophomores.
Corequisites: AS.080.500
Instructor(s): Staff.

Instructor(s): L. Gorman; Staff.

AS.080.596. Research-Juniors-Summer.
Corequisites: AS.080.500
Instructor(s): Staff.

AS.080.597. Internship: Neuroscience.
Instructor(s): L. Gorman.

AS.080.598. Research-Seniors-Summer.
Corequisites: AS.080.500
Instructor(s): Staff
Area: Natural Sciences.

AS.080.600. Neuroscience Research: BA/MS Undergraduate.
This course is ONLY for Neuroscience BA/MS students that are in the program during their undergraduate senior year. This course is similar to the course that the BA/MS graduate students take but is for BA/MS Seniors in their 7th semester summer period.
Instructor(s): J. Baraban.

AS.080.601. Neuroeconomics -Graduate Level.
Every day decisions often require us to weigh the costs and benefits of engaging in a particular course of action in order to obtain some expected outcome. Unfortunately, we often lack the information necessary to obtain our desired goal with complete certainty. Economists have long been interested in understanding human decision-making under these circumstances. In parallel, neuroscientists have made great strides at describing the underlying neural basis of simple decision-making. However, despite much progress in both fields, our understanding of how the brain makes decisions is incomplete. In order to strengthen and further research in both fields, the interdisciplinary field of Neuroeconomics arose. This course will survey the field of Neuroeconomics focusing on theoretical concepts developed by economists and the role these theories are playing in guiding current experimental neuroscience. Only graduate students can register for this course. Instructor signature is required.
Prerequisites: (AS.080.305 AND AS.080.306) OR (AS.020.312 AND AS.020.306) OR (AS.200.141 AND AS.020.306) OR Permission.

This practicum works with the Kennedy Krieger Institute and provides students with the opportunity to participate in a variety of therapeutic activities including playing with the children and helping them achieve goals. Students will gain valuable clinical experience while learning patient empathy. You must attend (3) three sessions per semester either from 2-4 on Fridays, or 2-4 on the first Saturday of each month. No credits or grade are awarded. Transportation is provided by the JHU shuttle.
Instructor(s): L. Gorman.
AS.080.620. **Theoretical Neuroscience.**
Topics of theoretical neuroscience and computational neuroscience will be discussed based on the original literature. Students are expected to actively participate in the discussion and also to present selected material to the class.
Instructor(s): E. Niebur.

AS.080.630. **Bodian Seminar Series.**
The Bodian Seminar is an interdisciplinary colloquium for discussion of current research into the neural basis of mental processes. Leading researchers, generally from outside the University, are invited to give lectures, which will be announced per e-mail. Undergraduate students who register for this course are asked to study a publication by the speaker, as provided with the announcement, and to prepare a question for each speaker together with a brief discussion of the possible answers. Permission required for undergraduate students.
Instructor(s): V. Stuphorn.

AS.080.631. **Bodian Seminar Series.**
Graduate students and Seniors with instructor permission. The Bodian Seminar is an interdisciplinary colloquium for discussion of current research into the neural basis of mental processes. Leading researchers, generally from outside the University, are invited to give lectures. About 12 lectures are scheduled per semester (see http://www.mb.jhu.edu/seminars.asp). Speakers, titles of lectures, and dates are announced to participants per e-mail (contact Debby Kelly, 410 516-8640). The announcements also include links to one or two recent publications of the speaker. Undergraduate students who register for this course are asked to study these papers and to prepare a question for each speaker together with a brief discussion of the possible answers. Question and discussion have to be in written and turned in the day before the lecture. Undergraduates must e-mail the instructor for permission (von.der.heydt@jhu.edu) prior to registering for the course.
Instructor(s): J. Von Der Heydt.

AS.080.660. **Commencement Project.**
This course is for BA/MS students that have completed their year of research and are now working on their final thesis. In this course, students devote their semester to preparing their final thesis documentation and move forward with their Master’s Thesis Defense which is the last piece to the program. This course is for BA/MS student only and students should only register for this course in their last semester in the program. Signature required.
Instructor(s): J. Baraban.

AS.080.810. **Readings/Systems Neuro I.**
This is a graduate-level seminar series on current literature in systems neuroscience. It also serves as a discussion group/journal club for students and faculty at the Krieger Mind/Brain Institute, and is open to the wider systems/cognitive neuroscience community at Homewood and other Hopkins campuses. Each week, a student or faculty member will present a recent article selected in consultation with the course directors. The selected readings will focus on the neural mechanisms of perception, attention, motor behavior, learning and memory. Pass/Fail only. Permission required for undergraduate students.
Instructor(s): E. Niebur; V. Stuphorn.

AS.080.850. **Mentored Research: Neuroscience I.**
For students in the BA/MS Program first semester. Permission required.
Instructor(s): J. Baraban.

AS.080.851. **Mentored Research: Neuroscience.**

AS.080.852. **Mentored Research: Neuroscience II.**
Permission Required. For students in the BA/MS Program.
Instructor(s): J. Baraban.

AS.080.854. **Mentored Research: Neuroscience III.**
For students in the BA/MS Program Permission required.
Instructor(s): J. Baraban.

AS.200.351. **Neuroscience of Economic Decisions.**
Economic theories often assume that people make rational choices. However, the current understanding of decision-making in neuroscience and psychology demonstrates that this is often not the case. We will first establish how decisions are studied, both behaviorally and in the brain. As a class, we will then bridge the gap between neuropsychological rationality and rationality in economic choice to account for real-world events, from which restaurant to dine at to the mortgage crisis. Sophomore Classification.
Instructor(s): J. Mayse
Area: Natural Sciences, Social and Behavioral Sciences.

**Cross Listed Courses**

**Biology**

AS.020.317. **Signaling in Development and Disease.**
An advanced undergraduate level seminar on current topics on signal transduction mechanisms underlying neuronal morphology, development and function. The proper functioning of the nervous system relies on the establishment of precise neuronal circuits through a developmental program including proliferation, neuronal migration, axonal growth, and neuronal survival. This course pertains to the extracellular cues and downstream neuronal signaling pathways that coordinate these key events during neuronal development. The course will also cover the role of aberrant signaling mechanisms in neuronal degeneration and disease. Recommended Course Background: AS.020.305, AS.020.306, and AS.080.306
Instructor(s): R. Kuruvilla
Area: Natural Sciences.

AS.020.370. **Emerging Strategies and Applications in Biomedical Research.**
Up-to-date primary literature manuscripts related to new discoveries and new strategies that are allowing scientists to make amazing progress in biomedical research will be presented. Examples include: labeling neurons with up to 90 different colors to trace their circuitry, evolution studies in glowing bacteria, detecting several viruses on a single chip and using fiber optics and channel rhodopsin to induce sleep. Students should be interested in reading primary literature research papers and discussing them in class. Recommended Course Background: AS.020.305 or AS.020.306 or AS.080.305 or AS.080.306.
Juniors and Seniors only.
Instructor(s): S. Hattar
Area: Natural Sciences.

AS.020.371. **Emerging Strategies in Understanding Innate Behaviors.**
The hypothalamus is the central regulator of a broad range of homeostatic behaviors essential to survival, and plays a key role in controlling emotional and appetitive behaviors. This course offers an overview of both historical and recent work on this vital brain region. Topics covered will include the evolution and development of the hypothalamus, control of circadian rhythms and sleep, regulation of hunger and body temperature, as well as hypothalamic regulation of sexual, defensive, and affiliative behavior.
**Prerequisites:** AS.020.305 OR AS.020.306 OR AS.080.301 OR AS.080.302
Instructor(s): S. Blackshaw; S. Hattar
Area: Natural Sciences.
Cognitive Science

AS.050.102. Language and Mind. 3 Credits.
Introductory course dealing with theory, methods, and current research topics in the study of language as a component of the mind. What it is to “know” a language: components of linguistic knowledge (phonetics, phonology, morphology, syntax, semantics) and the course of language acquisition. How linguistic knowledge is put to use: language and the brain and linguistic processing in various domains. This course is restricted to freshmen and sophomores. Juniors and seniors must seek instructor approval to enroll. Cross-listed with Neuroscience and Psychology.
Instructor(s): A. Omaki
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.105. Intro to Cognitive Neuropsychology. 3 Credits.
When the brain is damaged or fails to develop normally, the most basic cognitive abilities (such as the ability to understand words, or perceive objects) may be disrupted, often in remarkable ways. This course explores a wide range of cognitive deficits, focusing on what these deficits tell us about how the normal brain works. Topics include brain anatomy and causes of brain damage, reading and spelling deficits, unilateral spatial neglect, hemispheric disconnection, cortical plasticity, and visual perception of location and orientation. Students read primary sources: journal articles that report deficits and discuss their implications. Cross-listed with Neuroscience.
Instructor(s): M. McCloskey
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.311. The Literate Mind and Brain.
This course surveys both the historical development of written language as well as current cognitive theories that account for the manner in which the written language is represented and processed by “readers/writers” of a language. Issues regarding the relationship between the written and spoken language, the acquisition of written language skills, as well as developmental and acquired disorders of reading and writing will be examined.
Prerequisites: AS.050.101 or AS.050.102 or AS.050.105 or Instructor’s Permission
Instructor(s): B. Rapp
Area: Natural Sciences, Social and Behavioral Sciences.

This course is an advanced seminar and research practicum course. It will provide the opportunity to learn about fmri methods used in the field of vision science and for students to have hands-on experience to develop, design and analyze a research study on topics in the cognitive neuroscience field of high-level vision. In the first part of the course students will read recent fMRI journal papers and learn about common fMRI designs and analysis methods; in the second part of the course students will conduct a research study as a group to address a research question developed from readings. Students are expected to write a paper in a journal article format at the end of the course and to present their results in front of the class. Research topics will vary but with special focus on topics in object, scene and space recognition. Cross-listed with Neuroscience and Psychology. instructor’s permission required.
Prerequisites: AS.050.240(C) OR AS.050.319(C) OR AS.050.105(C) OR AS.200.312(C) OR AS.200.110(C) OR AS.050.203(C) OR AS.080.203(C)
Instructor(s): S. Park
Area: Natural Sciences, Social and Behavioral Sciences.

When we think about our ability to see, we tend to think about our eyes, but in fact vision happens mostly in the brain. This course explores the remarkable perceptual deficits that occur when the visual regions of the brain are damaged or fail to develop normally, focusing on what these perceptual malfunctions tell us about normal visual perception. Topics include visual system anatomy and physiology; functional specialization in the lower visual system as revealed by cerebral achromatopsia (color blindness resulting from brain damage) and akinetopsia (impaired motion perception); cortical plasticity in the visual system; spatial deficits in perception and action; and the implications of high-level visual deficits, including prosopagnosia (impaired face recognition), Charles Bonnet syndrome (complex visual hallucinations in blind areas of the visual field), blindsight (accurate responding to visual stimuli despite apparent inability to see them), and Anton’s syndrome (denial of blindness).
Instructor(s): M. McCloskey
Area: Natural Sciences, Social and Behavioral Sciences.

This course explores general issues and methodologies in cognitive science through the reading of classic works (from Plato and Kant through Skinner and Turing) and recent research articles to begin construction of a coherent picture of many seemingly divergent perspectives on the mind/brain. Recent brain-based computational models serve to focus discussion. Recommended Course Background: at least one course at the 300-level or higher in cognitive science, computer science, neuroscience, philosophy, or psychology. Co-listed with AS.050.626.
Instructor(s): P. Smolensky
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.332. Developmental Cognitive Neuroscience. 3 Credits.
Prerequisites: AS.050.101 (Cognition) or AS.050.339/639 (Intro to Cog. Development) or AS.200.132 (Introductory Developmental Psychology) or instructors permission required. In-depth examination of the current literature on cognitive development in the context of development cognitive neuroscience. Same as 050.632.
Prerequisites: AS.050.101 OR AS.050.339 OR AS.200.132 OR AS.050.105 OR Instructor’s Permission.
Instructor(s): B. Landau
Area: Natural Sciences, Social and Behavioral Sciences.

This is a survey course in developmental psychology, designed for individuals with some basic background in psychology or cognitive science, but little or none in development. The course is strongly theoretically oriented, with emphasis on issues of nature, nurture, and development. We will consider theoretical issues in developmental psychology as well as relevant empirical evidence. The principle focus will be early development, i.e., from conception through middle childhood. The course is organized topically, covering biological and prenatal development, perceptual and cognitive development, the nature and development of intelligence, and language learning. Also listed as AS.050.639. Cross-listed with Neuroscience. Instructor’s approval required.
Instructor(s): J. Yarmolinskaya
Area: Natural Sciences, Social and Behavioral Sciences.
Instructor’s permission required. (Also offered as AS.050.312.)
Instructor(s): S. Park
Area: Natural Sciences, Social and Behavioral Sciences.

This course explores general issues and methodologies in cognitive science through the reading of classic works (from Plato and Kant through Skinner and Turing) and recent research articles to begin construction of a coherent picture of many seemingly divergent perspectives on the mind/brain. Recent brain-based computational models serve to focus discussion. (Same as AS.050.326) Recommended Course Background: at least one course at the 300-level or higher in cognitive science, computer science, neuroscience, philosophy, or psychology.
Instructor(s): P. Smolensky.

Also offered as AS.050.339. Instructor approval required.
Instructor(s): J. Yarmolinskaya.

Psychological Brain Sciences

Formerly listed as Introduction to Physiopsychology. A survey of neuropsychology relating the organization of behavior to the integrative action of the nervous system. Cross-listed with Behavioral Biology and Neuroscience.
Instructor(s): L. Gorman
Area: Natural Sciences, Social and Behavioral Sciences.

This course will survey the neural mechanisms of decision-making. Current experimental research and theory concerning selection, control, and evaluation of actions are examined in humans and animals. Topics will range from simple perceptual judgements to complex social behavior. The course involves a weekly lecture about a specific topic followed by a student presentation of a current research paper. Cross-listed with Neuroscience.
Prerequisites: AS.080.305 OR AS.080.205 OR AS.200.141
Instructor(s): V. Stuphorn
Area: Natural Sciences.

AS.200.308. Neurobiology of Learning and Memory.
This course is an advanced survey of the scientific study of learning and memory. An interdisciplinary approach is used to integrate the state of the field across levels from the cellular-molecular basis of synaptic plasticity to functional circuitry implicated in learning to memory systems in the brain. The course is designed to provide a deep understanding of the outstanding issues and current debates in learning and memory research with a specific emphasis on animal models. This is an interactive lecture/seminar course with active student participation. Recommended Course Background: AS.200.370 or AS.200.141 or AS.080.305/AS.080.306 or AS.020.306.
Instructor(s): M. Yassa
Area: Natural Sciences, Social and Behavioral Sciences.

An examination of the effects of hormones on behavior in non-human and human animals. Topics will include the effects of hormones on sexual differentiation, reproductive behavior, parental behavior, homeostasis and biological rhythms, regulation of body weight, learning and memory. Cross-listed with Behavioral Biology and Neuroscience.
Prerequisites: Prereqs: ( AS.200.141 OR AS.080.305 ) OR (AS.020.151 AND AS.020.152) OR ( AS.020.305 AND AS.020.306 ) or instructor’s permission
Instructor(s): K. Bohn
Area: Natural Sciences, Social and Behavioral Sciences.

AS.200.368. Sleep, Dreams, and Altered States of Consciousness.
Sleep, dreaming, resting and arousal to waking represent very different states of consciousness which differ dramatically both psychologically and physiologically. This course focuses on cognitive, psychological, physiological, biological and genetic aspects characterizing each of these states with some reference to other altered states. The course includes a focus on the major pathologies affecting sleep-wake states. Clinical cases will be considered. These inform about both psychological and biological aspects of these states. The relative biological functions of each state will be evaluated with particular attention to the mystery of why we have and apparently need REM and NREM sleep. Actual physiological recordings of sleep states will be reviewed and the student will learn how these are obtained and how to evaluate these. The circadian rhythms, ontogeny and evolution of these sleep-wake states will also be covered. This will include a review of information learned from non-human animal sleep. The change from sleep to full awakening reflects change toward increasing brain organization supporting consciousness. Understanding of the neurobiology of these states will be used to explore some of the more modern and scientific concepts of human self-awareness or consciousness.
Prerequisites: AS.080.203 OR AS.050.203 OR AS.200.101 or permission required.
Instructor(s): R. Allen
Area: Natural Sciences, Social and Behavioral Sciences.

This course examines the general organizing principles of the anatomy of the human central nervous system and how this anatomical organization relates to function, from the level of neural circuits, to systems, to behavior. Students will learn to identify neuroanatomical structures and pathways in dissections and MRI images through computerized exercises. Readings and lectures will emphasize general structure-function relationships and an understanding of the functional roles of particular structures in sensory, motor, and cognitive systems.
Prerequisites: AS.080.250 OR AS.080.305
Instructor(s): S. Courtney-Faruque
Area: Natural Sciences, Social and Behavioral Sciences.
AS.200.376. Psychopharmacology.
Designed to provide information about how drugs affect the brain and behavior. The course focuses on biological concepts underlying structures and functions of the brain that relate to mental disorders. An introduction to neurobiology and brain function is presented as it applies to the interaction of various classes of drugs with the individual neurotransmitter systems in the brain. A brief historic review is followed by a discussion of clinical relevance. Cross-listed with Behavioral Biology and Neuroscience.

Prerequisites: AS.200.141 OR (AS.020.312 AND AS.020.306) OR (AS.080.305 AND AS.080.306) or permission required.
Instructor(s): H. Adwanikar; L. Gorman
Area: Natural Sciences, Social and Behavioral Sciences.

AS.200.801. Research Seminar: Learning and Memory.
This laboratory meeting is for graduate students studying learning and memory mechanisms, alterations with age or neurologic disease, and advanced neuroimaging methods. Meetings will focus on experimental design, presentation of data, analytical techniques. Undergraduates allowed to add the course with permission as Satisfactory/Unsatisfactory only. Recommended Course Background: AS.200.370 or AS.200.141 or AS.080.305/AS.080.306 or AS.020.306.
Instructor(s): M. Yassa.

Biomedical Engineering
EN.580.694. Statistical Connectomics.
This course will cover the basics of an exciting emerging field of statistical connectomics (aka, brain-graphs). It is so new, that we are going to make some of it up in this class! The first week will be introductory lectures that I give. The rest of the semester will be run like a seminar; each week will focus on a different topic. On Tuesdays we will hear about a statistical method that operates on graphs, and on Thursdays we will read about some neuroscience data upon which one could apply these techniques. The final project will consist of implementing a statistical method devised for graphs on a brain-graph problem. Recommended background: coursework in probability, linear algebra, and numerical programming (eg, R, Python, Matlab).
Instructor(s): J. Vogelstein
Area: Engineering.

Philosophy

The Department of Philosophy offers programs and courses at the undergraduate and graduate levels. The courses cover major periods in the history of Western philosophy and many of the main topics of systematic investigation: epistemology, metaphysics, ethics, aesthetics, philosophy of language, mathematical logic, and philosophy of science.

The undergraduate courses are designed to introduce students to the history of philosophy and its place in Western civilization, to teach them how to read philosophical texts, and to help them think about philosophical problems, including those that arise in other disciplines. Students may major in philosophy or use it as a concentration for an area major in Humanistic Studies. They may also study philosophy along with another subject, either by constructing a double major or by taking courses designed to help them develop philosophical perspectives on their own fields of interest.

The graduate program is intended primarily for those planning to teach philosophy and make their own contributions to it. While the acquisition of a broad background in the history and different systematic fields of philosophy is required, students will have ample opportunity to develop their own special interests.

The Department of Philosophy encourages its students to take advantage of the rich resources of other departments at Johns Hopkins University. As a look at their offerings will show, numerous philosophically important courses are offered by such departments as Political Science (political philosophy), History of Science and Technology (philosophy of science), the Humanities Center (hermeneutic, interpretive, and literary theory), and Cognitive Science.

Philosophy is a discipline of the mind as well as a cluster of closely related subjects. It is an excellent preparation for professional studies such as law and medicine; it provides perspective on other disciplines such as psychology, mathematics, literature, political science, and physics; and it centers on a set of questions that thinking people cannot avoid. At Hopkins it can be studied in a variety of ways.

A number of our courses are designed to provide broad introductions to the subject. Both AS.150.111 Philosphic Classics and AS.150.112 Philosophical Problems cover a wide range of topics, the former through the study of some of the major texts of Western thought, the latter by more systematic examination of representative issues. Either one will show a student a variety of approaches to philosophical problems. The courses AS.150.201 and AS.150.205 offer historically oriented introductions to the subject, giving the student a basic grasp of the development of philosophy in two of its major periods. Other courses, such as AS.150.118 Introduction to Formal Logic, and AS.150.220 Introduction to Moral Philosophy, are designed for students with an interest in the particular areas they cover. All of these courses are readily available without prior study of philosophy.

The 400-level courses are open to graduate students as well as to undergraduates. Some require no previous course work in philosophy. Others presuppose some familiarity with philosophy, such as would be provided by one of the introductory courses. Still others require more specific preparation. A student with questions about whether he/she has the background for a particular 400-level course should consult either the instructor or the departmental undergraduate advisor.

A student who wants to study an area of philosophy not provided for in the regular curriculum or to undertake a special project of writing and research should consult with a faculty member about taking AS.150.511 Directed Study-AS.150.512 Directed Study. An undergraduate who has the proper background may enroll in a graduate seminar if the instructor approves.

Requirements for the B.A. Degree
(Also see Requirements for a Bachelor’s Degree (p. 20).)

Philosophy majors must take 11 departmental courses.

Majors must take at least one course in each of the five following categories:

- Two History of Philosophy:
  - Ancient philosophy
  - Modern philosophy
- Three Focal Areas:
• Logic, philosophy of science, or philosophy of mathematics
• Philosophy of mind, theory of knowledge, philosophy of language, or metaphysics
• Ethics, aesthetics, or political philosophy

The history of philosophy categories are commonly satisfied by taking AS.150.201 Introduction to Greek Philosophy and AS.150.205 Introduction to the History of Modern Philosophy. In addition, majors are required to take an "undergraduate seminar", preferably in the junior year. The other remaining courses required to reach 11 courses total may be distributed based on a student’s interest, but at least 6 must be at the 300-level or higher.

Additional Rules for the Major
• Of the two general introductory courses, AS.150.111 Philosophic Classics and AS.150.112 Philosophical Problems, only one may count toward the major (neither is required), and only two 100-level courses may count toward the major.
• A minimum of six courses must be at the 300-level or higher.
• Courses may not be taken satisfactory/unsatisfactory and students must receive a C- or better grade for the course to apply towards the major.
• Well-qualified majors may be admitted to a graduate seminar during the senior year. They should consult their major advisor.

Major Requirements
One course in ancient philosophy 3
One course in modern philosophy 3
One course in logic, philosophy of science, or philosophy of mathematics 3
One course in philosophy of mind, theory of knowledge, philosophy of language, or metaphysics 3
One course in ethics, aesthetics, or political philosophy 3
One undergraduate seminar (300-level; ideally in junior year) 3
Five additional courses 15
Total Credits 33

Examples of Courses in Each Required Area

Ancient Philosophy
AS.150.201 Introduction to Greek Philosophy 3
AS.150.401 Greek Philosophy: Plato and His Predecessors 3
AS.150.402 Aristotle 3
AS.150.403 Hellenistic Philosophy 3

Modern Philosophy
AS.150.205 Introduction to the History of Modern Philosophy 3
AS.150.412 Kant’s Critique of Practical Reason 3
AS.150.417 Kant’s ‘Critique Of Pure Reason’ 3

Logic, Philosophy of Science, or Philosophy of Mathematics
AS.150.419 Kant’s Critique/Judgment 3
AS.150.118 Introduction to Formal Logic 3
AS.150.420 Mathematical Logic I 3
AS.150.421 Mathematical Logic II 3
AS.150.422 Axiomatic Set Theory 3
AS.150.424 Foundations of Probability & Induction 3
AS.150.429 Topics in Logic: Ontology and Knowledge Representation 3

AS.150.433 Philos/Space & Time 3
AS.150.434 History and Philosophy of Quantum Physics I 3
AS.150.435 The Philosophy and Theology of Maimonides 3

Philosophy of Mind, Theory of Knowledge, Philosophy of Language, or Metaphysics
AS.150.245 Introduction to Philosophy of Mind 3
AS.150.459 Theory Of Knowledge 3
AS.150.476 Philosophy and Cognitive Science 3

Ethics, Aesthetics, or Political Philosophy
AS.150.219 Introduction to Bioethics 3
AS.150.220 Introduction to Moral Philosophy 3
AS.150.452 Freedom of Will & Moral Responsibility 3
AS.150.454 The Value of Humanity 3
AS.150.455 Ethics And Animals 3

Double Majors
The department encourages linking the study of philosophy with the study of other disciplines. For example, the subject matter and course requirements of the Philosophy and Psychological and Brain Sciences departments are such as to make a double major both practical and intriguing. Similarly, knowledge of literature or the history of art is pertinent to the study of aesthetics; a solid understanding of science is valuable for those interested in the philosophy of science; and students of ethics benefit considerably by combining their work with study of political theory and of the political realities amidst which morality must function. Members of the department will be happy to assist students in planning double majors particularly suited to their interests.

Honors Program in Philosophy
Students with an overall GPA of 3.0 and a Philosophy GPA of 3.5 or higher (or outstanding recommendations from three department members) are eligible for the Senior Honors Thesis Program. In addition to the 11 courses required for the major, successful applicants take AS.150.551 Honors Project, to write a thesis of about 50 pages under the supervision of a faculty member. The thesis must be completed prior to spring vacation of senior year. If the student withdraws prior to completion of a thesis, a satisfactory/unsatisfactory grade will be awarded.

The grade for the thesis will depend on the thesis itself and an oral examination about it, conducted by the thesis advisor and two other faculty members. Graduation Honors will be awarded to those whose work receives an A- or better. For more information about the Honors Program, consult the departmental major advisor.

Honors Thesis Program
AS.150.551 Honors Project 3

Minor in Philosophy
Philosophy minors must take seven departmental courses, which should include the following:
• At least one course in the history of philosophy, either ancient or modern.
• At least one course in two of the following areas:
• Logic, philosophy of science, or philosophy of mathematics
• Ethics, aesthetics, or political philosophy
• Philosophy of mind, theory of knowledge, philosophy of language, or metaphysics

Minor Restrictions
• Either AS.150.111 Philosophic Classics or AS.150.112 Philosophical Problems, but not both, may count as one of the seven courses. Neither is a required course.
• Courses may not be taken satisfactory/unsatisfactory and students must receive a C- or better grade for the course to apply towards the major.

Minor Requirements
One course in history of philosophy (ancient or modern) 3
Two courses, each from a different focal area 6
Four additional courses 12
Total Credits 21

The Bioethics Program offers an interdisciplinary minor in which philosophy plays a large role. See Bioethics Program (p. 117) for more details.

When The Johns Hopkins University was founded in 1876, it was the first university in the United States designed as a center for research and doctoral education. Among its earliest graduate students were Josiah Royce and John Dewey; C. S. Peirce was an early faculty member. The department today continues this tradition, devoting a major part of its effort to preparing graduate students to make original contributions to the field and to pursue careers in college and university teaching.

The department’s purpose is to provide opportunities for students to develop special interests within a program that also ensures breadth of knowledge. We offer classes, seminars, and directed study in the history of ancient, modern, and contemporary Western philosophy, and in the systematic areas of epistemology, metaphysics, ethics, philosophy of science, philosophy of physics, philosophy of biology, philosophy of language, philosophy of mind, philosophy of mathematics, mathematical logic, and aesthetics. Philosophy courses are frequently offered in other departments, such as Political Science, German and Romance Languages and Literatures, and Classics, and students are encouraged to take advantage of these opportunities.

The department offers the M.A. and the Ph.D. degrees. The graduate program is designed primarily for those seeking the Ph.D., but under exceptional circumstances students aiming at the M.A. may be admitted.

For full details on the requirements for the Ph.D. program, see the department website at philosophy.jhu.edu.

Program in the History and Philosophy of Science

Graduate students with an interest in the history and philosophy of science receive their Ph.D. from either the Department of Philosophy or the Department of the History of Science and Technology, in accordance with each department’s requirements. Students in both departments, however, may apply to enroll in a special program of studies in history and philosophy of science coordinated by the Johns Hopkins Center for the History and Philosophy of Science. Students who fulfill the requirements will be certified by the center as having completed this special program. Further information can be obtained by writing to Professor Peter Achinstein, of the Department of Philosophy.

Program in Political and Moral Thought

Currently inactive except for year-long colloquia series.

Admission

In addition to submitting an application, applicants are asked to submit a sample of written work. While an undergraduate major in philosophy is good preparation for graduate study in the department, applications are welcomed from students with other majors whose interests are now turning toward philosophy.

The deadline for those applying both for admission and financial aid is January 15. Awards will be announced by April 1. Inquiries should be addressed to Admissions Chair, Department of Philosophy, The Johns Hopkins University, Baltimore, Maryland, 21218. Graduate applications can also be downloaded from the admissions office website.

Financial Aid

All students admitted to the program receive financial assistance. Support is guaranteed for five years provided that a student continues to make satisfactory progress toward completion of the Ph.D. degree. Department fellowships cover tuition and pay a stipend. Outstanding applicants may be nominated for a George Owen Fellowship, which also covers tuition and for which the stipend is higher. All students receive fellowship support for the first two years; no teaching is required. Third- and fourth-year students are supported by teaching assistantships, which carry full tuition and a stipend. Fifth-year students are generally supported through teaching assistantships, though fellowship support may also be available. In practice, the department is often able to offer teaching assistantships to students beyond their fifth year, though this support is not guaranteed. In addition, a generous bequest by a former member of the department, David Sachs, has established the Sachs Fellowship Fund. Sachs Fellowships are dissertation-year fellowships awarded on a competitive basis to outstanding students who are making substantial progress toward completing their dissertations.

Leon Gilbert Barnhart Memorial Fellowship

A fellowship in memory of Leon Gilbert Barnhart, B.A. ’67, currently set at $3,000, may be awarded annually to support a student working on a dissertation on one of the topics which most interested Leon Barnhart himself: German philosophy, up to and including current German philosophy, and the history of philosophy more generally.

William Miller Essay Prize

The William Miller Essay Prize is awarded annually for a self-contained essay of outstanding quality in any field of philosophy. The monetary award is open to students in philosophy at the pre-dissertation stage of their graduate work. Submissions should be no longer than 10,000 words. Students may submit only one essay per year. Details are available from the Philosophy Department office.

For current faculty and contact information go to http://philosophy.jhu.edu/people/
Faculty
Chair
Richard Bett
Professor (Chair): ancient Greek philosophy, ethics.

Professors
Peter Achinstein
philosophy of science, analytic philosophy.

Eckart Förster
metaphysics, history of philosophy, Kant and German idealism.

Robert Rynasiewicz
logic, philosophy of science, history and philosophy of physics.

Meredith Williams
philosophy of mind, philosophy of psychology, Wittgenstein.

Michael Williams
Krieger-Eisenhower Professor: theory of knowledge, philosophy of language, history of modern philosophy, epistemology.

Associate Professors
Hilary Bok
Henry R. Luce Professor in Bioethics and Moral and Political Theory: moral philosophy, bioethics, freedom of the will Kant.

Steven Gross
philosophy of language, philosophy of mind, metaphysics.

Yitzhak Melamed
Early Modern Philosophy, German idealism, metaphysics.

Dean Moyar
German idealism, social and political philosophy, ethics.

Assistant Professors
Justin Bledin
logic, epistemology, philosophy of language.

L. Nandi Theunissen
Peterson Assistant Professor in: ethics.

Emeriti
Stephen Barker
Jerome B. Schneewind

Joint/Adjunct Appointments
Jeffrey Bub
Professor (Philosophy, University of Maryland, College Park): philosophy of quantum mechanics.

Paola Marrati
Professor (Humanities Center): contemporary French thought.

Maria Merritt
Assistant Professor (Bloomberg School of Public Health): bioethics.

Lawrence Principe
Professor (History of Science and Technology): history and philosophy of science.

Andrew Siegel
Core Faculty (Berman Institute of Bioethics).

Hent de Vries
Professor (Humanities Center): modern European thought.

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

AS.150.102. What Is Art For? Topics in Aesthetics.
In this course we will consider a range of views about the purpose and functions of art held by different philosophers from antiquity to the early 20th century. We will start from Plato’s criticism of art in the Republic. Against this foil we will discuss the views on the point of art of Aristotle, Lessing, Kant, the early German Romantics and Viktor Shklovsky. In addition, during the course we will read a few literary works by Sophocles, Shakespeare and Tolstoy.
Instructor(s): A. Kabeshkin
Area: Humanities.

AS.150.103. Philosophy of Oppression and Resistance.
In general, human beings would rather not be oppressors, and would rather not live in oppressive social orders. Yet this does not prevent social structures from being oppressive in both explicit and covert forms, even in societies highly committed to just democratic ideals. The course will analyze what it means for an individual, practice, or institution to be oppressive, and will review concrete mechanisms which underlie racialized/gendered forms of oppression such as hate speech, pornography, propaganda, ideology, and material inequality. Finally, we will discuss how social agents can resist explicit and covert oppression in a way that is conducive to the realization of just ideals.
Instructor(s): P. O’Donnell
Area: Humanities.

AS.150.108. Introduction to Philosophy of Biology.
This course will introduce students to a range of questions debated in contemporary philosophy of biology. The course will have a character of a rather broad overview of the field with a particular attention to debates around the “received” and the gene-centric views of evolution on the one hand, and the problem of reductionism/antireductionism in biology on the other hand. Problems such as the analysis of the concept of adaptation, the status of biological species, and others will also be discussed.
Instructor(s): A. Kabeshkin
Area: Humanities.

AS.150.110. Delusions.
What is a delusion? Are delusions just irrational beliefs? Can delusions be true? Are some religious and political beliefs delusions? If so, which ones? Are overly optimistic people simply deluded? In this course we will attempt to answer some of these questions by reading and discussing contemporary work from philosophy, psychology, and the neurosciences. Part of the goal will be to get a clearer understanding of the relationship between false beliefs, irrational beliefs, and delusions.
Instructor(s): B. Miller
Area: Humanities.
AS.150.111. Philosophic Classics.
The course introduces students to philosophy by critically examining selected texts in the Western philosophical tradition. Philosophers whose ideas will be examined include Plato, Descartes, Kant and Nietzsche.
Instructor(s): D. Moyar
Area: Humanities.

AS.150.112. Philosophical Problems.
An introduction to philosophy through several central problems. Topics vary from year to year, but might include such topics as the nature and limits of human knowledge, free will, consciousness, death, or paradoxes of truth and reasoning.
Instructor(s): S. Gross
Area: Humanities.

This course examines the notion of objectivity and challenges to it. Its topics include the status of objective facts and beliefs, the structure of social reality, and rational disagreement. Dean’s Prize Freshman Seminar
Instructor(s): N. Goldberg
Area: Humanities.

From domestic debates about abortion and health care to international dialogue about women’s rights, genital mutilation and genocide, human rights claims have become increasingly common, and we’ve come to rely on the discourse of human rights to assess the way human beings are treated by one another and by states. But what are human rights? How are human rights claims justified? Are human rights really objective and universal or are they contingent and relative to particular cultures? Where did the human rights culture begin, and how has it become so important? This course aims to explore these questions by examining foundational human rights documents, historical works on human rights and contemporary philosophical inquiry into their foundations (or lack thereof).
Area: Humanities.

AS.150.118. Introduction to Formal Logic.
An introduction to symbolic logic and probability. In the first two parts of the course we study formal ways of determining whether a conclusion of an argument follows from its premises. Included are truth-functional logic and predicate logic. In the third part we study the basic rules of probability, and learn how to make probability calculations and decisions in life.
Co-listed with AS.150.632 (for graduate students) (01-F 11:00-11:50am).
Instructor(s): P. Achinstein
Area: Humanities, Quantitative and Mathematical Sciences.

AS.150.119. Existentialism.
Existentialism is a philosophical movement that made a dramatic entry into the 20th century intellectual scene and had a profound and long lasting influence on it. The central themes developed by existentialist thinkers transgressed the boundaries of academic philosophy and found their expression in plays, novels, cinema, poetry, political tracts, etc. Through close reading of the seminal texts by Kierkegaard, Nietzsche, Heidegger, Sartre, and Merleau-Ponty, we will explore the core tenets of the existentialist legacy. The philosophical texts will be supplemented by related works of fiction and films. Freshmen Only.
Instructor(s): G. Lebanidze
Area: Humanities.

AS.150.120. The Philosophy of Emotions.
Are emotions always irrational or can they also make us do the right thing? Can thoughts influence emotions? Can emotions influence our moral evaluations? In this course we will investigate a number of important philosophical questions about the nature of emotions by surveying some of the classic works in philosophy (e.g. Aristotle, Descartes and Hume). We will also read a number of contemporary papers, including works by J. Prinz and M. Nussbaum. Finally, we will look at recent work in psychology and cognitive neuroscience on the impact of emotion on reason (J. Green, A. Damasio).
Instructor(s): M. Bergamaschi Ganapini
Area: Humanities.

AS.150.124. Myths of Quantum Physics.
What is the fate of Schrodinger’s cat? How does EPR paradox lead to quantum teleportation? Who is Wigner’s friend? Does wave-particle duality imply that we have free will? In this course, we will explore the philosophical problems about quantum physics and attempt to dispel the myths generated by the quantum world. No prior understanding of physics or philosophy is required.
Instructor(s): G. Guralp
Area: Humanities, Natural Sciences.

AS.150.125. Introduction to Modern Philosophy.
The course will examine four major figures of early modern philosophy: Descartes, Leibniz, Hume, and Kant. Although the most recent of these thinkers died more than 200 years ago, we still refer to them as “modern” philosophers, revealing their great influence on the way we think about ourselves and our place in the world. The course will look at what these philosophers thought about questions such as: What kind of beings are we and how are we related to the world around us? Is knowledge of the world possible and if so what are its sources? Can we answer the question of God’s existence? Is order something we find in the world or impose on it? etc.
Instructor(s): G. Lebanidze
Area: Humanities.

AS.150.126. Relativism.
More than any other modern philosophical doctrine, relativism has found currency outside of the academy. Talk of “equally valid” points of view has become a commonplace, even when the matter under discussion is a straightforwardly factual. We will examine many different relativistic doctrines, including the views that people coming from very different backgrounds or with very different beliefs do not have the grounds to criticize one another, and that such individuals cannot so much as understand one another. In the first two-thirds of the course we will evaluate arguments for and against views such as these. Towards the end of the semester we will explore what the fall-out for our everyday lives would be (or should be) if some kind of relativism were true. Freshmen only.
Instructor(s): N. Tebben
Area: Humanities.

AS.150.127. Realism and Antirealism in the Philosophy of Science.
Are our best scientific theories approximately true, or useful but false? Does science converge on the truth over time? This course addresses such questions by surveying the scientific realism debate. Dean’s Prize Teaching Fellowship course. Freshmen Only.
Instructor(s): J. Hricko
Area: Humanities.
Cognitive Science & Political Philosophy: Is a person born a republican, or are they raised that way? Are democrats Democrats because they have emotional personalities? Is politics the product of evolution, or of culture? Should the brain sciences determine public policy and law? In this course we will consider these questions and many more like them by looking at recent work in philosophy and the brain sciences.
Instructor(s): J. Waterman
Area: Humanities.

AS.150.129. The Theory of Knowledge: Classic and Contemporary Questions.
What is knowledge and how to define it? Does knowing require an ability to produce supporting reasons or is it sufficient that our beliefs track the truth? Which general model better its structure, Foundationalism, Coherentism or Infinitism? Does knowing depend on context? Can we discover empirically what knowledge is? These are key questions we will be discussing in our seminar, inspired by reading texts ranging from classics like Plato, the Stoics, and Sextus Empiricus, to contemporary authors like Gettier, Davidson, Goldman, DeRose, and others. Dean’s Prize Freshman Seminar.
Instructor(s): P. Stojanovic
Area: Humanities.

AS.150.131. Introduction to Social Philosophy.
An introduction to social philosophy through critical reading of selected texts of two major figures: Adam Smith and Karl Marx. These two thinkers offered opposing theories of capitalism, which continue to shape our basic understanding of the world. We will address the method and foundations of their theories, as well as the normative concepts that inform their thought (e.g. freedom, human flourishing, alienation, exploitation, etc.).
Instructor(s): A. Abazari
Area: Humanities, Social and Behavioral Sciences.

AS.150.133. Do We Know What We Think We Know?.
This is an introductory course into Theory of Knowledge. The following questions will be discussed: What is knowledge? What is philosophical skepticism? Can Theory of Knowledge answer the skeptical challenge? Which general model of knowledge is better, Foundationalism, Coherentism or Infinitism? Is what constitutes knowledge something internal or external to the subject? We will mostly read texts written by contemporary philosophers.
Instructor(s): P. Stojanovic
Area: Humanities.

A study of Socrates as portrayed by his contemporaries, and of intellectual and political trends to which he may have reacting. Authors will include Plato, Xenophon and Aristophanes. Freshmen Only.
Instructor(s): R. Bett
Area: Humanities.

AS.150.180. Plato on Knowledge.
What is knowledge? What is the difference between true belief and knowledge? In this course, we will explore Plato’s analysis of these questions. Our primary focus will be his dialogues "Meno", "Theaetetus", and "The Republic".
Instructor(s): P. Stojanovic
Area: Humanities.
AS.150.200. What is Happiness?
The question of human happiness dates back to Ancient times. What is the best life a human can lead? Is it a life of pleasure, or does it include other features? Does a good life vary among people and cultures, or is it universal? Do we select the things that make our life go well, so that it allows for self-creation and personal expression of one’s values?
Possible readings include selections from Plato, Aristotle, Epicurus, Nozick, Nussbaum, and Scanlon, among others.
Instructor(s): K. Powell
Area: Humanities.

AS.150.201. Introduction to Greek Philosophy.
A survey of the earlier phase of Greek philosophy. Socrates, Plato, and Aristotle will be discussed, as well as two groups of thinkers who preceded them, usually known as the pre-Socratics and the Sophists.
Instructor(s): R. Bett
Area: Humanities.

This course explores philosophical issues that are of central importance to medicine. Topics to be covered include: history of medicine, relationship between medicine and science, distinction between health and disease. Dean’s Prize Teaching Fellowship.
Instructor(s): B. Miller
Area: Humanities.

AS.150.203. Contemporary Metaphysics.
This course will provide students with a survey of major topics in contemporary metaphysics, including such issues as the identity of objects through change and the metaphysical status of persons. Dean’s Teaching Fellowship course.
Instructor(s): J. Brandau
Area: Humanities.

AS.150.204. Nietzsche and Contemporary Meta-Ethics.
Since the Scientific Revolution, philosophers have struggled to articulate a conception of moral value and agency consistent with our scientific self-understanding. Developing such a conception is a central task of meta-ethics. Friedrich Nietzsche (1844-1900) offered one of the most provocative accounts of moral value and agency, and his work has recently been appropriated by contemporary meta-ethicists. This course offers an introduction to 1) Nietzsche’s writings on value and agency, 2) contemporary meta-ethics, and 3) recent appropriations of Nietzsche for contemporary meta-ethics. No prior coursework in philosophy is required.
Instructor(s): P. Leland
Area: Humanities.

AS.150.205. Introduction to the History of Modern Philosophy.
An overview of philosophical thought in the seventeenth and eighteenth centuries. We shall focus on fundamental questions in epistemology (knowledge, how we acquire it, its scope and limits), metaphysics (the ultimate nature of reality, the relation of mind and body, free will), and theology (the existence and nature of God, God’s relation to the world, whether knowledge of such things is possible): all questions that arose in dramatic ways as a result of the rise of modern science. The principal philosophers to be discussed are Descartes, Locke, Hume and Kant, though we shall also make the acquaintance of Spinoza, Leibniz and Berkeley.
Instructor(s): Y. Melamed
Area: Humanities.

AS.150.211. The Philosophy of Love.
In this course, we will read and discuss various philosophical accounts of the nature of love. We will consider whether there is a deep difference between the sort of love that grounds close adult friendships and the sort of love that grounds long-term romantic relationships. We will then consider some ways that love can be a reason, or justification, for certain decisions and actions.
Area: Humanities.

This course will provide a selective overview of problems in philosophy of biology. We will, first, discuss the so-called received view of evolution and will consider some challenges to that view. After that we will focus on the debates about the meaning and the role of the concept of adaptation in evolutionary theory. Finally, we will briefly discuss the relation between ecology and evolution.
Area: Humanities.

AS.150.214. Reasons, Norms, and Rationality.
Are human beings rational? Should they be rational? The right answer to these questions may seem obvious. However, in the last few decades these questions have gained a new urgency and importance. Famously, Aristotle thought that human beings are by definition rational beings. However, a large body of empirical studies now seem to show that most people consistently and systematically reason incorrectly. At the same time, one may wonder whether being rational is really helpful to survive and reach our goals in real life. That is, one may ask whether reasoning accordingly to the canon of rationality is actually a goal that we should pursue. Recent philosophical work has put new pressure on the issue of the normativity of rationality. In this course we will explore the issue of rationality and its normative implications by reading both historical works, ranging from Plato to Hume, and contemporary philosophical texts while looking at some important psychological studies on human reasoning.
Area: Humanities.

What is a responsible business practice? Do corporations have responsibility as “moral agents”? What is the relation between business and environment? In this course we will investigate the relationship between business practices and ethical thinking by analyzing and assessing philosophical arguments about the moral status of business. We will start by reading philosophical texts that offer an analysis of moral practices, decision-making procedures, and moral theories. In particular, we will read historical text by Aristotle, Hume, Adam Smith, Mill, Marx, and Keynes. Then we will see how these philosophical concepts and theories can be applied to the contemporary world of business. The main goal of this course is to critically evaluate the philosophical foundations and justifications for business and economic systems, and how these applies to specific issues as workplace discrimination, ethics of advertising, environmental destruction and consumer protection.
Area: Humanities.

AS.150.216. Minds and Machines.
The course is a philosophical introduction to the topic of artificial intelligence. We will examine such questions as whether machines can think and whether we can build robots that have emotions, personalities and a sense of self. In doing so, we will touch upon a closely connected question: is the human mind itself a machine?
Instructor(s): N. Andonovski
Area: Humanities, Natural Sciences.
AS.150.217. Neuroethics.
Can electroencephalography show that we lack free will? Can modern neuroimaging show that someone will commit a crime in the future? Is it ethical to use this promethean knowledge to put them in jail before they even commit a crime? In Neuroethics, we’ll consider these and other pressing questions emerging at the frontiers of neuroscience and modern moral theory.
Prerequisites: This course is equivalent to AS.150.472
Instructor(s): P. Stojanovic
Area: Humanities.

AS.150.219. Introduction to Bioethics.
Introduction to a wide range of moral issues arising in the biomedical fields, e.g. physician-assisted suicide, human cloning, abortion, surrogacy, and human subjects research. Cross-listed with Public Health Studies.
Instructor(s): H. Bok
Area: Humanities, Social and Behavioral Sciences.

AS.150.220. Introduction to Moral Philosophy.
An introduction to moral philosophy through in-depth and critical reading of selected texts from the history of philosophy. The philosophers whose texts will be discussed include Plato, Aristotle, Kant and Nietzsche.
Instructor(s): L. Theunissen
Area: Humanities.

AS.150.223. Formal Methods of Philosophy.
During the last century or so, symbolic logic and other formal methods have come to play an essential role in most areas of systematic philosophical inquiry. This course serves as an introduction to these formal prerequisites for more advanced study in a wide variety of contemporary philosophical areas. Topics include the syntax and semantics of sentential and first-order predicate logic, natural deduction, basic set theory, mathematical induction and recursion, probability, modal logic, and non-standard logics. The emphasis is on basic comprehension, not on mathematical virtuosity. (Co-listed/combined with 150.423)
Instructor(s): J. Bledin; R. Rynasiewicz
Area: Humanities.

AS.150.227. Introduction to Asian Philosophy.
What is the nature of reality? What is the mind? What is the meaning of life? How ought we to live? In this course, we will explore how some of the better known philosophical systems of India, China and Japan have attempted to answer these most central philosophical questions. We will focus on the following systems: Nyaya, Samkhya-Yoga, Vedanta, Buddhism, Carvaka, Confucianism, Taoism, and Zen.
Instructor(s): B. Miller
Area: Humanities.

AS.150.229. Religion and/or Science?.
Are Religion and Science necessarily in conflict, can they coexist, or do they in fact require each other’s existence? Is scientific method so different from religious thinking? Can science discredit God? Is it possible to be rational and remain religious? In this course, we will explore these and other related questions and examine possible answers. In the process, we will read the texts of both classical and contemporary philosophers and scientists who tackled with these problems.
Instructor(s): P. Stojanovic
Area: Humanities.

What can contemporary neuroscience tell us about the traditional problems in the philosophy of mind? The course will focus on three such problems: consciousness (what is the nature of conscious states?), the self (what is the self and is there such a thing?) and imagination (what is imagination and how is it possible?).
Instructor(s): N. Andonovski
Area: Humanities, Social and Behavioral Sciences.

AS.150.235. Philosophy of Religion.
Can one prove or disprove the existence of God? What is the relation between reason and faith? Are science and religion at odds with one another? We will consider historically significant discussions of these questions as well as important contemporary writings.
Instructor(s): S. Gross
Area: Humanities.

In this course, we will discuss ethical controversies related to some of the issues currently debated in the public sphere: homosexuality, sexism, racism, immigration, abortion, cloning, genetic enhancement, war, terrorism, torture, and others. Our goal will be to explore how major philosophical theories in ethics approach these controversies, and how they can help us understand and resolve these controversies.
Instructor(s): P. Stojanovic
Area: Humanities.

AS.150.237. Foundations of Modern Political Philosophy.
This course is an introduction to modern political philosophy through an intensive study of the classic texts. The focus will be on the nature and limits of political authority under modern social conditions. Authors included are Machiavelli, Hobbes, Locke, Rousseau and Mill.
Instructor(s): D. Moyar
Area: Humanities.

AS.150.245. Introduction to Philosophy of Mind.
This is an introduction to the central problems of philosophy of mind: the mind-body problem and the problem of self-knowledge. Of particular interest in contemporary work is the relation of mind and brain and whether, or how, we acquire self-knowledge.
Instructor(s): M. Williams
Area: Humanities.

AS.150.248. Introduction to Metaphysics.
The class is an introduction to contemporary, analytic, metaphysics. Topics to be discussed include: what is metaphysics, the nature of existence, time and temporality, modality and possible worlds, identity and personal identity, persistence, mereology, causation, and universals and abstract entities.
Instructor(s): Y. Melamed
Area: Humanities.

AS.150.252. Kant’s Copernican Revolution.
After the publication of Kant’s Critique of Pure Reason, Philosophy would never be the same again. This monumental work revolutionizes the way we think about the relationship between the mind and the world and is still widely regarded as the most important turning point in the history of modern philosophy. The course will undertake a close reading and analysis of the two crucial sections of the Critique of Pure Reason, Transcendental Aesthetic and Transcendental Analytic and is targeted at both students new to Kant’s thought as well as those who would like to deepen their understanding of his Copernican revolution.
Instructor(s): G. Lebanidze
Area: Humanities.
AS.150.253. Introduction to Philosophy of Psychology.
Psychology is the study of mind and behavior, and philosophy of psychology is the study of the foundations of psychology. Foundational issues in psychology addressed by philosophy of psychology come in the form of the following questions. What is the nature of mental representation? What is the basic architecture of the mind, and is it innate? Can psychological theories proceed in abstraction from the environment? The purpose of this course is to introduce students to these and related questions and the various answers they've been given.
Instructor(s): D. Lindeman
Area: Social and Behavioral Sciences.

AS.150.259. Introduction to the Theory of Knowledge.
An introduction to the central problems, concepts and theories of philosophical epistemology (theory of knowledge). Topics to be explored will include: what is knowledge (and why do we want it)? Can we get it (skeptics answer “No!”), or is everything in the end a matter of opinion? (skeptics say “Yes!”)? Theories of knowledge and justification: foundationalism versus the coherence theory; externalism versus internalism in epistemology. To what extent is knowledge an appropriate object of theory? Readings from early 20th century through contemporary sources.
Instructor(s): M. Williams
Area: Humanities.

AS.150.300. Prometheus Editorial Workshop.
Prometheus is an international undergraduate philosophy journal published by students at Johns Hopkins University. The purpose of the journal is to promote philosophic discourse of the highest standard by offering students an opportunity to engage in open discussion, participate in the production and publication of an academic journal, and establish a community of aspiring philosophers. Students enrolled in this workshop will act as the staff readers for the journal. For more information, please visit www.prometheus-journal.com. Prerequisite: MUST have taken one philosophy course.
Instructor(s): K. Powell
Area: Humanities.

AS.150.301. Undergraduate Seminar: Practical Reason.
How does reasoning that results in action differ from reasoning that results in belief? Is all practical reasoning a kind of means-end (instrumental) reasoning, or is there a form of moral reasoning that is presupposed by instrumental reasoning? These questions and more will occupy us as we work our way through the recent philosophical debates about practical reason. Restricted to philosophy majors and minors only.
Instructor(s): D. Moyar
Area: Humanities.

AS.150.304. The Ethics of Human Experimentation.
This course will explore ethical theory, key historical events, and operational requirements of research involving human beings. Weekly discussions will focus on seminal literature and case studies that highlight conceptual and practical challenges related to informed consent; research ethics review; risk/benefit analysis; justice/fairness; globalization of research; participation of vulnerable populations; clinical equipoise; obligations to research participants and communities during studies and after research is completed; and deception in psychological and behavioral research. The course will also explore the emergence and development of the rules governing the protection of human subject research.
Instructor(s): J. Ali
Area: Humanities.

This course systematically examines the human right to health. Topics will include the theoretical foundation(s) of human rights; how human rights compare and contrast to other dominant views of global justice (including Rawlsian versions, cosmopolitanism, and capabilities, among others); and whether (or under what circumstances) health can be properly called a “right”. Special scrutiny will be given to access to essential medicines as a recent example of the invocation of a right to health.
Instructor(s): M. DeCamp
Area: Humanities.

Without the presupposition that we can act freely, we cannot make sense of our talk about responsibility and blameworthiness. But scientific investigation increasingly makes the world more predictable (or, at best, random), and our most ambitious scientific theories aspire to a generality that would leave little room for freedom. This course is about how to reconcile the need to see ourselves as free, with the (at least apparent) indications that we are not.
Instructor(s): N. Tebben
Area: Humanities.

AS.150.309. Introduction to Philosophy of Physics.
This course starts on July 7th and runs until August 1st. This course aims at introducing the student to the basic philosophical issues that lie at the heart of the modern physicist’s conception of nature. To this end, we will look carefully at the foundations of two modern theories of physics, namely, the special theory of relativity and quantum theory. Relativity revolutionized our understanding of space and time, whereas quantum physics shattered our established beliefs about causality and determinism in nature. In the special relativity section of this class, we will cover topics such as the speed of light postulate, conventionality of simultaneity thesis, and the twin paradox. In the foundations of quantum physics, we will probe the measurement problem, Schrodinger’s cat paradox and the uncertainty principle. No previous background in physics is required.
Instructor(s): G. Guralp
Area: Humanities, Natural Sciences.

AS.150.310. Marx’s Critique of Capital.
This course is devoted to exposition and examination of Marx’s mature critical theory of capitalism, as expounded in the first volume of Capital. Special attention will be given to clarification of Marx’s method as well as the basic categories of his theory. No previous course in philosophy or social sciences is required.
Instructor(s): A. Abazari; E. Connolly
Area: Humanities.

AS.150.311. Undergraduate Seminar: Philosophy of Ludwig Wittgenstein.
We will read Wittgenstein’s two great works: Tractatus Logico-Philosophicus (1921) and Philosophical Investigations (1953). If you have previously taken AS.150.442 you may not register for AS.150.311. Prerequisites: If you have previously taken AS.150.442 you may not register for AS.150.311.
Instructor(s): M. Williams
Area: Humanities.
AS.150.312. Philosophy and Complexity.
This course aims to engage with philosophical problems that stem from sciences of complexity in an interdisciplinary way. We will pose questions concerning how disciplines such as biology, economics, neuroscience, astrophysics etc. deal with the problem of complexity, and we will look at the basic problems philosophers of science single out in this context. After introducing the general problematic of the course, we will have two main parts under which we examine the philosophy of complex systems. The first part will be devoted to the epistemological aspects of the problem such as models, laws, explanation and evidence, and the second part will examine the metaphysical aspects of emergence and reduction.
Instructor(s): G. Guralp
Area: Humanities.

AS.150.313. Philosophy of Race and Gender.
TBA
Instructor(s): L. Papish
Area: Humanities.

AS.150.315. Philosophy of Human Rights.
From domestic debates about abortion and health care to international dialogue about women's rights, genital mutilation and genocide human rights claims have become increasingly common, and we've come to rely on the discourse of human rights to assess the way human beings are treated by one another and by states. But what are human rights? How are human rights claims justified? Are human rights really objective and universal or are they contingent and relative to particular cultures? Where did the human rights culture begin, and how has it become so important? This course aims to explore these questions by examining foundational human rights documents, historical works on human rights and contemporary philosophical inquiry into their foundations (or lack thereof).
Instructor(s): T. Wilk
Area: Humanities.

AS.150.316. Puzzles and Paradoxes.
The course is a survey of puzzles and paradoxes of truth, belief, knowledge, meaning, confirmation, rational action, and vagueness. Specific puzzles and paradoxes include, among others: Russell’s paradox, the Liar paradox, Moore’s paradox, the Skeptical paradox, Newcomb’s paradox, and the Sorites paradox. Besides being fun to think about, these puzzles and paradoxes touch on many areas of philosophy, including philosophy of language, logic, metaphysics, and epistemology. When introducing each puzzle or paradox, attention will be paid to its history and significance. In addition to this exposure to some of the many domains of philosophy, students will gain analytical skills applicable well beyond philosophy.
Area: Humanities.

AS.150.317. Undergraduate Seminar for Philosophy Majors: Recent Works in Skepticism.
We all take it for granted that perceptual experience yields knowledge of the world around us. But in the first of his Meditations on First Philosophy, Descartes invents a new and puzzling thought experiment. He imagines an Evil Demon with the power to manipulate the total course of his (Descartes’s) experience, so that what he naturally takes to be experience of the world around him is really a kind of perpetual dream: a simulation or virtual reality, as we might way today. Descartes’s problem, which has made its way into popular culture through films like those in the “Matrix” series, remains a source of philosophical puzzlement. While no one believes that skeptical hypotheses like Demon or computer deception are true, it is not easy to say how we can exclude them. Given that the deception is systematic, it seems that any “evidence” I cite could itself be part of the simulation. So how do I (or could I) know (for sure) that I’m not the victim of the Deceiver or the Matrix? We shall examine some of the latest attempts to respond to Descartes’s challenge. Does the “How could I know?” question admit of a theoretical answer, or is the question itself somehow ill-posed? Can we answer it without making significant concessions to skepticism? Exploring such questions should teach us some interesting lessons about knowledge (or the concept of knowledge). Readings from Descartes, Barry Stroud, G. E. Moore, Robert Nozick, David Lewis, Keith De Rose, James Pryor, and others.
Instructor(s): M. Williams
Area: Humanities.

This course explores philosophical responses to the French Revolution. Texts are from, among others, Hegel, Fichte, Kant and Marx. No previous knowledge in philosophy or social sciences is required.
Instructor(s): A. Abazari
Area: Humanities, Social and Behavioral Sciences.

AS.150.319. The Mechanical Mind.
This course provides a philosophical introduction to the topics mind, machine, and mental representation -- ideas fundamental to the cognitive sciences. Specific questions addressed include, among others, the following. What is the mind-body problem, and how might it be solved? Might minds be computers? Can there be thought without language? Is thought itself a sort of language? How do minds represent the external world? Can the mind be fully explained in scientific terms? Does it help in theorizing about the mind to think of it as a sort of machine?.

AS.150.320. Marx: Critique of Political Economy.
A close reading of Marx’s Capital: Volume One. Specific attention will be given to clarification of Marx’s methodology, the foundational categories of his critique of political economy, the systematic unity of his theory, and the underlying normative concepts which inform his work. No previous course in philosophy or social sciences is required.
Instructor(s): A. Abazari
Area: Humanities, Social and Behavioral Sciences.

AS.150.322. Emotion, Mind & Morality.
In this course, we will investigate a number of important philosophical questions about the normative structure of emotions and their role in moral cognition by surveying some of the classic works in philosophy. We will also read a number of contemporary papers. Finally, we will look at recent work in psychology and cognitive neuroscience on the impact of emotion on reason.
Instructor(s): M. Bergamaschi Ganapini
Area: Humanities.
AS.150.323. Undergraduate Seminar: Topics in Meta-Ethics. 3 Credits.
This is a seminar on theoretical topics in ethics. We focus on debates over cognitivism and non-cognitivism; realism and anti-realism: reasons internalism and externalism; relativism and pluralism. We read contemporary classics by Sharon Street, T.M. Scanlon, Joseph Raz, Bernard Williams, Allan Gibbard, and others.
Instructor(s): L. Theunissen
Area: Humanities
Writing Intensive.

AS.150.334. The Language of Thought.
According to the Language of Thought Hypothesis, thought is couched in a mental language with a combinatorial syntax and semantics operating computationally over a system of representations physically realized in the brain. The philosopher and cognitive scientist Jerry Fodor first developed this hypothesis in his now classic 1975 work The Language of Thought. In this course, we will engage in a close reading of this text, important both for its historical and contemporary significance to cognitive scientific theorizing. Lectures will be supplemented by further historical and theoretical material. Students should come away with a deeper appreciation of some of the key concepts in cognitive science.
Instructor(s): D. Lindeman.

AS.150.330. Decisions, Games & Social Choice. 3 Credits.
This course is an introduction to decision theory, game theory, and social choice theory with an emphasis on their philosophical underpinnings and philosophical applications. Topics covered include the Prisoner’s Dilemma, Newcomb’s Problem, convention and social contracts, risk, and Arrow’s Theorem.
Instructor(s): J. Bledin.
Area: Humanities.

AS.150.351. The Philosophy of Race and Racism.
The twin specters of race and racism have perennially dominated nearly every aspect of American social, economic, and political life. In this course, we will try to appreciate the nature and scope of this dominance by addressing fundamental questions about the nature, functions, and manifestations of race and racism in contemporary American life. Topics include: the “metaphysics” of race, conditions of racial membership, the moral harms introduced by racism, the psychology of racial bias, and institutional forms of racism.
Area: Humanities, Social and Behavioral Sciences.

AS.150.400. Realism & Antirealism in the Philosophy of Science.
Are our best scientific theories approximately true, or useful but false? Does science converge on the truth over time? This course addresses such questions by surveying the scientific realism debate.
Instructor(s): J. Hr Hicko
Area: Humanities, Social and Behavioral Sciences.

AS.150.401. Greek Philosophy: Plato and His Predecessors.
A study of pre-Socratic philosophers, especially those to whom Plato reacted; also an examination of major dialogues of Plato with emphasis upon his principal theses and characteristic methods. Cross-listed with Classics.
Instructor(s): R. Bett
Area: Humanities.

AS.150.402. Aristotole.
A study of major selected texts of Aristotle.
Instructor(s): R. Bett
Area: Humanities.

AS.150.403. Hellenistic Philosophy.
A study of later Greek philosophy, stretching roughly from the death of Aristotle to the Roman imperial period. Epicureans, Stoics, and Skeptics will be the main philosophical schools examined.
Instructor(s): R. Bett
Area: Humanities.

AS.150.404. Ethics and History of Body Modification.
This course examines the ethical, historical and political issues surrounding body modifications. It explores the ways in which medical technologies have intersected with cultural constructions of gender, sexuality and race to produce ways of altering the human corporeal form. The course looks at a myriad of difference body modifications, concentrating mostly upon the Twentieth Century, but reaching as far back as the early modern period. Topics include: cosmetic surgery, transsexuality, bodybuilding, sports doping, dieting, anorexia, piercing, tattooing, fashion, make-up, and mythic modifications, such as vampires and werewolves. The course looks at the ways in which these modifications have been used variously to conform to, subvert and expose social norms about bodily appearance, as well as interrogating the means by which medicine and science are implicit in the cultural construction of those norms.
Instructor(s): D. O’Connor
Area: Humanities.

AS.150.405. Alienation.
In this course we will study the topic of alienation both historically and systematically. We will examine the concept’s historical roots at the turn of the 19th century and engage with contemporary discussions by authors working in philosophy of mind, ethics and political philosophy.
Instructor(s): D. Moyar
Area: Humanities.

AS.150.406. Can Science Explain Everything?.
What is scientific explanation? We will examine various theories about this in order to determine whether and how science can explain everything physical and everything mental (including consciousness, emotions, purposes, and values). In addition to science are non-scientific theories, for example, religious ones, necessary? Do they compete with or complement scientific ones?
Instructor(s): P. Achinstein
Area: Humanities.

AS.150.409. Classics of Analytic Philosophy.
A reading of some of the classic philosophical works in 20th Century Analytic Philosophy, beginning with G. Frege and ending with V.O. Quine.
Instructor(s): M. Williams
Area: Humanities.

AS.150.411. Arabic-Islamic Philosophy.
Introduction to major philosophers of the Arabic-Islamic tradition, including Avicenna, al-Ghazali, and Averroes. Topics addressed include the existence of God, metaphysics (e.g., causality), human freedom and knowledge, revelation and reason.
Instructor(s): S. Ogden
Area: Humanities.

AS.150.412. Kant’s Critique of Practical Reason.
A historical and systematic study of Kant’s ethics and philosophy of religion, with special attention to his Critique of Practical Reason.
Instructor(s): E. Forster
Area: Humanities.
AS.150.414. Topics in Political Philosophy: Justice and Pluralism.  
This course will examine recent liberal political philosophy, with particular emphasis on the work of John Rawls and Jürgen Habermas.  
Instructor(s): D. Moyar  
Area: Humanities.

AS.150.415. Schelling’s System of Transcendental Idealism.  
Schelling’s System of Transcendental Idealism is one of the key texts in the transition from Kant to Hegel. It is also one of Schelling’s clearest and most successful publications, and one of the best introductions to his philosophy. This course offers a close examination of the System of Transcendental Idealism against the background of Kant and Fichte.  
Instructor(s): E. Forster  
Area: Humanities.

AS.150.416. Kant’s major "minor writings."  
Some of Kant’s so-called "minor writings" are in fact brilliant essays that represent important stages in the formation and development of his mature, "critical" philosophy. In this course we will study ten of these essays in detail.  
Instructor(s): E. Forster  
Area: Humanities.

AS.150.417. Kant’s ‘Critique Of Pure Reason’.  
An examination of the philosophy of Immanuel Kant, with emphasis on The Critique of Pure Reason.  
Instructor(s): E. Forster  
Area: Humanities.

AS.150.419. Kant’s Critique/Judgment.  
This course will examine closely and in detail the aesthetic and teleological parts of Kant’s third masterpiece, The Critique of the Power of Judgment.  
Instructor(s): E. Forster  
Area: Humanities.

AS.150.420. Mathematical Logic I.  
The development, first, of sentential logic and, then, of first-order predicate logic. Topics covered include formal languages, effective procedures, truth-functional and Tarski semantics, logical entailment, systems of derivation, deductive soundness and completeness, compactness, theories, formalization of mathematics, sizes of models, and interpretations between theories.  
Instructor(s): R. Rynasiewicz  
Area: Humanities, Quantitative and Mathematical Sciences.

AS.150.421. Mathematical Logic II.  
Gödel’s two incompleteness theorems regarding, first the unaxiomatizability of arithmetic and, second, the impossibility of proving the consistency of arithmetic using arithmetic methods (unless arithmetic is inconsistent). Computability and Church’s Thesis.  
Prerequisites: Prereq: AS.150.420  
Instructor(s): R. Rynasiewicz  
Area: Humanities, Quantitative and Mathematical Sciences.

AS.150.422. Axiomatic Set Theory.  
Axiomatic development of set theory, including the theory of transfinite ordinals and cardinals. Relative consistency proofs. Independence of the axiom of choice, and of the continuum hypothesis. Implications for the foundations of mathematics.  
Prerequisites: AS.150.421 or equivalent  
Instructor(s): R. Rynasiewicz  
Area: Humanities, Quantitative and Mathematical Sciences.

AS.150.423. Formal Methods of Philosophy.  
During the last century or so, symbolic logic and other formal methods have come to play an essential role in most areas of systematic philosophical inquiry. This course serves as an introduction to these formal prerequisites for more advanced study in a wide variety of contemporary philosophical areas. Topics include the syntax and semantics of sentential and first-order predicate logic, natural deduction, basic set theory, mathematical induction and recursion, probability, modal logic, and non-standard logics. The emphasis is on basic comprehension, not on mathematical virtuosity. (Co-listed/combined with 150.223)  
Instructor(s): J. Bledin; R. Rynasiewicz  
Area: Humanities.

An examination of various interpretations of probability, including classical and priori, frequency, propensity, subjective, and logical. Also, we will study views about evidence as well as paradoxes of inductive reasoning, including Hume’s skepticism, and the grue and ravens paradoxes. No previous knowledge of probability is required.  
Instructor(s): P. Achinstein  
Area: Humanities, Quantitative and Mathematical Sciences.

AS.150.425. Poetic Thought.  
This course will examine essays and poems by Goethe, Hölderlin, and Rilke with an eye toward the ways in which their work addresses issues central to German Idealism and modern German thought. These include the relation of subject to object; the problem of the representation of the whole; the reconciliation of science and art; and the role of consciousness in the construction of the world. Readings to include texts by Goethe, Hölderlin, and Rilke with commentary by Heidegger, Gadamer, Henrich, Husserl, Benjamin, and Allemann. Reading knowledge of German is required.  
Instructor(s): E. Forster; R. Tobias  
Area: Humanities, Natural Sciences.

AS.150.426. Philosophy and Disability.  
In this course, we will consider various philosophical issues related to disability. What counts as a disability? What obligations do we have, both as individuals and as a society, to people with disabilities? What counts as respecting people with disabilities, and what counts as unjustifiable discrimination against them?  
Prerequisites: AS.150.219 OR AS.150.220  
Instructor(s): H. Bok  
Area: Humanities, Social and Behavioral Sciences.

AS.150.428. Spinoza’s Political Theology.  
“Political Theology” is a term that acquired significant resonance in recent years. The current class will study closely two texts by Spinoza, the founder of this discipline: the Theological-Political Treatise and the (incomplete) Political Treatise.  
Instructor(s): Y. Melamed.
AS.150.429. Topics in Logic: Ontology and Knowledge Representation.
Knowledge representation deals with the possible structures by which the content of what is known can be formally represented in such a way that queries can be posed and inferences drawn. Ontology concerns the hierarchical classification of entities from given domains of knowledge together with the relations between various classes, subclasses, or individuals. The main framework in which we will work is that of description logics, which are decidable fragments of varying degrees of first order predicate logic. In ontology development we will examine RDF (Resource Description Framework), its extension to RDFS, and OWL (Web Ontology Language), and use the software Protégé for specific applications. Finally, we will take a look at query languages such as SPARQL (SPARQL Protocol and RDF Query Language).
Instructor(s): R. Rynasiewicz
Area: Humanities.

AS.150.430. Hegel’s Phenomenology of Spirit.
An in-depth study of Hegel’s masterpiece, the Phenomenology of Spirit. We will be concentrating on the first half of the text.
Instructor(s): E. Forster.

AS.150.431. Introduction to Philosophy of Science.
This course introduces students to some major philosophical problems about science, including these three: (1) Is there a universal set of rules constituting the “scientific method” that scientists must always follow in order to be rational? (2) Can science provide knowledge of an “unobservable” world underlying our experiences, and if so how? Or is science confined to speaking about the world of observation? (3) Are there important differences between philosophy and science? We will consider disputes between rationalists (e.g., Descartes) and empiricists (e.g., Newton) on scientific method, historical and contemporary debates between scientific realists and instrumentalists about the reach of science, as well as different viewpoints concerning the relationship between philosophy and science. No particular science or philosophy background is presupposed.
Instructor(s): P. Achinstein; R. Bett
Area: Humanities.

This course is a continuation of Hegel’s Phenomenology of Spirit, Part One, taught last Spring. We will closely study the second half of the book, compare its methodology with that of the first half, and end with an examination of Hegel’s systematic reflections in the “Preface”.
Prerequisites: AS.150.430
Instructor(s): E. Forster
Area: Humanities.

AS.150.433. Philos/Space & Time.
Beginning with Poincaré, there has been an influential school of thought maintaining that there is no fact of the matter as to whether the geometry of space is Euclidean or, instead, some form of non-Euclidean geometry – rather, one can arbitrarily choose a metric geometry and then modify the physics in order to fit the empirical facts. This claim has been extended to affine geometry (inertial structure of spacetime) and distant simultaneity (in relative theory). We will critically examine this tradition, beginning with a careful examination of the relation of non-Euclidean to Euclidean geometry.
Instructor(s): R. Rynasiewicz
Area: Humanities, Natural Sciences.

AS.150.434. History and Philosophy of Quantum Physics I.
Planck, Einstein, Bohr model, “old quantum theory,” correspondence principle, dispersion, BKS theory, Heisenberg’s Umdeutung (1925 invention of matrix mechanics) and its development.
Instructor(s): R. Rynasiewicz
Area: Humanities, Natural Sciences.

AS.150.435. The Philosophy and Theology of Maimonides.
This course will examine the philosophic and theological thought of Judaism’s most renowned philosopher, Moses Maimonides (1138-1204). After a brief overview of Maimonides’ multifaceted life as philosopher, scientist, physician, Talmudic scholar, rabbi, and communal leader; we will consider Maimonides’ philosophic and religious background and, in particular, the ancient Greek and medieval Islamic philosophic works that influenced him. The course will delve into his views on topics such as the relation between faith and reason, the existence of God, creation/eternity of the world, free will/determinism, the nature of prophecy, the purpose of law, human happiness, ultimate perfection, and the Afterlife. Special attention will be given to Maimonides’ method of philosophic writing and the tension in his life between the vita activa and the vita contemplativa. The course will also trace the impact of Maimonides’ Guide of the Perplexed upon later Jewish thought and upon Western philosophy and theology from Thomas Aquinas to Leibniz.
Instructor(s): S. Harvey
Area: Humanities.

AS.150.438. Spinoza’s Ethics.
The seminar is an in depth study of Spinoza’s major work, The Ethics.
Instructor(s): Y. Melamed
Area: Humanities.

AS.150.439. Epistemology.
Is knowledge (or even strong evidence) required, or possible, in science and in philosophy? We will focus on whether standard forms of nondemonstrative reasoning are justified, how if at all one can gain knowledge of the observable and unobservable world, whether and how theories in philosophy can be established, an what to do in science and philosophy when you can’t prove or get strong evidence for your theory.
Instructor(s): P. Achinstein
Area: Humanities.

AS.150.442. The Philosophy of Ludwig Wittgenstein.
A close reading of Wittgenstein’s Uncertainty familiarity with the Philosophical Investigations is required.
Instructor(s): M. Williams
Area: Humanities.

AS.150.443. Wittgenstein’s Philosophy of Mind.
The seminar will begin with a careful examination of the private language argument in the Philosophical Investigations. Among the additional themes we will examine are his analogy between philosophy of mathematics and his philosophy of psychology, implicit criticisms of the representational theory of mind, the problem of other minds and the role of deception, and the “grammar” of psychological concepts. There are numerous manuscripts concerned with mental and psychological concepts. Two volumes of the Remarks on the Philosophy of Psychology will be ordered for the seminar, though we will not be “working through” them in a systematic way. The Philosophical Investigations and Zettel are essential. Recommended Course Background: Familiarity with Wittgenstein’s work.
Instructor(s): M. Williams
Area: Humanities.
AS.150.444. The Identity of Indiscernibles.
Can two things (such as bodies, events, moments, thoughts, or geometric points) have precisely the same qualities? If so, what makes them different from each other? In this class we will explore the debate about the Principle of the Identity of Indiscernibles. Readings will include texts by: Leibniz, Clarke, Max Black, Ayer, Ian Hacking, Robert Adams, and Michael Della Rocca.
Instructor(s): Y. Melamed
Area: Humanities.

AS.150.446. Hegel’s Science of Logic.
In this course we will focus on the first two parts of Hegel’s Science of Logic, and address the following issues (among others). In what sense is Hegel’s dialectical logic continuous with the classical metaphysical tradition and in what sense is it a critique of traditional metaphysics? What motivates the project, or what questions does Hegel think his logic can answer that previous logics did not?
Instructor(s): D. Moyar; E. Forster
Area: Humanities.

AS.150.447. Law and Philosophy.
In this course we will examine major issues in the philosophy of law, including the relation of law to moral theory, the role of democratic political institutions in legal decisions, and the justification of punishment. No previous knowledge of law or philosophy is required.
Instructor(s): D. Moyar
Area: Humanities.

What are freedom of the will and moral responsibility? Are they compatible with determinism or naturalism? This course will examine various philosophers’ answers to these questions.
Instructor(s): H. Bok
Area: Humanities.

AS.150.454. The Value of Humanity.
Are human beings distinctively valuable? What makes us valuable? And how should we respond to the value of human beings? The course is divided into four parts. The first part takes up questions about the basis of human value. We consider various proposals, including Kant’s, about the valuable feature or capacity of human beings. Are we valuable in virtue of having a good will, in virtue of being agents, in virtue of being valuers, or something further? The second part takes up questions about the explanation of the value of human beings. Does the proposed feature make us valuable because it instantiates a simple value property, making us valuable in ourselves, or simpliciter? We consider whether the notion of value simpliciter is a notion we fully understand, or need. Does the proposed feature make us valuable because it makes us good-for something or someone? Who or what does it make us good-for? Or again, does the proposed feature make us such that we are objects of an appropriate attitude or practical stance? If so, what is the attitude or stance? The third part of the course takes up normative questions about the appropriate mode of responding to human beings. We consider whether it makes sense to say that human beings are “ends-in-themselves,” and what it would mean to treat a person as an end-in-itself. We also consider various accounts of respect. A guiding question is whether human beings are the only appropriate objects of respect, or whether we can respect other beings, and even artifacts. The fourth part of the class applies what we have learned so far to related topics: to the question of whether human life or existence is valuable, and conversely, whether death is disvaluable. We consider, albeit briefly, the value of human beings in relation to the value of animals. And we ask about the role of Kantian notions like dignity in applied contexts, so that highly philosophical considerations about value are shown to have real-world bearing.
Instructor(s): L. Theunissen
Area: Humanities.

AS.150.455. Ethics And Animals.
Instructor(s): H. Bok
Area: Humanities.

AS.150.456. Medieval Philosophy.
Instructor(s): S. Ogden
Area: Humanities.

AS.150.459. Theory Of Knowledge.
An advanced introduction to the central problems, concepts and theories of contemporary philosophical epistemology (theory of knowledge). Topics to be explored include: what is knowledge (and why do we want it)?; theories of justification (foundationalism, the coherence theory, etc.); externalism and internalism in epistemology; skepticism, relativism and how to avoid them. Readings from contemporary sources.
Instructor(s): M. Williams
Area: Humanities.

Russel, Frege, and Wittgenstein (in Tractus) provided much of the philosophical foundation for 20th C.analytic philosophy. Their influence continues to be felt, especially in their conception of philosophical problems and the methods by which they can be solved.
Instructor(s): M. Williams
Area: Humanities.
**AS.150.463. Theories of Rationality.**
Foundations of Rationality: How should we reason about reasoning? Understanding the nature of our ability to reason is among the most important parts of understanding who we are as human beings. This course will investigate the foundations of rationality through an examination of philosophical texts and contemporary empirical research.
Instructor(s): J. Waterman
Area: Humanities.

**AS.150.464. Objectivity.**
This course examines the notion of objectivity and challenges to it. Its topics include the status of objective facts and beliefs, the structure of social reality, and rational disagreement.
Instructor(s): N. Goldberg
Area: Humanities.

**AS.150.465. Genetics, Genomics and Society.**
This course will examine the ethical, legal and social implications (ELSI) of human genetics through the lens of significant and field-defining periods and events in the history of the field. We will study the ELSI issues raised by those events, and how the events have shaped and defined the current state of the science and emerging scientific, ethical, policy, and public health issues. Juniors and Seniors only.
Instructor(s): D. Mathews
Area: Humanities, Natural Sciences, Social and Behavioral Sciences.

**AS.150.467. Philosophic Logic.**
This course is a survey of various topics in philosophical logic. We begin with a review of the model theory of classical first-order logic. In our first unit, we will then move beyond the standard existential and universal quantifiers and consider generalized quantifiers, substitutional quantifiers, and plural quantification. In our second unit, we will investigate the theory of propositional modal logic, considering its syntax, semantics, and proof theory, and some of its applications. In our third unit, we will investigate various formal approaches to defining truth. In our fourth unit, we will get more philosophical and ask: what is logical consequence? In the course of answering this question, we will consider intuitionistic, normative, and informational conceptions of logic.
Instructor(s): J. Bledin
Area: Humanities.

**AS.150.468. Global Food Ethics.**
This course is an introduction to ethical issues that arise within the contemporary global agrifood system. The overarching goal of the class is to give you the opportunity to think critically about a variety of conflicting views as to how we should produce, distribute, and consume food to achieve food security for over 9.6 billion people by 2050. We will borrow tools from practical ethics and theories of justice to shed light on these pressing issues that determine our common future and the way we personally relate to the food we eat.
Instructor(s): Y. Saghai
Area: Humanities.

**AS.150.470. Spinoza and the Pantheism Debate.**
In this course we will examine the philosophical significance of the so-called Pantheism Debate which shook Germany at the end of the 18th century after it was revealed that Lessing, the main representative of the German Enlightenment, was a Spinozist. Readings will be drawn from Spinoza, Jacobi, Mendelssohn, Herder, Goethe, and Kant.
Instructor(s): E. Forster; Y. Melamed
Area: Humanities.

**AS.150.472. Neuroethics.**
Neuroethics: Can electroencephalography show that we lack free will? Can modern neuroimaging show that someone will commit a crime in the future? Is it ethical to use this Promethean knowledge to put them in jail before they even commit a crime? In Neuroethics, we’ll consider these and other pressing questions emerging at the frontiers of neuroscience and modern moral theory.
Instructor(s): P. Stojanovic
Area: Humanities.

**AS.150.473. Classics of Analytic Philosophy.**
This will be an examination of the classic articles of 20th Century Anglo-American philosophy. Included are Frege, Russell, Wittgenstein, Austen, Carnap, Quine.
Area: Humanities.

**AS.150.474. Justice and Health.**
Course will consider the bearing of theories of justice on health care. Topics will include national health insurance, rationing and cost containment, and what justice requires of researchers in developing countries.
Instructor(s): H. Bok
Area: Humanities.

**AS.150.475. Addiction, Depression, and the Self.**
An examination of the moral implications and effects of addiction, depression and Pharmacological treatments for depression on our conception of our own agency. Recommended Course Background: AS.150.219, AS.150.220, or permission required.
Instructor(s): H. Bok
Area: Humanities, Natural Sciences, Social and Behavioral Sciences.

**AS.150.476. Philosophy and Cognitive Science.**
This year’s topic: Temporal Experience. Do we perceive time? If so, through what sense(s)? How long is the conscious “now”? Does the temporal order of our perceptions mirror the temporal order of what we perceive? Must the experience of a temporal duration itself be extended in time? What is the relation between the experience of time (for example, the experience of time’s passage) and memory? Does our experience of time accurately represent temporal features of reality, or is it actually illusory? How does attending to time’s passage affect its perceived rate of passage (and what is it to attend to time’s passage)?
We will explore these and other questions through an examination of both psychological and philosophical work. [This course meets jointly with Professor Flombaum’s AS.200.316 and AS.200.616.]. Permission of instructor required to enroll.
Instructor(s): J. Flombaum; S. Gross
Area: Humanities, Natural Sciences, Social and Behavioral Sciences.

**AS.150.477. Existentialism.**
Through a close reading of the seminal texts by Kierkegaard, Nietzsche, Heidegger, Sartre, and Merleau-Ponty the course will examine one of the most influential philosophical movements of the last century.
Instructor(s): G. Lebanidze
Area: Humanities.

**AS.150.478. Program Abroad: Jerusalem: Modern Jewish Thought.**
Intersession Abroad Program. The course examines the modern Jewish thought in Israel. Guest Lecturers.
Instructor(s): Y. Melamed
Area: Humanities.
AS.150.479. The Ethics of Making Babies.
In this class, we will investigate many aspects of the ethics of making babies, asking not only which children we should create and how we should create them, but whether we should make any more people at all. Investigating these questions will take us through large chunks of moral theory, bioethics, and public health ethics. For more information, or to request permission of the instructor (for those who do not meet the prerequisite requirements), email Travis Rieder at trieder@jhu.edu. Recommended Course Background: One course in ethics or bioethics, or permission of the instructor.
Instructor(s): T. Rieder
Area: Humanities.

AS.150.483. Topics in Jewish Philosophy: Hassidism.
Hasidism is the ecstatic religious movement that emerged in East European Jewry in the mid eighteenth century. In this research seminar we will concentrate on the teachings and activities of the circle of Dov Ber of Mezrich between 1760 and 1772. We will study both internal and external sources (such as Salomon Maimon’s report in his Lebensgeschichte). All materials will be available in English translation, though reading knowledge of Hebrew would be an asset.
Instructor(s): Y. Melamed
Area: Humanities.

AS.150.484. Is Knowledge Possible: Epistemic Problems, Puzzles & Paradox.
How is knowledge possible in view of various intractable problems and paradoxes, including the problem of justifying induction, the realism-anti-realism dispute, and the grue and ravens paradoxes about evidence? Are philosophical claims knowable? A study of contemporary views about evidence, probability, inference, and philosophy.
Instructor(s): P. Achinstein
Area: Humanities.

AS.150.488. Enlightenment Moral and Political Theory.
Instructor(s): H. Bok
Area: Humanities.

AS.150.489. Spinoza’s Metaphysics.
The seminar is an in depth study of Spinoza’s major work, the Ethics. We will concentrate on Parts II-IV of the Ethics, though we will try to cover the entire book. Among the topics to be discussed are: the style and structure of the book, the meaning of being and the question of ontology in Spinoza, the nature of Spinoza’s attributes, necessitarianism, teleology, the nature of ideas, parallelism, individuals and their limits, the nature of bodies, the three kinds of knowledge, the conatus and the affects, Spinoza’s view of good and evil, blessedness and divine intellectual love.
Instructor(s): Y. Melamed
Area: Humanities.

An examination of some of the scientific and philosophical literature on the nature of animal minds and the way(s) in which they differ from the human mind. The most important of these apparent differences are the use of language, the exercise of concepts, and instrumental reasoning, including the use of instruments. Co-listed 300.411
Instructor(s): M. Williams
Area: Humanities.

AS.150.491. Kant and Newton on the Foundations of Science.
Kant attempted to provide a philosophical foundation for Newtonian science. In this class we will read Kant’s work “Metaphysical Foundations of Natural Science,” and philosophical and foundational parts of Newton’s “Principia,” and we will critically compare and evaluate both. No particular scientific background is presupposed.
Instructor(s): E. Forster; P. Achinstein
Area: Humanities.

AS.150.493. Introduction to Scientific Methods.
We will study various methods for proving scientific claims defended by scientists and philosophers. Included will be rationalism (Descartes), various forms of empiricism (Newton, Mill, Whewell), realism vs. anti-realism, and scientific strategies to follow when you cannot prove your favorite theory. No particular scientific background required.
Instructor(s): P. Achinstein
Area: Humanities, Social and Behavioral Sciences.

AS.150.494. Descartes.
The course is an introduction to the philosophy of Rene Descartes. We will read most of his main philosophical works, and part of his correspondence. The class is open to both undergraduate and graduate students.
Instructor(s): Y. Melamed
Area: Humanities.

AS.150.495. Sex, Drugs, and Bioethics: Medicine and Morality in Modern America.
Alongside rock n’ roll, sex and drugs have classically been seen as sites of moral or ethical transgression, particularly in post-war America. Unlike rock n’ roll, however, sex and drugs have always been bound up with the practice of medicine. This course explores the interaction of medical science with the moral and ethical issues which surround i) reproduction, sexual pleasure, and gender roles and ii) the use of drugs, both therapeutic, enhancing and recreational. Bridging these two sides of the course is the question of medicalisation, and how medical science is used to construct socially normative ideals about sexuality, behavior, emotion and physical capacity, and how in turn those moral norms are used to justify or argue for the development of particular medical practices. The aim of the course is to illuminate the mutually constitutive interplay of medicine and morality in modern America.
Topics covered include: abortion, contraception, IVF, sex-selection, gene selection, adolescent sexualities, prostitution, STD surveillance, medicalisation of sexual dysfunction, medicalisation of emotion and behavior, ‘moral enhancement’, ADHD, Performance Enhancing Drugs, cosmetic surgery, neuroenhancement, recreational drugs, the war on drugs, the purpose of medicine.
Instructor(s): D. O’Connor
Area: Humanities, Social and Behavioral Sciences.

AS.150.496. Topics in the Theory of Value.
We ask a basic question in value theory: what is it for something to be good, or of value? Is it for something to instantiate the simple value property ‘good’? Can goodness be identified with some natural property, perhaps, the property ‘pleasant’, or some dispositional property, perhaps, ‘what we desire to desire’? Is goodness a relation between some object, state of affairs, or activity and a subject, so that the good is benefit? On the other hand, are reasons and not values primitive in value theory, so that we should theorize about the good in terms of appropriate responses to it? We will read classic works by G. E. Moore, Peter Geach, Judith Jarvis Thomson, Connie Rosati, Nicholas Sturgeon, Richard Kraut, Donald Regan, T. M. Scanlon, and others.
Instructor(s): L. Theunissen
Area: Humanities.
AS.150.497. Kant and the Early Moderns.
A critical examination of Kant’s dialogue with his Early Modern predecessors (Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume), and of their own respective positions.
Instructor(s): E. Forster; Y. Melamed
Area: Humanities.

AS.150.498. Modal Logic and Its Applications.
In the first part of the course, we’ll investigate the theory of modal logic, considering its syntax, semantics, and proof theory. We’ll then turn to some of its philosophical applications: epistemic logic, counterfactuals, deontic logic, intuitionistic logic, and the metaphysics of time.
Instructor(s): J. Bledin
Area: Humanities, Quantitative and Mathematical Sciences.

According to the Principle of Sufficient Reason every fact must have a reason, or explanation. In other words: there are no brute facts. If a certain penguin has three dots on its right wing - there must be a reason for this. If there are no penguins with precisely three dots on their right wings - there must be a reason for that as well. In the first half of the course we will read works by the two philosophers who introduced the principle: Spinoza and Leibniz. In the second part, we will read texts by Kant, Maimon, Hegel, Schopenhauer, and some contemporary analytic philosophers, and discuss the plausibility, implications, and justification of the principle.
Instructor(s): Y. Melamed
Area: Humanities.

AS.150.511. Directed Study.
Individual study of special topics, under regular supervision of a faculty member. Special permission is required.
Instructor(s): Staff.

AS.150.512. Directed Study.
Instructor(s): Staff.

AS.150.551. Honors Project.
See departmental major adviser.
Instructor(s): Staff.

AS.150.552. Honors Project.
Instructor(s): Staff.

AS.150.598. Internship.
Instructor(s): D. Moyar; M. Tumulty.

AS.150.599. Independent Study.
Instructor(s): H. Bok.

AS.150.601. Graduate Seminar: Topics in the Theory.
Graduate students from non-Philosophy departments need instructor permission. We ask a very basic question in value theory: what is it for something to be good, or of value? Is it for something to instantiate the simple value property ‘good’? Can goodness be identified with some natural property, perhaps, the property ‘pleasant’, or some dispositional property, perhaps, ‘what we desire to desire’? Is goodness a relation between some object, state of affairs, or activity and a subject, so that the good is benefit? On the other hand, are reasons and not values primitive in value theory, so that we should theorize about the good in terms of appropriate responses to it? We will read classic works by G. E. Moore, Peter Geach, Judith Jarvis Thomson, Connie Rosati, Nicholas Sturgeon, Michael Smith, Richard Kraut, Donald Regan, T. M. Scanlon, and others.
Instructor(s): L. Theunissen
Area: Humanities.

AS.150.604. Probability and Evidence.
Leading theories about the meaning of probability, and about the concept of evidence. No previous course in probability is necessary.
Instructor(s): P. Achinstein
Area: Humanities.

AS.150.605. Foundations of Ethics.
The seminar will serve as an advanced, topical introduction to normative theories in ethics, and will include some meta-ethics. Our central question is: what is the foundation, or motivational basis, of ethics? Is it the individual asking what she wants for her life? Is it the determination of rational requirements on action? We think about the relationship between reason, reasons, and motivation. We consider the debate over internalism and externalism about reasons. We work through the distinction between agent-neutral and agent-relative reasons and values. Among others, we will read Thomas Nagel, Phillipa Foot, Shelly Kagan, Samuel Scheffler, Derek Parfit, G. E. M. Anscombe, and Bernard Williams.
Instructor(s): L. Theunissen
Area: Humanities.

Course will focus on ancient skepticism as a way of life, and on the role of epistemological argument in skepticism so conceived. The seminar will end with a brief look at early modern reactions to ancient skepticism.
Instructor(s): M. Williams; R. Bett.

AS.150.607. Graduate Seminar: Knowledge and Perception.
How does perception reveal the world, if it does? Why have philosophical reflections on perception often led to skepticism? For background, we will start with readings from Ayer and Austin (on the sense-datum theory), and Sellars (on the Myth of the Given). We will then spend time on contemporary “disjunctive” accounts of perceptual consciousness, with readings from McDowell, Travis and (possibly) others.
Instructor(s): M. Williams
Area: Humanities.

AS.150.609. Graduate Seminar - Philosophy.
An examination of Derek Parfit’s “On What Matters”.
Instructor(s): H. Bok
Area: Humanities.

AS.150.610. Graduate Seminar: Virtue Ethics.
A study of recent work in virtue ethics.
Instructor(s): H. Bok.

AS.150.611. Topics in Metaphysics: Mereology.
Mereology, the study of the relationship between parts and whole, has recently become a major subfield in contemporary metaphysics. In the seminar we will read classical as well as recent literature on the subject. Topics to be discussed include: the univocity of the term ‘part’, priority relations between parts and whole, universal composition, the nature of simples, boundaries, mereology and set theory, spatial parts, temporal parts, metaphysical monism and nihilism. For an introductory survey of the field, please see: Varzi, Achille, “Mereology”, The Stanford Encyclopedia of Philosophy (Spring 2011 Edition), Edward N. Zalta (ed.). URL = <a href="http://plato.stanford.edu/archives/spr2011/entries/mereology/">http://plato.stanford.edu/archives/spr2011/entries/mereology/</a>
Instructor(s): Y. Melamed.
Schelling's Philosophical Investigations into the Nature of Human Freedom counts among his most important works – Heidegger called it "one of the deepest works of Western philosophy." It is also one of the most enigmatic ones. In this course, we will contrast it with Schelling's philosophy of nature and investigate the extent to which his theory of freedom is necessitated by problems in his philosophy of nature.
Instructor(s): E. Forster
Area: Humanities.

AS.150.614. Topics in Meta-Ethics (Graduate Seminar).
This is a seminar on theoretical topics in ethics. We focus on debates over cognitivism and non-cognitivism; realism and anti-realism; reasons internalism and externalism; relativism and skepticism. We read contemporary classics by Sharon Street, T. M. Scanlon, Joseph Raz, Bernard Williams, Allan Gibbard, and others.
Instructor(s): L. Theunissen
Area: Humanities.

AS.150.615. Martin Heidegger, Being and Time: Integral Reading and Current Perspectives.
Starting with a detailed discussion of its Introduction and Division One, this jointly taught seminar will bring phenomenological, hermeneutic, and deconstructive as well as analytic, epistemological, and pragmatist methods and viewpoints to bear upon this modern classic. Co-listed with AS.300.653
Instructor(s): H. de Vries; M. Williams
Area: Humanities.

AS.150.619. Topics in Hegel's Philosophy: The Philosophy of Right.
This course will be a close reading of G.W.F. Hegel's Philosophy of Right. Some of the main topics for discussion will be the relation of law and morality, the dependence of the political philosophy on Hegel's Logic, and the relation of individual and social conceptions of freedom.
Instructor(s): D. Moyar
Area: Humanities.

AS.150.621. Seminar in Hegel's Phenomenology of Spirit.
The course will consist of close reading of Hegel's text along with readings from the extensive secondary literature. Particular attention will be given to Hegel's methodology, his uses of recognition, and the various treatments of agency.
Instructor(s): D. Moyar.

AS.150.627. Seminar in Epistemology.
Instructor(s): M. Williams; P. Achinstein
Area: Humanities.

AS.150.630. Seminar In Metaphysics: Mind and Cosmos.
We will begin by reading Thomas Nagel's new book: Mind and Cosmos. This will be followed by other works to be selected in class.
Instructor(s): P. Achinstein.

AS.150.632. Formal Logic.
An introduction to symbolic logic and probability. In the first two parts of the course we study formal ways of determining whether a conclusion of an argument follows from its premises. Included are truth-functional logic and predicate logic. In the third part we study the basic rules of probability, and learn how to make probability calculations and decisions in life." Co-listed with AS.150.118 (for undergraduate students) (01-F 11:00-11:50am).
Instructor(s): P. Achinstein
Area: Humanities, Quantitative and Mathematical Sciences.

AS.150.633. Kant's Opus Postumum.
This research seminar examines the reasons that led Kant to revise his transcendental philosophy late in life. Special attention to problems in the Metaphysics of Nature and the Metaphysics of Morals. Students should be familiar with Kant’s theoretical and practical philosophy.
Instructor(s): E. Forster

AS.150.634. Seminar in Philosophy of German Idealism:
Explanation or Construction? The Question of Method in the Philosophy of Nature.
“We must do away with all explanation, and description alone must take its place." This sentence, although written over a century later and in a different context, could serve as a motto for what is perhaps the most important debate about the proper method of Naturphilosophie in German Idealism. In this seminar we will examine the philosophical significance of this debate over the role of explanation in our knowledge of nature. Readings will come from Jacobi, Goethe, Schiller, Kant, Schelling, Hegel, as well as from Pascal, Spinoza, and Newton.
Instructor(s): E. Forster
Area: Humanities.

This seminar will be an examination of Wittgenstein's On Certainty. We will be concerned with detailed readings of the passages as well as more general interpretative claims.

This seminar will focus on language acquisition as involving a special kind of learning, one that requires the active participation of an adult in what the child does. The account we will be discussing draws heavily on Wittgenstein's philosophy of language, particular the treatment of the problem of similarity and the development of reference.
Instructor(s): M. Williams
Area: Humanities.

A study of Kant's major works in moral philosophy.
Instructor(s): H. Bok.

Although all three were Copernicans in the broad sense, these great mathematician-philosophers of the 17th century held subtly different positions on the question whether the sun or the earth moves, in large part because they proposed very different analyses of what it is for a body to move. These analyses emerge from quite divergent views on space, time, matter, mind, and scientific-philosophical method in relation to natural theology. The focus of the seminar is on the interaction of these views: Newton’s rejection of Descartes’ Followed by the clash between Newton’s and Leibniz’s.
Instructor(s): R. Rynasiewicz
Area: Humanities.

AS.150.652. Seminar in the Philosophy of Science.
Philosophy of experiment, Bayesianism, severe tests. Readings from Hacking, Galison, Franklin, Mayo, and others. Applications range from physiology to cosmology.
Instructor(s): R. Rynasiewicz
Area: Humanities, Social and Behavioral Sciences.

AS.150.653. Seminar: Philosophy - Physics.
Philosophical problems in space-time physics.
Instructor(s): R. Rynasiewicz
Area: Humanities.
AS.150.658. Topics in the Philosophy of Language.
An examination of recent work in the philosophy of language and/or related work in the philosophy of mind.
Instructor(s): S. Gross.

AS.150.659. Topics in Formal Semantics: Counterfactuals?
In this seminar, we will investigate the semantics and communicative function of counterfactuals. Among the questions that we will consider are these: What are the compositional semantic values of counterfactual conditionals? What is the context change potential of a counterfactual and what kind of structure must we add to the common ground of a conversation to model its communicative effect? Do counterfactuals recommend a dynamic approach to meaning? Are counterfactual conditionals truth-apt? Do they serve to describe the world? If so, which aspect of reality is a counterfactual sensitive to?
Instructor(s): J. Bledin
Area: Humanities, Social and Behavioral Sciences.

AS.150.810. Independent Study.
Sec. 01 Theunissen Sec. 02 Förster Sec. 03 Gross Sec. 04 Moyar Sec. 05 Rynasiewicz Sec. 06 Williams (Meredith) Sec. 07 Bok Sec. 08 Bett Sec. 09 Williams (Michael) Sec. 10 Bledin Sec. 11 Achinstein Sec. 12 Melamed
Instructor(s): Staff.

AS.150.811. Directed Study.
Please see AS.150.810 for section numbers to use when registering.
Instructor(s): Staff.

AS.150.812. Directed Study.
Please see AS.150.810 for section number to use when registering.
Instructor(s): Staff.

Preparing philosophy graduate students for the impending job market by discussions of, and practicing for, constructing and submitting dossiers, interviews and giving talks both in and outside one’s particular field. Open to all philosophy graduate students, regardless of year and field. No degree credits. Offered sporadically.
Instructor(s): P. Achinstein.

AS.150.821. Research Seminar in Language and Mind.
A workshop for current departmental research in language and mind. Permission required.
Instructor(s): S. Gross
Area: Humanities.

Cross Listed Courses

English
Can novels ask philosophical questions? What do literary narratives and moral arguments have to do with each other? Everyone who has read a novel recognizes that it is in part an expression of ideas: characters, narrators, authors, and so forth say and do things that express a way of thinking. In this course we will examine the connections between moral philosophy and literature in nineteenth-century England in a series of four units, each of which pairs a novelist and a philosopher. The novelists will be Jane Austen, Charles Dickens, George Eliot, and E.M. Forster; the major philosophers will include Edmund Burke, John Stuart Mill, Immanuel Kant, and G.E. Moore, and we’ll read excerpts from Jeremy Bentham, Ludwig Feuerbach, F.H. Bradley, and Henry Sigwick. Assignments will include reading quizzes, response papers, and a final essay with a research component. Dean’s Teaching Fellowship course. Pre 1800 course.
Instructor(s): P. Fessenbecker
Area: Humanities.

Psychological Brain Sciences
An interdisciplinary investigation into the innateness of concepts: perception, number, language, and morality, physics discussed. Evidence from animals, infants, patients, brains. Students collect data in sections investigating claims from the readings. Cross-listed with Cognitive Science and Philosophy.
Instructor(s): J. Halberda; L. Feigenson
Area: Social and Behavioral Sciences.

German Romance Languages Literatures
AS.211.235. Panorama of German Thought I.
Taught in English. German thought is a broad intellectual tradition that encompasses works in an astonishing number of fields including philosophy, aesthetics, sociology, epistemology, psychology, anthropology, history, religious studies, and cultural analysis. The most prominent representatives of this tradition are Luther, Kant, Humboldt, Hegel, Nietzsche, Marx, Warburg, Freud, Benjamin, Kraeauer, Weber, Simmel, Cassirer, Auerbach, Adorno, Arendt, Heidegger, and Luhmann. Indeed the study of cultural, historical, and social phenomena as well as of literary and artistic forms would not have been possible without the German intellectual tradition which, beginning with the Enlightenment, emphasized the role of the subject in constituting objects of knowledge and experience. This two-semester survey course will highlight important topics of German Thought, e.g. the subject, consciousness and unconsciousness, Bildung and the idea of the university, the sublime and the uncanny, irony, hermeneutics and translation, the desire for knowledge, tragedy and repetition, civilization, symbolic forms and medial reproduction, memory, and authority in a historical scope. While the first semester (Fall) covers until 1850 (from Luther to Hegel/Kierkegaard), the second (Spring) focuses on Modern German Thought after 1850 (from Marx to Luhmann). Meets with AS.213.235
Instructor(s): E. Strowick
Area: Humanities.
AS.211.265. Panorama of German Thought.
German thought is a broad intellectual tradition that encompasses works in an astonishing number of fields including philosophy, aesthetics, sociology, epistemology, psychology, anthropology, history, religious studies, and cultural analysis. The most prominent representatives of this tradition include Luther, Kant, Humboldt, Hegel, Nietzsche, Marx, Warburg, Freud, Benjamin, Kracauer, Weber, Simmel, Cassirer, Adorno, Arendt, Heidegger, and Luhmann. Indeed, current approaches to understanding cultural, historical, and social phenomena as well as literary and artistic forms would not have been possible without the German intellectual tradition which, beginning with the Enlightenment, emphasized the role of the subject in constituting objects of knowledge and experience. This course will highlight important topics in German Thought, which may include the subject, consciousness and unconsciousness, Bildung and the idea of the university, the sublime and the uncanny, irony, hermeneutics translation, the desire for knowledge, tragedy and repetition, civilization, symbolic forms and medial reproduction, memory, and authority in a historical scope. Taught in English.
Instructor(s): R. Tobias; Staff
Area: Humanities.

What if Rousseau’s description of the sentiment de l’existence were to join to the models of consciousness Damasio develops in The Feeling of What Happens? This course explores aspects of consciousness in French literature (Rousseau, Sand, Nerval, Amiel, Flaubert, Valéry, Proust, Sartre) in a dialogue with recent texts in theory, philosophy, neuroscience (e.g. Poulet, Merleau-Ponty, Sartre, Scarry, Noë, Humphrey, Damasio, Sacks).
Instructor(s): E. Ender
Area: Humanities.

AS.213.235. Panorama of German Thought I.
Taught in English. German thought is a broad intellectual tradition that encompasses works in an astonishing number of fields including philosophy, aesthetics, sociology, epistemology, psychology, anthropology, history, religious studies, and cultural analysis. The most prominent representatives of this tradition are Luther, Kant, Humboldt, Hegel, Nietzsche, Marx, Warburg, Freud, Benjamin, Kracauer, Weber, Simmel, Cassirer, Auerbach, Adorno, Arendt, Heidegger, and Luhmann. Indeed the study of cultural, historical, and social phenomena as well as of literary and artistic forms would not have been possible without the German intellectual tradition which, beginning with the Enlightenment, emphasized the role of the subject in constituting objects of knowledge and experience. This two-semester survey course will highlight important topics of German Thought, e.g. the subject, consciousness and unconsciousness, Bildung and the idea of the university, the sublime and the uncanny, irony, hermeneutics translation, the desire for knowledge, tragedy and repetition, civilization, symbolic forms and medial reproduction, memory, and authority in a historical scope. While the first semester (Fall) covers until 1850 (from Luther to Hegel/Kierkegaard), the second (Spring) focuses on Modern German Thought after 1850 (from Marx to Luhmann).
Instructor(s): E. Strowick
Area: Humanities.

AS.213.236. Panorama of German Thought II.
Panorama of German Thought from Nietzsche to Habermas. Course will examine major thinkers in nineteenth and twentieth-century German thought with emphasis on the response to Enlightenment philosophy, the critique of reason, the questions about the autonomy of the subject and the search for new individual and collective identities. Reading will include traditional philosophical texts (Nietzsche, Cassirer, Heidegger, Adorno, Habermas) as well as works in anthropology (Gehlen, Scheler), sociology (Simmel, Weber), psychology (Mach, Freud), political theory (Marx, Schmitt) and aesthetics (Benjamin, Warburg, Panofsky). This course is a continuation of Panorama of German Thought I, though the first semester is not a prerequisite for the second. Taught in English.
Instructor(s): R. Tobias
Area: Humanities.

AS.213.309. Walter Benjamin and His World.
All readings and class discussions in English. This course will provide an introduction to the thought, writing, and world of Walter Benjamin—one of the most interesting and influential German writers of the early 20th century. Although he died in exile having published only a single book in his lifetime, in the past three decades his ideas and preoccupations have changed the way we think about Cultural Studies, Media Studies, Literary Studies, German thought, Jewish mysticism, and the philosophy of history. We will be examining some of his major writings in tandem with precursors such as Charles Baudelaire and Louis Aragon; contemporaries such as Theodor Adorno and Gershom Scholem; and the legacy of his work among contemporary theorists, critics, and artists.
Area: Humanities.

AS.213.313. Heidegger’s “Being and Time” and “Rectify.
This course will introduce students to Heidegger’s seminal work as seen through the lens of the TV series Rectify, which considers what it means to be “thrown” into the world and how we construct a meaningful horizon for our experiences. We will explore some of the fundamental concepts in Being and Time, including care, projection, fallenness, affect and time, and being-onto-death, and consider how these same issues are taken up in Rectify, which as a TV show has to develop its own visual vocabulary to explore the structure and nature of being in the world. Taught in English.
Instructor(s): R. Tobias
Area: Humanities.

AS.213.368. German Political Thought.
This course will introduce students to major figures in German political thought from Martin Luther to Karl Marx and Immanuel Kant to Carl Schmitt. The class will explore such issues as the notion of sovereignty, the relationship between church and state, the theory of parliamentary democracy, and the political and economic ramifications of liberalism. Reading and discussion in English.
Instructor(s): R. Tobias
Area: Humanities.

The course analyzes the transformations of the relationship between form - life - aesthetics with regard to Goethe's morphological writings as well as the complex history of the reception in the philosophy of life (Spengler, Klages), in literary Modernism (Rilke, Einstein, Benn, Kafka) and in the early cultural studies of the 20th century (Simmel, Cassirer, Blumenberg). The “doctrine of the shape of formation (Bildung) and transformation (Umbildung) of organic bodies,” Goethe's morphology considers shape (Gestalt) not as something static but in constant change, taking particular interest in the movable (“das Bewegliche”), i.e., processes of transformation in their temporality: “Observing all shapes, particularly organic ones, nowhere do we find something established, something inactive, but rather everything oscillates in constant movement. Hence our language uses the word Bildung for both, the emerged as well as the emerging.” A nexus between life and form, Bildung raises the problem of representation: A force towards representation, it itself escapes representation. It is by way of metamorphosis and dynamization of representation that the relationship between life and form is arranged anew, again and again – imposing questions of Bildung, representability (Bildlichkeit), morphological methods and poetics on modern literature and the humanities. Taught in German. Recommended Course Background: AS.210.311-AS.210.312 or instructor permission.
Instructor(s): E. Strowick
Area: Humanities.

AS.213.604. Small Forms.

Small forms cover the broad field from aphorism, epigram, fable and riddle to anecdote, short story, novella, ... and treatise. In each of those 'compressional arts' the smallness unfolds in different and historically specific ways. Spanning a period from 1770 to 1940 and focusing (not exclusively) on aphorisms, the seminar will explore the manifold poetics of the small in literature and philosophy: What can small mean on the level of (literary) form? What (historically specific) kind of readings do small forms facilitate? What readings do they thwart? What happens to aphorisms when they become parts of a monstrously large overall composition? What distinguishes small forms from (e.g.) fragments? How do small forms relate to simple forms (Jolles) or minor literature (Deleuze)? To what extent do small forms gain epistemological impact, e.g. with respect to the critique of system and systematic philosophy since 1870? Readings include Lichtenberg, Schlegel, Novalis, Nietzsche, Kafka, Robert Walser, Benjamin, Adorno. Readings and discussions in German.
Instructor(s): A. Krauss
Area: Humanities.

AS.213.629. The Art of Framing.

Frames and Framings in art and literature are aesthetic means of creating focus. They draw a distinction between interiority and exteriority, foreground and surroundings; they cut out segments from space-time continuum and thus provide basic instruments of orientation, they constitute pictorial representation as well as the compositional structure of literature. From an epistemological perspective one can say that frames create a paradoxical threshold in-between which facilitates both the differentiation and transgression of spheres. It is further remarkable that frames while spectacularly making visible something specific at the same time expose the instances of their own 'showing': by implementing frames representation observes itself in the very process of representing. Through constellating systematic and historical readings the seminar will analyze theoretical concepts of frame and framing (Simmel, Genette, Marin, Derrida) and at the same time explore the transformation of frame forms and functions in literature and aesthetic discourse between 1720 and 1830 (Brockes, v. Haller, Wieland, Lessing, Herder, Lichtenberg, Goethe, Moritz, Jean Paul, Schlegel, Brentano, Tieck, Hoffmann). Among the topics to be discussed will be the conceptualization of subject-object relations as an analytical tool to reconstruct how the organizing principles of framing in Enlightenment (point of view, Guckkasten, chain of pictures, landscape/camera obscura) drift into the twilight of epistemological reflection: Around 1800 frame structures (and its doublings/transgressions) present the "Produzierende mit dem Produkt" and thus articulate the insights of transcendental philosophy, they turn into a medium of romantic irony.
Instructor(s): A. Krauss
Area: Humanities.

AS.213.654. „Stimmung“: Mood – Attunement – Atmosphere in Literature and Literary Criticism.

Taught in German. The course title marks a problem of translation which already Leo Spitzer in his “Prolegomena to an interpretation of the word ‘Stimmung’” underscores: “It is a fact that the German word Stimmung as such is untranslatable.” Mood, attunement, atmosphere are facets of an aesthetics of Stimmung as it developed in literature and philosophy from the 18th to the 20th century. Most recently, Stimmung has had a renaissance as a methodological term in a Literary Criticism which seeks to overcome the paradigm of post-structuralism. As David Wellbery has demonstrated, the linguistic usage of the word Stimmung comprises three aspects: a subjective mode of experience/perception, an atmospheric dimension and a communicative efficacy. It is along those lines that the course analyzes the poetics and aesthetics of Stimmung in German Literature and Thought from the 18th through the 20th century. Stimmung proves to be fertile ground for contagious forms of communication, specific modes of representation (i.e. coloring, nuance), and the dissolution of subject/object boundaries. Furthermore, we will discuss Stimmung as a term of Literary Criticism from the 20th century to the present. Readings will include: Kant, Schiller, Stifter, Fontane, Hofmannsthal, Hermann Bahr, Thomas Mann, Georg Simmel, Martin Heidegger, Leo Spitzer, Erich Auerbach, Gernot Böhme, Hans-Ulrich Gumbrecht.
Instructor(s): E. Strowick
Area: Humanities.
AS.213.666. “To be continued”- Seriality in Literature and Other Media.
Taught in German. By ending with the words “(To be continued)” [“ist fortzusetzen”], Goethe’s Wilhem Meisters Wanderjahre not only reflects on the open form of the modern novel but also points toward serialized formats of fiction as they emerge in the 19th century due to advances in printing technologies. The publication of fiction in periodical installments in magazines or newspapers brings about the development of new genres (serialized novel/Feuilletonroman) along with specific serial narrative techniques. The cliffhanger e.g. – although invented earlier – becomes a prominent technique to create suspense. The course analyzes seriality with respect to narrative forms and genres across various media (literature, theater, film, TV) from the 19th century to the present. It further discusses serial aesthetics, seriality in structuralist and poststructuralist theory as well as the ambivalent status of seriality in the arts between avantgarde and popular culture. The course material will include: Stifter, Fontane, excerpts from the magazine “Die Gartenlaube”, Wagner, Freud, Kafka, Lévi-Strauss, Deleuze, Eco, Iser, “The Perils of Pauline” (serial, 1914), “Copycat” (Jon Amiel, 1995), “Twin Peaks” and current US-American TV series.
Instructor(s): E. Strowick
Area: Humanities
Writing Intensive.

Taught in German. The course analyzes the performative on the basis of the very field that John L. Austin’s speech act theory excludes: literature. What challenges Austin’s speech act theory indeed opens up the question of the performative towards iterability and theatricality and thus calls for the performative as a methodological category of literary criticism. According to Shoshana Felman’s readings of Austin, the performative act can be accentuated as an act of the “speaking body” in which the body is conceived of not as a means of linguistic expression but rather as a spillover of the act of utterance into the statement. How then is the corporeality or materiality of writing asserted in acts of narrating and reading? The course will examine theories of the performative from the perspective of literature and literary criticism as well as analyze literary speech acts (promises, acts, etc.) in detail. Readings will include: Austin, Derrida, Felman, Freud, Nietzsche, de Man, Hamacher, Goethe, Büchner, Kafka, Henry James, Thomas Mann etc.
Instructor(s): E. Strowick
Area: Humanities.

The course explores some aspects of the contradictory constitution of the modern subject as a subject that is split, opposed, in tension. Two archetypal figures of this split are the “bourgeois,” as the social-economic subject, and the “citoyen” or “citizen,” as the political subject. The bourgeois and the citoyen are defined by distinct and opposing conceptions of the “will,” of education (Bildung), and of the relation between law and nature, normativity and facticity. In asking how to understand the conflictual relationship between these two basic figures of the modern subject, the course will focus especially on the paradoxes of “individual rights” (subjektive Rechte) as the fundamental mechanism of modern subject-formation. How do rights both empower subjects, while also contributing to forms of their disempowerment? To what extent do rights contain and organize the tensions between subjects understood as social or economic, and as political? CLASS BEGINS FEBRUARY 25 AND ENDS APRIL 1. Readings will include excerpts from (among others): Hegel, Marx, Nietzsche, Horkheimer and Adorno, Heidegger, Foucault, Balibar and Rancière.
Instructor(s): C. Menke; R. Tobias; Staff
Area: Humanities.

AS.214.479. Dante Visits the Afterlife: The Divine Comedy.
Dante’s Divina commedia is the greatest long poem of the Middle Ages; some say the greatest poem of all time. We will study the Commedia critically to find: (1) What it reveals about the worldview of late-medieval Europe; (2) how it works as poetry; (3) its relation to the intellectual cultures of pagan antiquity and Latin (Catholic) Christianity; (4) its presentation of political and social issues; (5) its influence on intellectual history, in Italy and elsewhere; (6) the challenges it presents to modern readers and translators; (7) what it reveals about Dante’s understanding of cosmology, world history and culture. We will read and discuss the Commedia in English, but students will be expected to familiarize themselves with key Italian terms and concepts. Students taking section 02 (for 4 credits) will spend an additional hour working in Italian at a time to be mutually decided upon by students and professor.
Instructor(s): W. Stephens
Area: Humanities.

Giambattista Vico’s Principi di scienza nuova d’intorno alla comune natura delle nazioni (1725, 1730, 1744) was intended to found an “ideal” and “eternal” model of human development, valid for all societies. Vico considered his project both philology and philosophy, and tried to revolutionize thinking about human history as practiced between about 1550 and 1700, by exposing misconceptions behind attempts to square “sacred history” (the presumed historical accuracy of the Bible) with “profane” or non Judeo-Christian concepts of history, both ancient and modern. The culture shock underlying this “old science” stimulated Vico to base philosophical and historical knowledge of mythology on a conception of narration. Recommended Course background: Italian and Latin
Instructor(s): W. Stephens
Area: Humanities.
Theatre Arts Studies

AS.225.328. The Existential Drama: Philosophy and Theatre of the Absurd.
Existentialism, a powerful movement in modern drama and theatre, has had a profound influence on contemporary political thought, ethics, and psychology, and has transformed our very notion of how to stage a play. Selected readings and lectures on the philosophy of Kierkegaard, Nietzsche, Camus and Sartre -- and discussion of works for the stage by Sartre, Ionesco, Genet, Beckett, Albee, Pinter, Athol Fugard (with Nkani & Nshone), Heiner Müller and the late plays of Caryl Churchill. Opportunities for projects on Dürrenmatt, Frisch, Havel, Witkiewicz, and Mrozek.
Instructor(s): J. Martin
Area: Humanities.

Humanities Center

AS.300.228. Brain and Society.
On April 2, 2013, President Obama unveiled the Brain Activity Map Project, a 100 million dollar investment to map the single-celled neurons composing the human brain. Scientific in its aim, the project is culturally significant as well. Popular websites lumosity.com and neuronetlearning.com offer brain-exercises to boost intelligence, while the emergent academic fields neurophilosophy, neuroethics, and neurohistory borrow from the brain sciences. The interaction between the brain and society, however, is by no means new. In this course, we will investigate the origins of brain maps and trace their reception in nineteenth-century European and American literature, philosophy, and politics. Topics include phrenology, the nervous system, psychopathology, and brain localization, and these fields' resonance in German Idealism, Victorian literature, French anthropology, and American fiction. The course is reading intensive.
Instructor(s): L. McGrath
Area: Humanities, Social and Behavioral Sciences.

This course examines the relation between the history of philosophical theology and the foundations of modern skepticism by focusing on their mutual point of departure: the concept of the human being as an essentially "finite" being "limited" in its capacity to know others, the world, and God.
Instructor(s): T. Dika
Area: Humanities.

AS.300.343. Philosophy and Literary Form.
This course examines the difference literary form can make to the shaping of philosophical content. Philosophers have tended to treat literary form as merely ornamental. For this reason, they have often underestimated the philosophical significance not only of certain works of literature but also the literary form of even those works uncontroversially considered to be philosophical. This course explores the philosophical significance of literary forms in both kinds of works. The first half examines how and why Anglo-American philosophers have incorporated the interpretation of individual literary works into their philosophical writing. We will concentrate on three works of literature— Ibsen's A Doll's House, James's The Golden Bowl and Wordsworth's Prelude—each of which has attracted significant philosophical attention. The second half of the course examines how philosophers have brought literary analysis to bear in order to illuminate the philosophical achievement of certain canonical philosophical texts. We will concentrate on three literary forms—dialogue, meditation and confession—as these forms are instantiated by three works of philosophy: Plato's Republic, Descartes's Meditations and Wittgenstein's Philosophical Investigations.
Instructor(s): K. Boyce
Area: Humanities.

AS.300.388. Introduction to the Philosophy of Time.
This course explores answers to the question "What is time?" that take account of time as something both inside and outside of us. Readings include, among others, Aristotle, Augustine, Kant, Bergson, Heidegger, and Einstein. Cross-listed with Philosophy
Instructor(s): N. Schott
Area: Humanities.

AS.300.390. Obama and Philosophy.
The course will investigate the theological and philosophical as well as rhetorical and literary backgrounds and guiding principles that have informed Barack Obama's writings, speeches, and political strategies so far. While paying minute attention to a few pivotal controversial recent debates, both in domestic policy and international relations, our central focus will be on understanding the curious blend of Obama's version of so-called Christian realism, influenced by Reinhold Niebuhr, among others, and of what we will call his deep pragmatism. Special attention will be paid to his early appeal to "simple ideas" and "small miracles," each of them yielding the Biblical and sobered injunction of a "hope against hope. Cross-listed with Philosophy
Instructor(s): H. de Vries
Area: Humanities.

AS.300.399. Cinema and Philosophy.
Do movies have anything to say about philosophical problems? Why is contemporary philosophy so interested in cinema? What are the most productive ways of bringing films and philosophy into conversation? Why is contemporary philosophy so interested in cinema?
Instructor(s): P. Marrati
Area: Humanities.

AS.300.411. Animal Minds.
An examination of some of the scientific and philosophical literature on the nature of animal minds and the way(s) in which they differ from the human mind. The most important of these apparent differences are the use of language, the exercise of concepts, and instrumental reasoning, including the use of instruments. Co-list with AS.150.490
Instructor(s): M. Williams; R. Leys
Area: Humanities.
This seminar will address the major writings and guiding concepts of Emmanuel Levinas and investigate his increasing critical role as a touchstone and dividing line in the formation of twentieth century and contemporary schools of thought (phenomenology, pragmatism, post-analytic philosophy, literary, feminist, and political theory, anthropology). Additional readings will include Stanley Cavell, Jacques Derrida, Vasily Grossman, Jean-François Lyotard, and Hilary Putnam.
Instructor(s): H. de Vries
Area: Humanities.

AS.300.653. Martin Heidegger, Being and Time: Integral Reading and Current Perspectives.
Starting with a detailed discussion of its Introduction and Division One, this jointly taught seminar will bring phenomenological, hermeneutic, and deconstructive as well as analytic, epistemological, and pragmatist methods and viewpoints to bear upon this modern classic.
Instructor(s): H. de Vries; M. Williams.

AS.300.658. Must We Mean What We Say?.
Starting out from Stanley Cavell’s programmatic book and title, this seminar will revisit his discussion of J.L. Austin, John Searle, Jacques Derrida, and Shoshana Felman, with special emphasis on these authors’ theories of intentionality, seriousness, and sincerity, and with reference to the ancient and modern concepts of tragedy on which they partly rely. In addition to the aforementioned thinkers’ relevant works, reading will include selections from Euripides, Henrik Ibsen, Isaiah Berlin, Emmanuel Levinas, and Jean-Luc Marion.
Instructor(s): H. de Vries.

AS.300.676. Heidegger’s Being and Time II.
This seminar consist of an integral reading and discussion of Martin Heidegger’s 1927 magnum opus Being and Time (Sein und Zeit) in light of its historical and philosophical context as well as its contemporary reception in both the phenomenological, existentialist, hermeneutic, and analytic traditions. We will focus primarily on the Second Division but also revisit central questions from Division One. However, it will not be necessary for students to have attended the previous seminar on this earlier part of Heidegger’s major work. Recommended readings will include the commentaries by Emmanuel Levinas, Jacques Derrida, Jean-Greisch, Jean-Luc Marion, Hubert Dreyfus, Robert Brandom, and others.
Cross-listed with Philosophy
Instructor(s): H. de Vries.

Center for Africana Studies
Black existentialism is a branch of Africana philosophy—the philosophical tendencies that arose out of the experience of the African Diaspora. This course is a philosophical interrogation into the meaning of the lived experience of being black in the context of an anti-black world through addressing such existential questions as freedom, identity, anguish, dread, responsibility, embodied agency, evil, resentment, liberation, and nihilism.
Instructor(s): F. Hayes.

This seminar examines various ideas, theories, and practices of thinkers, writers, and activists whose work and practices have constituted an Africana Studies intellectual tradition. The purpose of this seminar is to teach students to read, think, and write critically about questions relative to the formation and history of Africana thought and its intellectual tradition, in particular, and the genealogy of thought and intellectual traditions, in general. We will also think about various fields of knowledge that have shaped Africana Studies. The seminar therefore will work through the different meanings of intellectual work and critical thought and theory in Africana Studies.
Instructor(s): F. Hayes.

Henry A. Rowland Department of Physics and Astronomy
Johns Hopkins is the nation’s first research university. That emphasis on research continues to this day and forms the backbone of the undergraduate and graduate programs in the Department of Physics and Astronomy. The department’s research program is focused into four areas of excellence: Astrophysics, Condensed Matter Physics, Elementary Particle Physics, and Plasma Physics. For graduate students interested in these fields, the department offers world-class research opportunities in a friendly and supportive setting. For undergraduates, JHU offers exposure to cutting-edge research combined with a level of personal attention that is typically found only in liberal arts colleges. Nearly all physics majors at JHU work on research projects and many begin as freshmen or sophomores.

All research builds upon an established body of knowledge. To be effective researchers, teachers, or professionals, both undergraduate and graduate students must acquire a core knowledge of physics. Our undergraduate and graduate courses are designed to cover the core subjects at the appropriate levels, leading to advanced courses on a variety of specialized topics. As a consequence, students having different backgrounds or different ultimate objectives can select those parts that are most appropriate for them. The selections are made under the guidance of a faculty advisor. The advisor aids the student in making the most efficient use of his or her time and ensures that his or her program contains a reasonable balance among classroom and laboratory, mathematics, seminars, and introduction to research.

http://physics-astronomy.jhu.edu/

Requirements for the B.A. and B.S. Degrees
(See also Requirements for a Bachelor’s Degree (p. 20).)
The major program is structured so that nearly all students take the same classes during the first two years and must complete the same list of core upper-level courses during their second two years, but permits a variety of choices in upper-level electives. The total number of credits required for the B.A. degree is 120 and the B.S. is 126. By the end of the four years our students share an understanding of classical mechanics, electromagnetism, and quantum mechanics, and have acquired physics lab skills that will support them in graduate school or in a host of other pursuits.
Core Courses

Mathematics

The standard mathematics requirements for all physics majors consist of:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AS.110.108</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>AS.110.109</td>
<td>Calculus II (For Physical Sciences and Engineering)</td>
<td>4</td>
</tr>
<tr>
<td>or AS.110.113</td>
<td>Honors Single Variable Calculus</td>
<td></td>
</tr>
<tr>
<td>AS.110.202</td>
<td>Calculus III</td>
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<td>or AS.110.211</td>
<td>Honors Multivariable Calculus</td>
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<tr>
<td>AS.110.302</td>
<td>Diff Equations/Applic</td>
<td>4</td>
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<tr>
<td>or AS.110.306</td>
<td>Honors Differential Equations</td>
<td></td>
</tr>
<tr>
<td>AS.110.201</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>or AS.110.212</td>
<td>Honors Linear Algebra</td>
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Physics and Astronomy

The standard physics and astronomy requirements for all physics majors consist of:

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<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AS.171.105</td>
<td>Classical Mechanics I</td>
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</tr>
<tr>
<td>AS.173.115</td>
<td>Classical Mechanics Laboratory</td>
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</tr>
<tr>
<td>AS.171.106</td>
<td>Electricity and Magnetism I</td>
<td>4</td>
</tr>
<tr>
<td>AS.173.116</td>
<td>Electricity and Magnetism Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>AS.171.201</td>
<td>Special Relativity/Waves</td>
<td>4</td>
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<tr>
<td>or AS.171.309</td>
<td>Wave Phenomena with Biophysical Application</td>
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<td>&amp; AS.171.207</td>
<td>and Special Relativity</td>
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<td>AS.172.203</td>
<td>Contemporary Phys Sem</td>
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<td>AS.171.202</td>
<td>Modern Physics</td>
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<td>or AS.171.310</td>
<td>Biological Physics</td>
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<td>AS.171.204</td>
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</tr>
<tr>
<td>AS.171.301</td>
<td>Electromagnetic Theory II</td>
<td>4</td>
</tr>
<tr>
<td>AS.171.303</td>
<td>Quantum Mechanics I</td>
<td>4</td>
</tr>
<tr>
<td>AS.171.304</td>
<td>Quantum Mechanics II</td>
<td>4</td>
</tr>
<tr>
<td>or AS.171.312</td>
<td>Statistical Physics/Thermodynamics</td>
<td></td>
</tr>
<tr>
<td>AS.173.308</td>
<td>Advanced Physics Laboratory</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note: AS.171.101-102 or AS.171.103-104 with their labs is acceptable in place of AS.171.105-106, 115-116

B.A. Degree

Two (2) additional courses (at least 3 credits each) at the 300-600 level in the Department of Physics and Astronomy or approved physics-related courses in other departments. Students who intend to continue Physics in graduate school are strongly encouraged to take these electives in Physics and Astronomy, and take both AS.171.301 Electromagnetic Theory II and AS.171.312 Statistical Physics/Thermodynamics.

B.S. in Physics Degree

Five (5) additional courses (at least 3 credits each) at the 200-600 level in the following departments: Physics and Astronomy, Biology, Biophysics, Chemistry, Cognitive Science, Earth and Planetary Sciences, Mathematics, and/or the School of Engineering (excluding courses listed as 500.xxx, 660.xxx, 551.xxx and 661.xxx). These courses must constitute a coherent and rigorous program of study approved by the Departmental Advisor and Director of Undergraduate Studies no later than the registration period for the fall semester of the senior year. At least four (4) of these courses must be taken in a single department in the Krieger School of Arts and Sciences or within a single department or program in the Whiting School of Engineering. One (1) semester of research may be used as one elective. None of the electives may be used simultaneously to satisfy either the university distribution requirements or the standard mathematics requirements.

Recommendations

An additional two semesters of mathematics are recommended, either AS.110.405 Analysis I or AS.110.311 Complex Analysis and one other. It is recommended that Physics majors become proficient in a computer programming language, either independently or through course work. Students are encouraged to broaden their background by taking introductory courses in other natural science or engineering disciplines, such as AS.030.101 Introductory Chemistry I.

Other Departmental Requirements:

A grade of C- or higher is required for a course to be counted towards major requirements. This includes required math courses. An exception for a single course taken in the year before graduation may be granted by the Director of Undergraduate Studies when there are extenuating circumstances.

Honors in the Major:

To receive Honors in Physics, you must have a GPA in your major requirements of a 3.5 or higher.

Senior Thesis

Any student majoring in the department may write a senior thesis, based on original research conducted under the supervision of a member of the faculty. Arrangements for this research will be made on an individual basis. The department views the writing of a senior thesis as an excellent capstone experience to an undergraduate education in physics, and encourages all students to consider it.

Minor in Physics

To earn a minor in Physics, a student must complete four (4) courses (at least 3 credits each) at the 200-level or above, plus AS.172.203 Contemporary Phys Sem

Restrictions: A grade of "C-" or better must be earned in required courses, which may not be taken S/U. Minor requirements can be used to meet the University distribution requirements.

Donald E. Kerr Memorial Prize

In recognition of Dr. Kerr’s work in microwave physics, the department awards the Donald E. Kerr Memorial Prize each year to the most outstanding undergraduate major graduating in physics.

Graduate Programs

Graduate study in physics and astronomy at Hopkins is intended primarily to prepare Ph.D. graduates for careers in teaching and research in physics and astronomy, or in applications such as biophysics, space physics, and industrial research. Entering students may elect to work toward a Ph.D. in physics or a Ph.D. in astronomy and astrophysics. The two programs are similar in structure but have
somewhat different course requirements (see below). A wide range of research projects—both theoretical and experimental—are available for graduate students in Astrophysics, Condensed Matter Physics, Particle Physics, and Plasma Spectroscopy.

Admission

To obtain admission, a student is expected to submit evidence that he or she has a good chance to succeed. Such evidence will ordinarily consist of transcripts of previous academic work, Graduate Record Examination scores (including advanced physics), letters of recommendation, and, for international students, a Test of English as a Foreign Language (TOEFL) score.

Requirements for the Ph.D. Degree

The Ph.D. program has strong emphasis on early and active involvement in graduate research. Thus, students are required to have a research advisor and file a research summary every semester they are enrolled in the program, starting with the first one. Furthermore, students must complete the required courses with a grade of B- or better; the coursework is typically done over the first two years. In the beginning of the second year, students complete the research examination, and in the beginning of the third year – the University’s Graduate Board Oral examination, both of which are based on completed or proposed research. During the first two years, students are typically involved in introductory research projects, which may or may not be related to their thesis work, and sometimes work with several different advisors, but they must identify (and have an agreement with) a thesis advisor no later than the beginning of their third year in the program, after which point students focus on their thesis research. The thesis is to be completed by no later than the end of the 6th year, ending with an oral presentation of the thesis to a faculty committee.

Course Requirements

Ph.D. in Physics

Students must complete the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.171.603</td>
<td>Electromagnetic Theory</td>
<td></td>
</tr>
<tr>
<td>AS.171.605</td>
<td>Quantum Mechanics</td>
<td>0</td>
</tr>
<tr>
<td>&amp; AS.171.606</td>
<td>and Quantum Mechanics</td>
<td></td>
</tr>
<tr>
<td>AS.171.703</td>
<td>Advanced Statistical Mechanics</td>
<td></td>
</tr>
<tr>
<td>AS.172.632</td>
<td>Physics Seminar</td>
<td></td>
</tr>
</tbody>
</table>

Ph.D. in Astronomy and Astrophysics

Students must complete the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.171.611</td>
<td>Stellar Structure &amp; Evolution</td>
<td></td>
</tr>
<tr>
<td>AS.171.612</td>
<td>Interstellar Medium and Astrophysical Fluid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dynamics</td>
<td></td>
</tr>
<tr>
<td>AS.171.613</td>
<td>Radiative Astrophysics</td>
<td></td>
</tr>
<tr>
<td>AS.171.627</td>
<td>Astrophysical Dynamics</td>
<td></td>
</tr>
<tr>
<td>AS.172.633</td>
<td>Language Of Astrophysics</td>
<td></td>
</tr>
</tbody>
</table>

The department offers a wide range of graduate physics, astrophysics, mathematical methods and statistics classes, and while only five are required, the students are encouraged to use the flexibility of the graduate program and the available classes to design programs of study that best prepare them for their chosen area of research. In addition to the required courses listed above, below is the list of the graduate courses that have been taught in recent years:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.171.602</td>
<td>Order of Magnitude Physics</td>
<td></td>
</tr>
<tr>
<td>AS.171.609</td>
<td>Mathematical Methods for Physicists</td>
<td>0</td>
</tr>
<tr>
<td>&amp; AS.171.610</td>
<td>and Numerical Methods-Physics</td>
<td></td>
</tr>
<tr>
<td>AS.171.617</td>
<td>Extragalactic Astronomy</td>
<td></td>
</tr>
<tr>
<td>AS.171.618</td>
<td>Observational Astronomy</td>
<td></td>
</tr>
<tr>
<td>AS.171.621</td>
<td>Condensed Matter Physics</td>
<td>0</td>
</tr>
<tr>
<td>&amp; AS.171.622</td>
<td>and Condensed Matter Physics</td>
<td></td>
</tr>
<tr>
<td>AS.171.625</td>
<td>Experimental Particle Physics</td>
<td></td>
</tr>
<tr>
<td>AS.171.626</td>
<td>Data Analysis: Theory &amp; Practice</td>
<td></td>
</tr>
<tr>
<td>AS.171.628</td>
<td>Practical Scientific Analysis of Big Data</td>
<td></td>
</tr>
<tr>
<td>AS.171.633</td>
<td>Graphics Processor Programming in CUDA</td>
<td></td>
</tr>
<tr>
<td>AS.171.672</td>
<td>Introduction Plasma Physics</td>
<td></td>
</tr>
<tr>
<td>AS.171.699</td>
<td>Planets, Life and the Universe</td>
<td></td>
</tr>
<tr>
<td>AS.171.701</td>
<td>Quantum Field Theory and Quantum Field Theory II</td>
<td>0</td>
</tr>
<tr>
<td>&amp; AS.171.702</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AS.171.704</td>
<td>Phase Transitions and Critical Phenomena</td>
<td></td>
</tr>
<tr>
<td>AS.171.713</td>
<td>Magnetic Materials and Spintronics</td>
<td></td>
</tr>
<tr>
<td>AS.171.750</td>
<td>Cosmology</td>
<td></td>
</tr>
<tr>
<td>AS.171.751</td>
<td>Neutron Scattering and Quantum Condensed Matter</td>
<td></td>
</tr>
<tr>
<td>AS.171.755</td>
<td>Fourier Optics and Interferometry in Astronomy</td>
<td></td>
</tr>
<tr>
<td>AS.171.756</td>
<td>Astrophysics of Compact Objects</td>
<td></td>
</tr>
<tr>
<td>AS.171.783</td>
<td>Advanced Particle Theory</td>
<td></td>
</tr>
<tr>
<td>AS.171.784</td>
<td>Advanced Particle Theory: “What to Expect at the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LHC</td>
<td></td>
</tr>
<tr>
<td>AS.173.608</td>
<td>Advanced Laboratory</td>
<td></td>
</tr>
<tr>
<td>AS.270.623</td>
<td>Planetary Fluid Dynamics</td>
<td></td>
</tr>
<tr>
<td>AS.270.661</td>
<td>Planetary Fluid Dynamics</td>
<td></td>
</tr>
</tbody>
</table>

Students in both programs must receive at least a B- in each required course, or they will be required to retake the specific course once more and pass it.

Advising

All entering students are assigned to a first-year advisor who works closely with the student through the first two years of graduate study, or until a thesis advisor is found. The first-year advisor advises the student on courses of study, helps familiarize them with the department and provides guidance in finding research opportunities. In the beginning of each fall semester, the department holds a “research jamboree” where incoming students are introduced to the research in the department through a series of brief talks, lab tours, and research group open houses. Thus, the students are familiar, immediately upon their arrival, with the scope of research in the department and can identify prospective research advisors they may wish to work with.

First and Second-Year Research Requirement

First-year students must find, by the end of the third week of class in the fall semester, and by the end of the first week of class the second semester, as well as before the summer term begins, a member of the professoral faculty to advise them in some type of research project. The students are required to submit a short written summary of that research experience at the end of the semester. Students may continue
with one advisor through all three semesters, or they may choose to
cycle through several different research advisors. In some cases, one
of these first-year research advisors may become a thesis advisor, but
in others, the thesis advisor may change. This research requirement
continues until the end of the second year, or until the student finds a
thesis advisor.

The nature of these first-year research projects may vary from student
to student, from one advisor to another, and from one sub-field of
physics to another. In some cases they lead to published research. In
other cases, they may be first steps in a longer-term research project.
And in some cases, they may comprise reading or independent-study
projects to develop background for subsequent research. It is left to
the individual advisor to determine what the written summary should
tell. These research projects are not research assistantships and are
performed in addition to other graduate student responsibilities
(teaching and graduate classwork), although they are typically merged
with RA-supported research for those students supported by RAs.

Thesis Research and Defense

Students are required to find a thesis advisor no later than the
beginning of the third year. After the student chooses a thesis advisor,
the student forms their Thesis Committee consisting of the advisor and
two other faculty members (all Thesis Committees contain at least two
full-time faculty from the department). These committees function as
extended advisory bodies; students have the opportunity to discuss
their progress and problems with several faculty. They also conduct
one formal annual review of each student’s progress. Research leading
to the dissertation can be carried out only within the Department
of Physics and Astronomy, but with appropriate arrangements, either
partly or entirely at other locations if necessitated by the project goals.
At the conclusion of thesis research, the student presents the written
dissertation to the faculty committee and defends the thesis in an oral
examination.

Requirements for the M.A. Degree

Although the department does not admit students who intend to pursue
the master’s degree exclusively, students in the department’s Ph.D.
program and students in other Ph.D. programs at Johns Hopkins may
apply to fulfill the requirements for the M.A. degree in the Department
of Physics and Astronomy. Students from other JHU departments must
seek approval from their home department and from the Department
of Physics and Astronomy before beginning their M.A. studies.

Course Requirements for the M.A.

Students must master the basic undergraduate material covered by the
following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.171.204</td>
<td>Classical Mechanics II</td>
</tr>
<tr>
<td>AS.171.301</td>
<td>Electromagnetic Theory II</td>
</tr>
<tr>
<td>AS.171.303</td>
<td>Quantum Mechanics I</td>
</tr>
<tr>
<td>AS.171.304</td>
<td>and Quantum Mechanics II</td>
</tr>
<tr>
<td>AS.171.312</td>
<td>Statistical Physics/Thermodynamics</td>
</tr>
</tbody>
</table>

Courses taken elsewhere may qualify at the discretion of the Graduate
Program Committee.

Students must also complete six one-semester graduate-level (at
least three hours/week) courses offered by the Department of
Physics and Astronomy. For this purpose, each semester of AS.171.609
Mathematical Methods for Physicists-AS.171.610 Numerical Methods-
Physics counts as a graduate-level course. In addition, AS.171.801
Independent Research- Graduates-AS.171.802 Independent Research-
Graduate may be substituted for any of the above-mentioned graduate
or undergraduate courses. The research course must include an essay
supervised and approved by a faculty member of the Department of
Physics and Astronomy.

The student must receive a grade of B- or above in each of the courses.
The graduate-level courses may be retaken once; the undergraduate
courses cannot be repeated.

Furthermore, the student must complete at least two semesters of
research projects, as described in the requirements for the Ph.D., and
complete the departmental research exam. The deadline to fulfill all
requirements is the date of the Ph.D. thesis defense.

Facilities

The Department of Physics and Astronomy’s first facility was Rowland’s
measuring engine for determining the solar spectrum in the 1880s. Ever
since that time the Department has maintained a long and continuous
history in instrumentation. In recent decades this has extended to
instrumentation for space missions. The Department maintains a
Class-1000 clean room for microfabrication and nanofabrication, a
high bay lab, professional and student machine shops, and supports a
world-renowned Instrument Development Group (IDG) with six full-time
engineers and three full-time machinists.

Among the diverse techniques used for studying condensed matter
physics are magnetometry/susceptometry, specific heat and transport
measurements, atomic force and magnetic force microscopy, X-ray and
electron diffraction, terahertz spectroscopy, and neutron scattering
at the nearby NIST Center for Neutron Research and at the Spallation
Neutron Source, ORNL. A variety of cryostats, He3 refrigerators, and
He3-He4 dilution refrigerators together with high temperature ovens,
electromagnets, and superconducting magnets allow measurements to
be made from 0.05 K to 1100 K and in magnetic fields up to 14 Tesla.
Apparatus for the preparation of samples includes two image furnaces
for floating zone growth, single-crystal growth vacuum furnaces, box
and tube furnaces, arc furnaces, several high vacuum and ultra-high
vacuum chambers for thin film fabrication using evaporation, MBE,
pulsed laser deposition, sputtering, and focused ion beam (FIB) milling.
Also available on campus are cutting-edge transmission electron
microscopes and scanning electron microscopes.

In astrophysics, research groups have state-of-the-art laboratories
for testing cryogenic transition-edge bolometer detectors with SQUID
read-out electronics, and closed-cycle helium cryocogens. Recent
instrumentation advances include the design and manufacture of large
free-standing polarization grids and novel high-bandwidth smooth-wall
feed horns. Current activities include development of microwave and
millimeter-wave instruments for far-infrared and microwave astronomy
and cosmology.

The research groups in the department have a wide range of state-of
the-art computer facilities including high performance clusters with over
a thousand processors and the largest database at a university—over a
petabyte. All undergraduate majors and graduate students have access
to high performance workstations.

Financial Aid

Students in good standing are normally supported by a combination of
fellowships, research assistantships and teaching assistantships. The
financial package covers full tuition, individual health insurance, and an academic year salary commensurate with that of other leading research institutions. Teaching assistantship is a common mode of financial support; experience in teaching is a valuable part of the Ph.D. program. A teaching assistantship supports the student during the academic year and is supplemented by a research assistantship during the summer. The assistant is expected to help in the teaching of the general physics course and other introductory and major courses. The typical teaching duties include leading a problem-solving section or laboratory exercises and homework grading. Research assistantships are based on the availability of funding to the research advisor and are arranged directly with him/her. Research assistantships provide an opportunity for deep engagement in ongoing experimental or theoretical research. In addition, the department and the University offer several fellowships on a competitive basis, some covering travel, supplies or research expenses and some covering a semester’s or a year’s worth of the entire financial package. Some students are supported by external fellowships, such as the pre-doctoral fellowship of the National Science Foundation.

All fellows and teaching and research assistants in the Department of Physics and Astronomy register as full-time students and thus fulfill their residence requirements while holding appointments. Loans and work-study arrangements are available from the Office of Financial Aid.

For current faculty and contact information go to http://physics-astronomy.jhu.edu/people/

**Faculty**

**Chair**

Timothy Heckman
Chair and A. Hermann Pfund Professor

**Professors**

Charles L. Bennett
Alumni Centennial Professor: experimental astrophysics; cosmology; radio/submillimeter/infrared astronomy; astronomical instrumentation.

Barry J. Blumenfeld
experimental high-energy physics; neutrino physics, hadron colliders.

Collin Broholm
Gerhard H. Dieke Professor (Director, Institute for Quantum Matter): experimental condensed matter physics, using neutron scattering.

Chia-Ling Chien
Jacob L. Hain Professor: experimental condensed matter physics, nanostructured solids.

Marc Kamionkowski
theoretical physics specializing in cosmology and particle physics.

David Kaplan
theoretical particle physics and cosmology.

Julian H. Krolik
theoretical astrophysics, particularly high-energy and relativistic astrophysics.

Robert Leheny
experimental condensed matter physics; disordered materials, soft matter.

Petar Maksimovic
experimental high-energy physics; hadron colliders.

David A. Neufeld
theoretical astrophysics, interstellar medium, astrophysical masers.

Colin A. Norman
theoretical and observational astrophysics.

Daniel H. Reich
experimental condensed matter physics; biological physics.

Adam Riess
Krieger Eisenhower Professor and Nobel Laureate: observations of physical cosmology, primarily through the use of distance indicators like supernovae; measurements of dark energy and the expansion history of the universe using optical and near-infrared instruments from space and the ground.

Mark O. Robbins
theoretical condensed matter physics; non-equilibrium processes, atomic origins of macroscopic phenomena.

Morris Swartz
experimental high-energy physics; precision tests of and searches for physics beyond the Standard Model.

Alexander Szalay
Bloomberg Distinguished Professor (Director, IDIES): theoretical astrophysics, galaxy formation.

Oleg Tchernyshyov
theoretical condensed matter physics.

Rosemary F. G. Wyse
astrophysics, galaxy formation and evolution (Director, Theoretical Interdisciplinary Physics and Astrophysics Center).

**Associate Professors**

N. Peter Armitage
experimental condensed matter physics.

Andrei V. Gritsan
experimental high-energy physics; colliders.

**Assistant Professors**

Jared Kaplan
effective field theory, particle physics, and cosmology.

Tobias Marriage
cosmology and astrophysics.

Brice Menard
extragalactic astrophysics, cosmology, large surveys.

Ari Turner
theoretical condensed matter physics.

Nadia Zakamska
observational and theoretical astrophysics.

**Research Professor**

Jonathan A. Bagger
Krieger-Eisenhower Professor: particle theory; theory and phenomenology of supersymmetry, supergravity, and superstrings.

Luciana Bianchi
observational astrophysics, nearby galaxies, stellar populations, hot stars, UV instrumentation.

William P. Blair
experimental astrophysics, supernova remnants; cataclysmic variable stars.

Paul D. Feldman
experimental astrophysics, spectroscopy, space physics, planetary and cometary atmospheres.

Michael Finkenthal
experimental plasma and atomic physics.

Holland Ford
experimental astrophysics; stellar dynamics, evolution of galaxies, active galactic nuclei, astronomical instrumentation.

Riccardo Giacconi
University Professor and Nobel Laureate: experimental astrophysics, extragalactic astronomy, the early universe.

Richard Conn Henry
Academy Professor (Director, Maryland Space Grant Consortium): astronomy and astrophysics.

Stephan McCandliss
experimental astrophysics; sounding rocket space astronomy in the far UV (Director, Center for Astrophysical Sciences).

H. Warren Moos
the interstellar medium; stellar processes; the solar system; space instrumentation.

Joseph Silk
Homewood Professor: cosmology.

Ethan Vishniac
theoretical astrophysics.

Harold Weaver
ultraviolet, optical, infrared, X-ray, and radio spectroscopy and imaging of comets, planets, and satellites.

Associate Research Professor
Tamas Budavari
observational cosmology, large-scale structure, galaxy clustering; data-intensive parallel computing.

Professors Emeriti
Bruce Barnet
experimental high energy physics; hadron colliders.

Chih-Yung Chien
experimental high-energy physics; hadron colliders.

Gabor Domokos
theoretical elementary particle physics, astroparticle physics.

Brian R. Judd
Gerhard H. Dieke Professor Emeritus: theoretical atomic and molecular physics, group theory, solid state theory.

Chung W. Kim
theory of elementary particles, nuclear theory, cosmology.

Susan Kovési-Domokos
theoretical elementary particle physics, astroparticle physics.

Yung Keun Lee
experimental nuclear physics.

Aihud Pevsner
Jacob L. Hain Professor Emeritus: experimental elementary particle physics.

J. C. Walker
experimental condensed matter physics, thin films and surfaces, nuclear physics.

Adjunct and Visiting Appointments
Ronald J. Allen
Adjunct Professor (Space Telescope Science Institute): observational astronomy; spiral structure of galaxies, interstellar medium, radio and optical imaging.

Michael Fall
Adjunct Professor (Space Telescope Science Institute): astrophysics.

Henry Ferguson
Adjunct Professor (Space Telescope Science Institute): observational cosmology, galaxy evolution, dwarf galaxies, space astronomy instrumentation, and calibration.

Michael G. Hauser
Adjunct Professor (Space Telescope Science Institute): infrared and submillimeter astronomy; interplanetary and interstellar medium; cosmology.

Ann E. Hornschemeier
Adjunct Assistant Professor (NASA Goddard Space Flight Center): studies of x-ray emission from star formation in galaxies at cosmologically interesting distances.

Roeland van der Marel
Adjunct Professor (Space Telescope Science Institute): extragalactic observational and theoretical astronomy; galaxy structure, dynamics, and formation; black holes.

Peter McCullough
Adjunct Associate Professor (Space Telescope Science Institute): astronomy.

Predrag Nikolic
Adjunct Assistant Professor (George Mason University): theoretical condensed matter physics.

Cedomir Petrovic
Adjunct Professor (Brookhaven National Laboratory): experimental condensed matter physics.

Ethan Schreier
Adjunct Professor (Associated Universities, Inc): astronomy.

Mark Stiles
Adjunct Professor (NIST): theoretical condensed matter physics.

Kimberly Weaver
Adjunct Professor (NASA Goddard Space Flight Center): experimental astrophysics.

Robert Williams
Adjunct Professor (Space Telescope Science Institute): observational astronomy; novae, emission nebulae.

**Joint Appointments**

Shiyi Chen
Professor (Department of Mechanical Engineering): statistical theory and computation of fluid turbulence; mesoscopic physics and lattice Boltzmann computational methods.

Gregory Eyink
Professor (Applied Mathematics and Statistics): mathematical physics, fluid mechanics, turbulence, dynamical systems.

Michael Falk
Associate Professor (Materials Science and Engineering): theoretical and computational research.

Tyrel McQueen
Associate Professor (Chemistry): solid state and inorganic chemistry/condensed matter physics.

Jack Morava
Professor (Mathematics): algebraic topology, mathematical physics.

Peter C. Searson
Professor (Materials Science and Engineering): electronic, nanophase, and semiconductor materials.

Darrell F. Strobel
Professor (Earth and Planetary Sciences): planetary atmospheres and astrophysics.

For current course information and registration go to https://isis.jhu.edu/classes/

**Courses**

**AS.171.101. General Physics: Physical Science Major I.**
First semester of two-semester sequence. In this term, the topics covered include the basic principles of classical mechanics and fluids as well as an introduction to wave motion. Recommended Corequisites: (AS.173.111) AND (AS.110.106 or AS.110.108 or AS.110.113). Midterm exams are given at 8am Fridays, so students must leave their schedules open at this time in order to be able to take these exams
Instructor(s): A. Gritsan
Area: Engineering, Natural Sciences.

**AS.171.102. General Physics: Physical Science Majors II.**
Second semester of two-semester sequence. In this term, the topics covered include wave motion, electricity and magnetism, optics, and modern physics. Recommended Corequisites: (AS.173.112) AND Calculus (AS.110.107 or AS.110.109 or AS.110.113). Midterm exams are given at 8am Thursdays, so students must leave their schedules open at this time in order to be able to take these exams
Prerequisites: A grade of C- or better in either Physics 1 or the two-semester sequence of Engineering Mechanics: AS.171.101 OR AS.171.103 OR AS.171.105 OR AS.171.107 OR EN.530.103
Instructor(s): M. Robbins
Area: Engineering, Natural Sciences.

**AS.171.103. General Physics I for Biological Science Majors.**
First-semester of two-semester sequence in calculus-based general physics, tailored to students majoring in one of the biological sciences. In this term, the topics covered include the basic principles of classical mechanics and fluids as well as an introduction to wave motion. Recommended Corequisites: (AS.173.111) AND (AS.110.106 or AS.110.108 or AS.110.113). Midterm exams are given at 8am Tuesdays, so students must leave their schedules open at this time in order to be able to take these exams
Instructor(s): C. Broholm
Area: Engineering, Natural Sciences.

**AS.171.104. General Physics/Biology Majors II.**
This two-semester sequence is designed to present a standard calculus-based physics preparation tailored to students majoring in one of the biological sciences. Topics in electricity & magnetism, optics, and modern physics will be covered in this semester. Midterm exams for every section are given during the 8 AM section time! Accordingly, students registering for sections at times other than 8 AM must retain availability for 8 AM sections as needed. Recommended Corequisite Background: C- or better in AS.171.101 or AS.171.103; Corequisite: AS.110.109, AS 173.112.
Instructor(s): N. Armitage
Area: Engineering, Natural Sciences.

**AS.171.105. Classical Mechanics I.**
An in-depth introduction to classical mechanics intended for physics majors/minors and other students with a strong interest in physics. This course treats fewer topics than AS.171.101 and AS.171.103 but with greater mathematical sophistication. It is particularly recommended for students who intend to take AS.171.201-AS.171.202. Recommended Corequisites: AS.173.115 and AS.110.108
Instructor(s): D. Reich
Area: Engineering, Natural Sciences.

**AS.171.106. Electricity and Magnetism I.**
Classical electricity and magnetism with fewer topics than 171.101-103, but with greater mathematical sophistication. Particularly recommended for students who plan to take AS.171.201-AS.171.202. Recommended Course Background: C- or better in AS.171.105; Corequisite: AS.173.116, AS.110.109
Instructor(s): C. Bennett
Area: Engineering, Natural Sciences.
AS.171.107. General Physics for Physical Sciences Majors (AL).

This two-semester sequence in general physics is identical in subject matter to AS.171.101-AS.171.102, covering mechanics, heat, sound, electricity and magnetism, optics, and modern physics, but differs in instructional format. Rather than being presented via lectures and discussion sections, it is instead taught in an "active learning" style with most class time given to small group problem-solving guided by instructors. Midterm exams for every section are given during the 8 AM section time! Accordingly, students registering for sections at times other than 8 AM must retain availability for 8 AM sections as needed. Recommended Corequisites: (AS.173.111) AND (AS.110.106 or AS.110.108 or AS.110.113) Priority given to Freshman
Instructor(s): R. Leheny
Area: Engineering, Natural Sciences.

AS.171.108. General Physics for Physical Science Majors (AL).

This two-semester sequence in general physics is identical in subject matter to AS.171.101-AS.171.102, covering mechanics, heat, sound, electricity and magnetism, optics, and modern physics, but differs in instructional format. Rather than being presented via lectures and discussion sections, it is instead taught in an "active learning" style with most class time given to small group problem-solving guided by instructors. Priority in registration will be given to freshmen.
Recommended Course Background: A grade of C- or better in either Physics I or the first semester of Engineering Mechanics (AS.171.101 OR AS.171.103 OR AS.171.105 OR AS.171.107 OR EN.530.103)
Prerequisites: Corequisite: (AS.110.107 OR AS.110.109 OR AS.110.211 OR AS.110.113)
Instructor(s): P. Maksimovic
Area: Engineering, Natural Sciences.

AS.171.111. Exploring the Building Blocks of the Universe.

Ever wonder what everything is made of at the smallest level? What is dark matter? What is causing the universe to accelerate? These are some of the questions that physicists at the Large Hadron Collider at CERN are trying to answer. In this course, you'll get hands on experience looking at real LHC data while learning about the current theory of particle physics and the inner workings of the LHC.
Instructor(s): A. Cocosor
Area: Natural Sciences.

AS.171.113. Subatomic World.

Introduction to concepts of physics of the subatomic world: Symmetries, relativity, quanta, neutrinos, particles, and fields. Emphasis on ideas of modern physics, not on the mathematics. Intended for nonscience majors.
Instructor(s): B. Blumenfeld
Area: Natural Sciences.

AS.171.118. Stars and the Universe: Cosmic Evolution.

This course looks at the evolution of the universe from its origin in a cosmic explosion to emergence of life on Earth and possibly other planets throughout the universe. Topics include big-bang cosmology; origin and evolution of galaxies, stars, planets, life, and intelligence; black holes; quasars; and relativity theory. The material is largely descriptive, based on insights from physics, astronomy, geology, chemistry, biology, and anthropology. Course website: http://henry.pha.jhu.edu/stars.html. Recommended Course Background: High school, algebra, geometry, trigonometry.
Instructor(s): A. Riess
Area: Natural Sciences.

AS.171.120. Physics of Modern Technologies.

This course for non-scientists offers accessible non-mathematical explanations of modern technologies: electric power generation and distribution (AC versus DC), florescent lighting, lasers, computers, the internet, GPS, and student suggested topics.
Area: Natural Sciences.

AS.171.123. How to build an iPhone: physics in modern life.

As the famous author Arthur C. Clarke posited, “Any sufficiently advanced technology is indistinguishable from magic.” The goal of this course is to understand the workings of and the science behind modern technologies such as the iPhone, internet, GPS, and others. We will discuss the technology itself, as well as the story of how it came to be and the people involved. Emphasis will be on the ideas behind these technologies, not the mathematics. Intended for both nonscience and science majors, every attempt will be made to keep any math at the level of simple algebra.
Instructor(s): C. Morris; L. Pan
Area: Natural Sciences.


From an ancient Chinese musician and mathematician accused of “doing violence to numbers” to a composer who teaches computers to write like Bach, follow the struggle to use scientific tools to understand and enhance the beauty in music and art. Learn how sounds and images can manipulate your brain to inform, entertain, or deceive. Create your own aural and optical illusions. Study the workings of autotune, perfect pitch, MP3s, and art created by genetic algorithms.
Instructor(s): D. Allan
Area: Natural Sciences, Quantitative and Mathematical Sciences.

AS.171.125. It's not magic, it's physics: Extraordinary Experiments.

Students will learn key concepts of everyday physics through experimentation. They will design, build, and run experiments themselves. The course will be graded on participation and a graded final presentation.
Instructor(s): M. Valdivia Leiva
Area: Natural Sciences.

AS.171.126. Introduction to Cosmology.

How did the universe begin? When will it end? How big is the universe? What is dark matter and dark energy? This course provides an introduction to the field of cosmology: the study of the origin and evolution of the universe. We will discuss the big bang, cosmic inflation, dark matter and dark energy, the formation of galaxies, and other cosmological topics. This course is for anyone who has looked up at the night sky and wondered where we came from.
Instructor(s): B. Bozek
Area: Natural Sciences.

AS.171.128. Introduction to Cosmology.

How did the universe begin? When will it end? How big is the universe? What are dark matter and dark energy? This course will introduce the field of cosmology: the study of the origin and evolution of the universe. Topics will include the big bang, cosmic inflation, dark matter and dark energy, and the growth of structure (galaxies, galaxy clusters, etc.). This course is open to all.
Instructor(s): M. Gralla
Area: Natural Sciences.
AS.171.130. The Radio Sky.
Modern astronomy relies on observations of the sky across the full electromagnetic spectrum. This course will explore the sky at radio wavelengths much longer than those we see with our naked eye. Topics will include pulsars, super-massive black holes and active galactic nuclei, the birth of the universe, and dark matter. As an integral part of the course, students will use the JHU Small Radio Telescope in the Bloomberg Center to make observations of our galaxy. This course is open to all, but a familiarity with algebra and geometry is assumed. Instructor(s): T. Essinger-Hileman Area: Natural Sciences.

AS.171.131. Physics and Technology in Society.
This course presents technology and science issues and how they shape public policy. Students will learn how industries carry out scientific research while exploring the interactions between the scientific community and policy makers. Instructor(s): M. Valdivia Leiva Area: Natural Sciences.

Could you explain why rainbows form an arc or how it is possible to bend light to make an object invisible? This course aims to clearly explain some of the most beautiful optical phenomena encountered in nature or in a lab by teaching simple physics principles and using in-class demonstrations. The course is not math intensive and, rather, seeks to help the student gain an appreciation for the basic principles behind these optical effects without becoming lost in complex mathematics. An emphasis will be placed on current research that directly makes use of the physics underlying the phenomena. The ultimate goal of this course is to show students that physics is powerfully beautiful and to build their appreciation for it. Area: Natural Sciences.

AS.171.200. Magnetoehronic Materials and Devices.
Area: Engineering, Natural Sciences.

AS.171.201. Special Relativity/Waves.
Course continues introductory physics sequence (begins with AS.171.105-AS.171.106). Special theory of relativity, forced and damped oscillators, Fourier analysis, wave equation, reflection and transmission, diffraction and interference, dispersion. Meets with AS.171.207. Prerequisites: Corequisite: AS.110.202 OR AS.110.211; (AS.171.106 OR AS.171.108 OR AS.171.102 OR AS.171.104) AND Calculus II (AS.171.107 OR AS.171.109 OR AS.171.113) Instructor(s): N. Zakamska Area: Engineering, Natural Sciences.

Course completes four-semester introductory sequence that includes AS.171.105-AS.171.106 and AS.171.201. Planck’s hypothesis, de Broglie waves, Bohr atom, Schrodinger equation in one dimension, hydrogen atom, Pauli exclusion principle, conductors and semiconductors, nuclear physics, particle physics. Instructor(s): A. Turner Area: Natural Sciences.

AS.171.204. Classical Mechanics II.

AS.171.205. Introduction to Practical Data Science: Beautiful Data.
The class will provide an overview of data science, with an introduction to basic statistical principles, databases, fundamentals of algorithms and data structures, followed by practical problems in data analytics. Recommend Course Background: Familiarity with principles of computing. Instructor(s): S. Szalay Area: Natural Sciences, Quantitative and Mathematical Sciences.

AS.171.207. Special Relativity.
Three-week introduction to special relativity for students who elect to take AS.171.209 in place of AS.171.201. Prerequisites: Corequisite: AS.110.202 OR AS.110.211; Prerequisite: (AS.171.106 preferred OR AS.171.108 OR AS.171.102 OR AS.171.104) AND (AS.110.107 OR AS.110.109 OR AS.110.113) Instructor(s): N. Zakamska Area: Natural Sciences.

AS.171.216. The Unsolved Mysteries of the Cosmos.
While our knowledge of the universe has expanded greatly over the past century, there are some very basic problems that stump astronomers to this very day. In this course, we will explore some of the unsolved mysteries that astronomers are actively working on, including the formation of planets to the composition of the universe. This course is directed towards non-physical science majors, but open to all. Instructor(s): M. Rahman Area: Natural Sciences.

AS.171.218. Spacetime and Black Holes.
This is an introductory course on special relativity, concluding with a brief discussion of black holes. We will learn the bizarre predictions of Einstein’s theory—time dilation, length contraction, etc.—and how they are not so bizarre when viewed as spacetime geometry. We discuss how curved geometries give rise to gravitation and black holes. This course is for students who are comfortable with mathematics, including single-variable calculus, and have had some exposure to basic mechanics, such as provided by a freshman physics course or a good high school physics course. Instructor(s): S. Gralla Area: Natural Sciences, Quantitative and Mathematical Sciences.

The ancient art of origami is now a science, with much recent mathematical development. It is related to astronomy and cosmology, as well: origami rules applied in 3D instead of 2D help to understand how matter in the universe assembles gravitationally into galaxies and patterns of galaxies. Topics include origami mathematics, cosmology, and their intersection. A firm grasp of geometry and trigonometry, and some familiarity with mathematical proofs would be helpful. Area: Natural Sciences, Quantitative and Mathematical Sciences.

AS.171.301. Electromagnetic Theory II.
Static electric and magnetic fields in free space and matter; boundary value problems; electromagnetic induction; Maxwell’s equations; and an introduction to electrodynamics. Prerequisites: Prereqs: (AS.171.102 OR AS.171.104 OR AS.171.106 OR AS.171.108 OR AS.171.211) AND Calculus III (AS.110.202 OR AS.110.211) AND Linear Algebra (AS.110.201 OR AS.110.212) Instructor(s): A. Gritsan Area: Natural Sciences.
AS.171.303. Quantum Mechanics I.
Fundamental aspects of quantum mechanics. Uncertainty relations, Schrodinger equation in one and three dimensions, tunneling, harmonic oscillator, angular momentum, hydrogen atom, spin, Pauli principle, perturbation theory (time-independent and time-dependent), transition probabilities and selection rules, atomic structure, scattering theory.
Prerequisites: (AS.171.202 AND AS.171.204) AND (AS.110.201 OR AS.110.212) AND (AS.110.202 OR AS.110.211)
Instructor(s): C. Chien
Area: Natural Sciences.

AS.171.304. Quantum Mechanics II.
Instructor(s): O. Tchernyshyov
Area: Natural Sciences.

AS.171.309. Wave Phenomena with Biophysical Application.
Introduction to wave phenomena, primarily through study of biophysical probes that depend on the interaction of electromagnetic radiation with matter. Topics include Fourier Analysis; standing waves; sound and hearing; diffraction and crystallography; geometrical and physical optics - the physics of modern light microscopy; quantum mechanics - how living things absorb light; NMR and MRI. Occasional laboratory exercises are included.
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): D. Reich
Area: Natural Sciences.

AS.171.310. Biological Physics.
Introduces topics of classical statistical mechanics. Additional topics include low-Reynolds number hydrodynamics and E&M of ionic solutions, via biologically relevant examples.
Prerequisites: (AS.171.106 OR AS.171.108 OR AS.171.102 OR AS.171.104) AND (AS.110.107 OR AS.110.109 OR AS.110.113)
Instructor(s): M. Robbins
Area: Natural Sciences.

AS.171.312. Statistical Physics/Thermodynamics.
Undergraduate course that develops the laws and general theorems of thermodynamics from a statistical framework.
Prerequisites: AS.171.202 and Calculus II (AS.110.107 or AS.110.109 or AS.110.113). It is recommended that students have also taken Quantum Mechanics (AS.171.303), Linear Algebra (AS.110.201 or AS.110.212) and Calculus III (AS.110.202 or AS.110.211)
Instructor(s): N. Armitage
Area: Natural Sciences.

AS.171.313. Introduction to Stellar Physics.
Survey of stellar astrophysics. Topics include stellar atmospheres, stellar interiors, nucleosynthesis, stellar evolution, supernovae, white dwarfs, neutron stars, pulsars, black holes, binary stars, accretion disks, protostars, and extrasolar planetary systems. Recommended Course Background: AS.110.108-AS.110.109, AS.171.202
Instructor(s): R. Wyse
Area: Natural Sciences.

AS.171.314. Introduction to Galaxies and Active Galactic Nuclei.
This course will introduce student to the physics of galaxies and their constituents: stars, gas, dust, dark matter and a supermassive black hole in the central regions.
Prerequisites: AS.171.105 AND AS.171.106 AND AS.110.108 AND AS.110.109
Instructor(s): R. Wyse
Area: Natural Sciences.

AS.171.316. Data Analysis Techniques in Modern Astronomy.
To learn about the stars, galaxies and universe, astronomers are collecting more and more photons by using increasingly powerful telescopes. In light of the data deluge seen in Astronomy and many other disciplines, data analysis will be the key to answer some of the most profound questions in science. In this course, we will survey the main data analysis techniques in Astronomy from the olden days to the modern times. We will see how astronomers extract information about the universe by analyzing images and spectra, and what questions they have answered. We will learn about the current SQL database, data mining and machine learning approaches. Programming demonstrations or hands-on exercises will be provided.
Instructor(s): C. Yip.

Topics include space astronomy, remote observing of the Earth, space physics, planetary exploration, human space flight, space environment, orbits, propulsion, spacecraft design, attitude control and communication. Crosslisted by Departments of Earth and Planetary Sciences, Materials Science and Engineering and Mechanical Engineering. Recommended Course Background: AS.171.101-AS.171.102 or similar; AS.110.108-AS.110.109.
Instructor(s): J. MacKenty; S. McCandliss
Area: Engineering, Natural Sciences.

AS.171.322. Physics of Human Energy Use.
Course explores the basic nature of energy and heat, the physical principles underlying how we derive energy from various sources (fossil fuels, nuclear power, solar energy, and others), and the physics of energy production's environmental consequences.
Instructor(s): J. Krolik
Area: Natural Sciences.

AS.171.333. Planets, Life and the Universe.
This multidisciplinary course explores the origins of life, planets' formation, Earth's evolution, extrasolar planets, habitable zones, life in extreme environments, the search for life in the Universe, space missions and planetary protection. Meets with AS.171.699.
Prerequisites: Students may not register for this class if they have already received credit for AS.020.334 or AS.270.335.
Instructor(s): C. Norman
Area: Engineering, Natural Sciences.

The course is aimed on undergraduate students in Physics, Chemistry, and Material Science and Engineering. The course will give an introduction to Raman scattering vibrational spectroscopy, instrumentation, and vibrational spectroscopy analysis for characterization of materials. For practical work participants will be divided in small groups to perform Raman scattering measurements on various samples, will learn to do basic analysis of the data, and will discuss their results in the final mini-presentation. Recommended Course Background: AS.171.101 and AS.171.102, or AS.171.103 and AS.171.104, or AS.171.105. AS.171.106
Area: Engineering, Natural Sciences.
Undergraduate course covering basic concepts of condensed matter physics: crystal structure, diffraction and reciprocal lattices, electronic and optical properties, band structure, phonons, superconductivity and magnetism. Co-listed with AS.171.621 Recommended Course Background: AS.171.304, AS.110.201-AS.110.202.
Instructor(s): A. Turner
Area: Natural Sciences.

AS.171.406. Condensed Matter Physics. 3 Credits.
Instructor(s): C. Broholm
Area: Natural Sciences.

AS.171.408. Nuclear and Particle Physics.
Basic properties of nuclei, masses, spins, parity. Nuclear scattering, interaction with electromagnetic radiation, radioactivity, Pions, muons, and elementary particles, including resonances. Recommended Course Background: AS.171.303
Instructor(s): B. Blumenfeld
Area: Natural Sciences.

AS.171.410. Physical Cosmology.
This course provides an overview of modern physical cosmology. Topics covered include: the contents, shape, and history of the universe; the big bang theory; dark matter; dark energy; the cosmic microwave background; Hubble's law; the Friedmann equation; and inflation. Recommended Course Background: (AS.171.101-AS.171.102), or (AS.171.103-AS.171.104), or (AS.171.105-AS.171.106), or (AS.171.107-AS.171.108), or equivalent.
Instructor(s): C. Bennett
Area: Natural Sciences.

AS.171.411. Light and Optics.
What is light? How does it propagate and interact with matter? How do we use it to transmit information? How does technology make use of light? This course is designed for majors in physics as well as other science and engineering departments.
Prerequisites: Prereqs: AS.171.102 OR AS.171.104 OR AS.171.106
Instructor(s): B. Menard
Area: Engineering, Natural Sciences.

AS.171.413. Magnetic Materials and Spintronics.
Explore magnetic materials, the results of interactions of spin and charge of electrons, and spintronic phenomena, such as interlayer coupling, giant magnetoeresistance, spin tunneling, spin transfer torque, spin Hall effect.
Prerequisites: AS.171.202 and AS.171.301
Instructor(s): C. Chien
Area: Natural Sciences, Quantitative and Mathematical Sciences.

Instructor(s): C. Norman
Area: Natural Sciences, Quantitative and Mathematical Sciences.

AS.171.420. Imaging in Astronomy.
How are astronomical images made? How do we design an imaging system? What technologies are necessary to take images across the electromagnetic spectrum? This course aims to address these questions and deliver a basic understanding of imaging in astronomy, in two parts. First we will outline the fundamental physics of imaging and how an image is formed. Then we will discuss how imaging is approached in practice.
Prerequisites: Prereq: AS.110.106
Instructor(s): A. Greenbaum
Area: Engineering, Natural Sciences.

Students will learn to work with databases, write parallel analysis code with emphasis on Graphics Processing Units (CUDA), and explore new approaches to data processing, namely streaming and robust statistics. Students should have basic knowledge of C/C++ and Introduction Numerical Methods. Co-taught with AS.171.628
Instructor(s): T. Budavari
Area: Natural Sciences, Quantitative and Mathematical Sciences.

Course will be a combination between an introduction to plasma physics and an overview of the basic atomic processes which determine the properties of hot, laboratory and astrophysical plasmas. Undergraduate students may register online for this course and will be assigned 3 credits during the add/drop period. Co-taught with AS.171.872
Instructor(s): M. Finkenthal
Area: Natural Sciences.

Students may register for independent research with a faculty member in the Department of Physics and Astronomy. A research plan should be sent to the Director of Undergraduate Study before the add/drop date that includes project details, the number of hours of effort each week and the number of credits. This course may not be used for one of the two electives required for a BA, but one semester of research may be used as one of four focused electives in a BS program.
Instructor(s): Staff.

Research done in senior year in conjunction with experimental equipment of intermediate laboratory or as special project in research group. Credit for independent study given to junior and senior students who act as tutors.
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): Staff.

AS.171.503. Senior Thesis.
Preparation of a substantial thesis based upon independent student research, supervised by at least one faculty member in Physics and Astronomy. This course may only be taken for credit during one semester. However, students are expected to have engaged in their research project during previous semesters through 171.501-502, summer research, etc. This course may not be used as one of the two electives required for a BA, but can be used as one of the four focused electives in a BS program. Open to senior department majors only.
Instructor(s): R. Wyse; Staff; T. Marriage.

AS.171.504. Senior Thesis.
Preparation of a substantial thesis based upon independent student research, supervised by at least one faculty member in Physics and Astronomy.
Instructor(s): O. Tchernyshyov; R. Leheny; Staff; T. Marriage.

AS.171.570. Research - Interession.
Instructor(s): A. Riess; P. Maksimovic; T. Marriage.

AS.171.595. Internship.
Instructor(s): Staff.

AS.171.597. Independent Research.
Instructor(s): Staff.
Using basic physics—order of magnitude estimates, scaling arguments, and similar devices—to understand the gist of complicated natural systems. Examples will be selected from properties of materials, geophysics, weather, astrophysics, cosmology, biomechanics, technology of various sorts, etc. Open to upper-level undergraduates and graduates.
Instructor(s): J. Krolik.
Area: Natural Sciences.

AS.171.603. Electromagnetic Theory.
Theory of the Maxwell equations, with static and dynamic applications, boundary-value problems, guided and free waves, diffraction, scattering, special relativity, electron theory.
Instructor(s): J. Krolik.

Theory of the Maxwell equations, with static and dynamic applications, boundary-value problems, guided and free waves, diffraction, scattering, special relativity, electron theory.
Instructor(s): G. Domokos.

AS.171.605. Quantum Mechanics.
Review of wave mechanics and the Schrodinger equation, Hilbert space, harmonic oscillator, the WKB approximation, central forces and angular momentum, scattering, electron spin, density matrix, perturbation theory (time-independent and time-dependent), quantized radiation field, absorption and emission of radiation, identical particles, second quantization, Dirac equation.
Instructor(s): M. Kamionkowski.

AS.171.606. Quantum Mechanics.
Review of wave mechanics and the Schrodinger equation, Hilbert space, harmonic oscillator, the WKB approximation, central forces and angular momentum, scattering, electron spin, density matrix, perturbation theory (time-independent and time-dependent), quantized radiation field, absorption and emission of radiation, identical particles, second quantization, Dirac equation. Recommended Course Background: AS.171.303 and AS.171.304
Instructor(s): M. Kamionkowski.

Selection of topics in applied mathematics most frequently used by physicists. First term focuses on analytic methods: functions of complex variables, series and perturbation methods for solving differential equations, Sturm-Liouville theory and special functions, Fourier series and transforms. Recommended Course Background: AS.110.201-AS.110.202
Instructor(s): C. Norman.
Area: Natural Sciences.

Topics in applied mathematics used by physicists, covering numerical methods: linear problems, numerical integration, pseudo-random numbers, finding roots of nonlinear equations, function minimization, eigenvalue problems, fast Fourier transforms, solution of both ordinary and partial differential equations. Undergraduate students may register online for this course and will be assigned 3 credits during the add/drop period.
Instructor(s): C. Norman.

AS.171.611. Stellar Structure & Evolution.
Basic physics of stellar structure and evolution will be discussed with emphasis on current research.
Instructor(s): D. Neufeld.

AS.171.612. Interstellar Medium and Astrophysical Fluid Dynamics.
Instructor(s): C. Norman.

AS.171.613. Radiative Astrophysics.
A one-term survey of the processes that generate radiation of astrophysical importance. Topics include radiative transfer, the theory of radiation fields, polarization and Stokes parameters, radiation from accelerating charges, bremsstrahlung, synchrotron radiation, thermal dust emission, Compton scattering, properties of plasmas, atomic and molecular quantum transitions, and applications to astrophysical observations.
Instructor(s): D. Neufeld.

AS.171.615. Galactic Structure and Stellar Dynamics.
Potential theory; stellar orbits, equilibrium of collisionless systems; stability of collisionless systems; disk dynamics and spiral structure; galactic rotation and the galactic potential; globular cluster evolution.

AS.171.617. Extragalactic Astronomy.
Establishing the extragalactic distance scale; kinematics of an expanding universe; light element nucleosynthesis; formation of the microwave background. Clusters of galaxies. The Hubble sequence and inventory of internal galactic structures: bulges, disks, star clusters; measurements of distance within the galaxy; stellar kinematics; stellar populations; chemical evolution.

AS.171.618. Observational Astronomy.
How do we observe the Universe at each wavelength and what do we see? This course will present the knowledge required for astronomical observations across the entire spectrum. For each wavelength range (gamma rays, X-rays, UV, visible, IR, radio) we will discuss the type of detector used, the range of possible observations and current open questions. We will also discuss the dominant astronomical and terrestrial sources across the spectrum, and study the differences between ground- and space-based observations.
Instructor(s): B. Menard.

An advanced graduate level course that emphasizes the importance of molecules in astrophysical environments as diverse as interstellar clouds, circumstellar outflows, cometary comae, and active galactic nuclei. Topics will include the chemistry and photochemistry of astrophysical molecules; molecular excitation; astrophysical masers; interstellar molecular clouds; interstellar shock waves; circumstellar outflows; cometary comae; molecular accretion disks.
Instructor(s): D. Neufeld.

This sequence is intended for graduate students in physics and related fields. Topics include: metals and insulators, diffraction and crystallography, phonons, electrons in a periodic potential, transport. Co-listed with AS.171.405
Instructor(s): A. Turner.

This sequence is intended for graduate students in physics and related fields. Topics include superconductivity, magnetism, metal-insulator transitions, low dimensional materials, quantized hall effect.
Instructor(s): C. Broholm.
AS.171.625. Experimental Particle Physics.
For graduate students interested in experimental particle physics, or theory students, or students from other specialties. Subjects covered: experimental techniques, including particle beams, targets, electronics, and various particle detectors; and a broad description of high energy physics problems. Undergraduate students may register online for this course and will be assigned 3 credits during the add/drop period.
Instructor(s): T. Budavari.

AS.171.626. Data Analysis: Theory & Practice.
Half theory, half practice with real data: signal/noise estimation, object detection, match filtering, bayesian techniques, principal component analysis, dimensionality reduction, data compression, outlier detection, parameter estimation, pattern recognition, visualization, clustering, tree codes, etc.
Instructor(s): R. Wyse.

AS.171.627. Astrophysical Dynamics.
This is a graduate course that covers the fundamentals of galaxy formation, galactic structure and stellar dynamics and includes topics in current research.
Instructor(s): R. Wyse.

AS.171.628. Practical Scientific Analysis of Big Data.
Students will learn to work with databases, write parallel analysis code with emphasis on Graphics Processing Units (CUDA), and explore new approaches to data processing, namely streaming and robust statistics. Students should have basic knowledge of C/C++ and Introduction Numerical Methods. Co-taught with AS.171.426
Instructor(s): T. Budavari.

AS.171.629. First Year Research.
Instructor(s): B. Menard; P. Maksimovic.

AS.171.630. First Year Research.
Instructor(s): P. Maksimovic.

The course will cover parallel computing on modern general-purpuse graphics processors. Graduate students will learn to design and implement scientific problems in C for CUDA, the Compute Unified Device Architecture. Students should have basic knowledge of C/C++.
Co-taught with AS.171.426 and AS.171.628.
Instructor(s): T. Budavari.

Many physical phenomena are difficult to model because they involve coupled processes on a wide range of length and time scales. This course will cover recent developments in multiscale methods for such phenomena. One focus will be hierarchical methods for coarse-graining models to fewer degrees of freedom. Atomicistic simulations may be used to construct molecular models, phase-field models or continuum models. A second focus will be methods for concurrently simulating different regions of space with different levels of spatial and temporal resolution. For example, interfacial regions or regions of high strain gradient may require different physical models and resolutions. Recommended Course Background: Course in Condensed Matter Physics, Statistical Mechanics, EN.550.695, or permission of the instructor.
Instructor(s): B. Menard; P. Maksimovic.

AS.171.641. Second Year Research.
Instructor(s): P. Maksimovic.

AS.171.642. Second Year Research.
Instructor(s): P. Maksimovic.

AS.171.646. General Relativity.
An introduction to the physics of general relativity. Principal topics are: physics in curved spacetimes; the Equivalence Principle; the Einstein Field Equations; the post-Newtonian approximation and Solar System tests; the Schwarzschild and Kerr solutions of the Field Equations and properties of black holes; Friedmann solutions and cosmology; and gravitational wave propagation and generation.
Instructor(s): D. Kaplan
Area: Natural Sciences.

Course will be a combination between an introduction to plasma physics and an overview of the basic atomic processes which determine the properties of hot, laboratory and astrophysical plasmas. Undergraduate students may register online for this course and will be assigned 3 credits during the add/drop period. Co-taught with AS.171.472
Instructor(s): M. Finkenthal.

AS.171.697. Astro-Particle Physics.
Topics include: Dark matter, dark energy, ultra-high energy cosmic rays, neutrino astrophysics, black holes, WIMPS, sterile neutrinos, axions, gamma ray bursts, particle acceleration, cosmic backgrounds, dark energy equation- of- state. Senior undergraduates with permission.

This multidisciplinary course explores the origins of life, planets' formation, Earth's evolution, extrasolar planets, habitable zones, life in extreme environments, the search for life in the Universe, space missions and planetary protection. Graduate students only. Meets with AS.171.333.
Instructor(s): C. Norman.
AS.171.732. Elementary Particle Physics.
Description TBA
Instructor(s): M. Swartz.

AS.171.750. Cosmology.
Review of special relativity and an introduction to general relativity, Robertson-Walker metric, and Friedmann equation and solutions. Key transitions in the thermal evolution of the universe, including big bang nucleosynthesis, recombination, and reionization. The early universe (inflation), dark energy, dark matter, and the cosmic microwave background. Development of density perturbations, galaxy formation, and large-scale structure.
Instructor(s): Staff.

Introduction to the use of neutron scattering techniques to probe atomic scale structure and dynamics of hard condensed matter.
Subjects covered include basic theory of nuclear and magnetic neutron scattering, neutron sources and instrumentation, polarized neutrons, Larmor labeling, structural refinement methods, surfaces and interfaces, group theoretical analysis of magnetic structures, phonons, magnetic excitations, and critical phenomena.
Prerequisites: AS.171.621 OR AS.171.622
Instructor(s): C. Broholm.

AS.171.755. Fourier Optics and Interferometry in Astronomy.
A course for advanced undergraduate and beginning graduate students covering the principles of optics and image formation using Fourier Transforms, and a discussion of interferometry and other applications both in radio and optical astronomy.
Instructor(s): R. Allen.

AS.171.756. Astrophysics of Compact Objects.
A graduate-level course devoted to the physical understanding of black holes, white dwarfs, neutron stars and associated objects. Many astrophysical observations will be discussed where these objects may be relevant including galactic nuclei, quasars, compact X-ray sources and gamma-ray bursts.

This course is designed for graduate students interested in learning the language, techniques, and problematic of modern quantum many-body theory as applied to condensed matter physics.

AS.171.783. Advanced Particle Theory.
Instructor(s): J. Kaplan.

AS.171.784. Advanced Particle Theory: “What to Expect at the LHC.”
The course will focus on scenarios and principles for new particle physics that can be tested at the CERN Large Hadron Collider and other particle experiments.
Instructor(s): D. Kaplan.

Sec. 03 Swartz, Morris Sec. 04 Chien, Chia-ling Sec. 05 Kamionkowski Sec. 06 Reich Sec. 07 McCandliss Sec. 08 Krolak Sec. 10 Norman Sec. 11 Blumenfeld Sec. 12 Heckman Sec. 14 Szalay Sec. 15 Ford Sec. 16 Drichko Sec. 17 Wyse Sec. 18 Vishniac Sec. 19 Neufeld Sec. 20 Turner Sec. 21 Blair Sec. 22 Robbins Sec. 23 Kaiser Sec. 24 Broholm Sec 25 Bianchi Sec. 26 Zakamska Sec. 27 Kaplan, David Sec. 28 Finkenthal Sec. 29 Leheny Sec. 31 Tchernyshyov Sec. 32 Bennett Sec. 33 Kaplan, Jared Sec. 34 Gritsan Sec. 35 Armitage Sec. 36 Maksimovic Sec. 37 Riess Sec. 38 Marriage Sec. 39 Menard Sec. 40 McQueen
Instructor(s): Staff.

AS.171.802. Independent Research-Graduate.
Sec. 03 - Swartz, Morris Sec. 04 - Chien, Chia-ling Sec. 05 - Kamionkowski Sec. 06 - Reich Sec. 07 - McCandliss Sec. 08 - Krolak Sec. 10 - Norman Sec. 11 - Blumenfeld Sec. 12 - Heckman Sec. 14 - Szalay Sec. 15 - Ford Sec. 16 - Drichko Sec. 17 - Wyse Sec. 18 - Vishniac Sec. 19 - Neufeld Sec. 20 - Turner Sec. 21 - Blair Sec. 22 - Robbins Sec. 23 - Kaiser Sec. 24 - Broholm Sec. 25 - Bianchi Sec. 26 - Zakamska Sec. 27 - Kaplan, David Sec. 28 - Finkenthal Sec. 29 - Leheny Sec. 31 - Tchernyshyov Sec. 32 - Bennett Sec. 33 - Kaplan, Jared Sec. 34 - Gritsan Sec. 35 - Armitage Sec. 36 - Maksimovic Sec. 37 - Riess Sec. 38 - Marriage Sec. 39 - Menard Sec. 40 - McQueen
Instructor(s): Staff.

AS.172.114. Introduction To Frontier Physics.
Explores modern experimental methods and theoretical ideas in physics.
Area: Natural Sciences.

This seminar exposes physics majors to a broad variety of contemporary experimental and theoretical issues in the field. Students read and discuss reviews from the current literature, and are expected to make an oral or written presentation. Recommended Course Background: AS.171.101-AS.171.102, AS.171.103-AS.171.104, or AS.171.105-AS.171.106.
Instructor(s): N. Drichko
Area: Natural Sciences.

AS.172.601. Department Colloquium.
Instructor(s): D. Reich; Staff.

First year graduate students only. Intended for beginning graduate students. Study of the methods and results of modern physics and other topics of interest. Each student will discuss some phase of the subject.
Instructor(s): D. Kaplan.

Intended for beginning graduate students. Study of the methods and results of modern physics and other topics of interest. Each student will discuss some phase of the subject. Graduate students only.
Instructor(s): Staff.

AS.172.633. Language Of Astrophysics.
Survey of the basic concepts, ideas, and areas of research in astrophysics, discussing general astrophysical topics while highlighting specialized terms often used compared to physics.
Instructor(s): D. Neufeld.

During the Spring 2015 Planets Life and the Universe Seminar, we will read and discuss classic papers and (later in the semester) frontier research on the fundamental issues concerning the origin of Life on our planet Earth and Exoplanets in general. The recent Kepler mission has now shown that are typical earth-like planets around every typical star in the Universe-- giving almost Avagadro’s number of earthlike planets in our Universe. The study of Life in the Universe consequently becomes an observational science. The intellectual framework underpinning these endeavors becomes one of the central intellectual issues of our age (possibly any age!). We will have relaxed and enjoyable discussions of these topics on Friday afternoons. At times mathematical and physics based fluency will be useful. Recommended Course Background: AS.171.333/AS.171.699 or AS.020.334/AS.020.616
Instructor(s): Staff.
Nonspecialized seminar in which second-year graduate students discuss subjects of general interest, supplementing the material of the standard courses and including recent advances in physics.
Instructor(s): M. Swartz.

Nonspecialized seminar in which second-year graduate students discuss subjects of general interest, supplementing the material of the standard courses and including recent advances in physics.

AS.172.722. Hot Topics in Astrophysics.
Instructor(s): C. Norman.

AS.172.731. CAS Research Seminar.
Instructor(s): S. McCandliss.

AS.172.732. CAS Research Seminar.
Instructor(s): S. McCandliss.

Instructor(s): Staff.

AS.172.751. Elementary Particle Physics Seminar.
Instructor(s): A. Gritsan.

AS.172.752. Elementary Particle Physics Seminar.
Instructor(s): P. Maksimovic.

AS.172.753. Advanced Particle Theory Seminar.
Instructor(s): J. Kaplan.

AS.172.754. Advanced Particle Theory Seminar.
Instructor(s): J. Kaplan.

Instructor(s): N. Armitage.

Instructor(s): N. Armitage.

AS.173.110. Introduction to Labview.
This is a first course in programming LabVIEW for students with no programming experience. LabVIEW is widely used in research and industry for interfacing computers to instrumentation for data acquisition, analysis, and control. The topics emphasized are basic programming structures and best practices for programming in the LabVIEW environment. Additional topics are the basic concepts of working with digital signals, data acquisition, and signal processing. Lectures are interspersed with activities on using programming structures and on interfacing with equipment. Students should bring a USB memory stick to class.
Instructor(s): S. Wonnell
Area: Engineering, Natural Sciences.

AS.173.111. General Physics Laboratory I.
Experiments are chosen from both physical and biological sciences and are designed to give students background in experimental techniques as well as to reinforce physical principles.
Instructor(s): C. Chien; J. Mumford
Area: Natural Sciences.

AS.173.112. General Physics Laboratory II.
Experiments are chosen from both physical and biological sciences and are designed to give students background in experimental techniques as well as to reinforce physical principles. Recommended Course Background: AS.173.111; Corequisite: AS.171.102 or AS.171.104 or AS.171.108
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): C. Chien; J. Mumford
Area: Natural Sciences.

AS.173.115. Classical Mechanics Laboratory.
Experiments chosen to complement the lecture course Classical Mechanics I, II AS.171.105-AS.171.106 and introduce students to experimental techniques and statistical analysis. Corequisite: AS.171.105.
Instructor(s): C. Chien
Area: Natural Sciences.

AS.173.116. Electricity and Magnetism Laboratory.
Experiments chosen to complement Electricity and Magnetism AS.171.106 and introduce students to experimental techniques and statistical analysis. Corequisite: AS.171.106.
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): C. Chien; J. Mumford
Area: Natural Sciences.

Students will learn key concepts of everyday physics through experimentation. They will design, build, and run experiments themselves. The course will be graded on participation and a graded final presentation.
Instructor(s): M. Valdivia Leiva
Area: Natural Sciences.

AS.173.308. Advanced Physics Laboratory.
A broad exposure to modern laboratory procedures such as holography, chaos, and atomic, molecular, and particle physics. Corequisite: AS.171.106.
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): T. Marriage
Area: Natural Sciences.

AS.173.311. Mentoring in General Physics Laboratory.
This course provides students who have taken General Physics I and II and General Physics Laboratory I and II with the opportunity to mentor new students in General Physics Laboratory I and II. Mentors collaborate with General Physics laboratory Teaching Assistants to interact with students to help them to complete laboratory assignments and to master the concepts of General Physics. Mentors must have a strong background in Physics. They are expected to interact with students during one three-hour laboratory section per week and to attend the associated TA training once per week. Permission of the instructor required. S/U only.
Prerequisites: AS.173.111 and AS.173.112
Instructor(s): C. Chien
Area: Natural Sciences.
AS.173.312. Mentoring in General Physics Laboratory.
This course provides students who have to take General Physics I and II and General Physics Laboratory I and II with the opportunity to mentor new students in General Physics Laboratory I and II. Mentors collaborate General Physics laboratory Teaching Assistants to interact with students to help them to complete laboratory assignments and to master the concepts of General Physics. Mentors must have a strong background in Physics. They are expected to interact with students during one three-hour laboratory section per week and to attend the associated TA training once per week. Permission of the instructor required. S/U only.
Prerequisites: AS.173.111 AND AS.173.112; Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): C. Chien
Area: Natural Sciences.

AS.173.608. Advanced Laboratory.
Experiments carried out on cosmic rays, X-ray scattering Mössbauer effect, atomic beams, and optical spectroscopy.
Instructor(s): T. Marriage.

Cross Listed Courses

Chemistry
The course is designed to provide the essential principles and concepts underlying the modern study of the structure and properties of solids in bulk crystals, thin films, and nanoscale objects. Topics include basic crystallography, structure determination by x-ray, neutron, and electron diffraction, fundamental concepts of bonding in solids, lattice dynamics, electronic band structure, magnetism, and strongly correlated electron behavior. Particular emphasis is placed on the impact of the structure, dimensionality, and electron count on electrical and magnetic properties (electric conduction, superconductivity, thermoelectricity, etc.). More course info available at <a href="http://occamy.chemistry.jhu.edu">http://occamy.chemistry.jhu.edu/</a>.
Cross-listed with Physics and Astronomy
Instructor(s): T. Mcqueen.

Applied Mathematics Statistics
This course explores common issues around computational analysis of massive data. We will learn about numerical inaccuracies in calculations, work with databases, and venture out into parallel computing (multi-threading and CUDA). Students will be introduced to streaming algorithms and elements of robust statistics.
Instructor(s): T. Budavari
Area: Natural Sciences, Quantitative and Mathematical Sciences.

EN.550.693. Turbulence Theory.
An advanced introduction to turbulence theory for graduate students in the physical sciences, engineering and mathematics. Both intuitive understanding and exact analysis of the fluid equations will be stressed. Students should have previous familiarity with fluid mechanics.
Instructor(s): G. Eyink.

Political Science
The programs of the Political Science Department are designed to help students attain a deeper understanding of politics and civic life in its various dimensions. The department encourages students to become sophisticated theoretically and to study politics in global and comparative perspective. We divide the curriculum into American Politics, Comparative Politics, Political Theory, and International Relations (and Law and Politics at the graduate level). Students are encouraged to develop expertise in several of these areas.

The department has 22 faculty members. The undergraduate program offers a broad range of courses about politics and government at local, state, national, and international levels. In addition to taking courses on the Homewood campus, students can do independent research under the guidance of a faculty mentor, take courses at the Nitze School of Advanced International Studies (SAIS) in Washington, D.C., and participate in the Aitchison Public Service Undergraduate Fellowship Program at the Johns Hopkins Washington Center.

Intellectual Orientation
In addition to our work within the traditional fields of Political Science, faculty research engages four clusters of activity that cut across the various subfields while speaking to core questions of politics: power and inequality, identities and allegiances, agency and structures, and borders and flows.

Power and Inequality
In many ways, political science is the study of power. This includes the wide array of rules, authority structures, and forms of violence at the local, national, transnational and international levels, as well as how the value, distribution, and accumulation of resources create conditions of security and insecurity among nation states, regions, economic classes, or populations.

Identities and Allegiances
A second cluster of research centers on questions of identity and the various allegiances and attachments organized around them. These include how racial, ethnic, gender, and sexual identities inform citizenship and nationalism, the organization of civil society, or the formation of social movements.

Agency and Structure
A third cross-cutting area of activity in the department explores questions of agency and structures. Agency includes entrepreneurship, innovation and creative action, and the agency of material things. Structures include formal and informal institutions, particularly the rules, roles, and regulations that guide human relations in the public, private, and non-profit worlds, among states and within them, at the global level and in local communities.

Borders and Flows
A fourth cluster examines borders and flows. Research in this area examines the movement of people, ideas, material objects, and natural forces across space and over time. A focus on borders and flows informs the study of territorial regimes, sovereignty, religious intensities, immigration and diasporas, globalizing capital, information, and ecological politics.

Political Science courses can contribute to two different majors:

Major in Political Science
The major in political science described below is designed for students interested in intensive study of the institutions, theory, and problems of politics, government and modern political culture.
Major in International Studies

The department contributes to an interdisciplinary program leading to B.A. or B.A./M.A. degrees in International Studies. This program and its requirements are described under International Studies (p. 433).

Requirements for the B.A. Degree

(See also Requirements for a Bachelor’s Degree (p. 20).)

The requirements for the political science major listed below apply to those students who entered the University in Fall 2014 and later. Students who entered prior to Fall 2014 should refer to the archived catalog (http://web.jhu.edu/registrar/catalog) based on their year of entry into the institution. All courses applied towards the major must be taken for a letter grade and only one letter-graded independent study of 3 credits may apply towards the major (unless honors thesis). All students may write a thesis, regardless of GPA, provided that it receives a grade of C or higher, including courses taken in the first semester of freshman year. A maximum of four courses may come from transfer credit and only one letter-graded independent study of 3 credits may apply towards the major (unless honors thesis). The Department of Political Science does not award credit for the Advanced Placement Exam in government.

Subfield Courses

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One 100- or 200-level course in American Politics (AP)</td>
<td>3</td>
</tr>
<tr>
<td>One 100- or 200-level course in Comparative Politics (CP)</td>
<td>3</td>
</tr>
<tr>
<td>One 100- or 200-level course in International Relations (IR)</td>
<td>3</td>
</tr>
<tr>
<td>One 100- or 200-level course in Political Theory (PT)</td>
<td>3</td>
</tr>
</tbody>
</table>

Writing Intensive Course

One 3-credit writing intensive course in political science. This course may overlap with one of the 12 required political science courses and KSAS writing requirement. The course may be at any level.

Political Science Elective Courses

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One political science course at any level</td>
<td>3</td>
</tr>
<tr>
<td>Seven political science courses at the 300- or 400-level</td>
<td>21</td>
</tr>
</tbody>
</table>

Cognate Courses

Four elective courses (at any level) selected from the following areas: history, history of art, history of science & technology, philosophy, anthropology, geography, economics, sociology, or psychology | 12 |

Honors Thesis Program

Seniors also have the opportunity to write a senior research thesis. To be eligible to write this thesis, seniors must have taken at least one (1) research-focused political science course (R) in their junior year (senior year with special permission). Once the student identifies a faculty sponsor who will supervise the project the students will enroll in a three credit independent study during the fall semester of their senior year. If at the end of the fall semester adequate progress has been made and the project warrants further work, the student must enroll in a three credit senior theses colloquium course.

Students who complete a senior thesis and have a final major GPA (including final semester grades) of 3.7 will be awarded departmental honors. All students may write a thesis, regardless of GPA, provided they have a detailed proposal approved by a faculty member at the beginning of the fall semester of their senior year.

All thesis-related courses apply to the total of twelve (12) political science courses required for graduation in the major.

For thesis requirements applicable to students who entered the university prior to Fall 2014, please contact the department.

Graduate Program

The preparation of the next generation of scholars in the field of political science is a key part of the Political Science Department faculty’s commitment to research and advancing the understanding of politics. The doctoral program reflects the distinctive strengths of the department’s cross-cutting intellectual orientations (encompassing the themes of power and inequality, identities and allegiances, agency and structure, and borders and flows), realized in faculty and Ph.D student research and teaching. The Johns Hopkins University Political Science Department is known for its strength in theory and in innovative and trans-disciplinary approaches to uncovering new knowledge, and the program of doctoral study draws on these strengths to provide rigorous training. Our program is designed for highly qualified, intellectually curious and creative graduate students who can benefit from learning from and contributing to this community of scholars. Doctoral students develop in-depth knowledge of a major field and a minor field (or two major fields), chosen from American Politics, Comparative Politics, International Relations, Law and Politics, and Political Theory. In addition, doctoral students may complete a certificate in Comparative Racial Politics. Students have opportunities to work closely with faculty and to pursue independent research, and faculty and doctoral students benefit from strong connections with colleagues in other social science and humanities disciplines and opportunities to collaborate with them.

The department and Krieger School of Arts and Sciences provide opportunities for developing teaching and other career-related skills. The Johns Hopkins University Homewood campus and Baltimore provide an attractive setting and vibrant neighborhood.

Admission

The department admits approximately 9 to 11 new graduate students each year, selecting them from the approximately 200 applications that it receives annually. The deadline for application for admission to graduate study and the award of financial assistance is January 15 (most years). Decisions are made exclusively in late February or early March and announced by March 15. A B.A., B.S., or their equivalent, and results of the Graduate Record Examination are required for application. Students whose native language is not English must take the TOEFL examinations or provide other evidence of fluency in English (such as a degree from an institution in which the language of instruction is English.) A broad background in the liberal arts and sciences is preferred. Further information can be found at http://grad.jhu.edu/apply/application-process/.

Financial Aid

The department ordinarily provides financial aid to all students admitted to the graduate program unless they hold fellowships from sources outside the university. Departmental fellowships cover full tuition and an annual stipend. Assuming satisfactory progress toward the Ph.D., students can normally expect to receive funding for five years. All students receiving financial aid are expected to serve as teaching assistants for one semester of each academic year.
Requirements for the Ph.D. Degree
The requirements for the Ph.D. are divided between those that must be satisfied by all candidates for that degree and those particular to the student’s major and minor fields.

Department-wide Requirements
All candidates for the Ph.D. must satisfy the following requirements:

Course Requirements
A minimum of 12 semester courses at the 600-level with a grade of B or better. At least 10 of these must be in the Krieger School’s Department of Political Science.

Foreign Language Requirement
All students must demonstrate successful completion of four semesters of college-level foreign language instruction or its equivalent, or pass a translation test administered by an appropriate faculty member. (This requirement is waived for foreign students who are native speakers of a language other than English.

Comprehensive Examination Requirement
Students are required, at a minimum, to take comprehensive exams in one major field and one minor field. Students may also elect to take two major exams or a major exam and two minor exams (one of which may be outside the Department of Political Science). Faculty in the field write and evaluate the exams and determine the format. Major field comprehensive exams take place over two days (8 hours per day); minor field exams take place over one day. The fields within the department are: American Politics, Law and Politics, Political Theory, Comparative Politics and International Relations.

Students choosing a second minor outside the Political Science Department must devise a coherent program of study in that discipline, in consultation with their Political Science faculty advisor and with faculty from the other department. Students choosing an external minor must complete a minimum of three courses at the 600 level in the external minor’s discipline, earning a grade of B or better. They must also pass a comprehensive examination prepared and evaluated in consultation with faculty of the Department of Political Science by the instructors in those courses.

Dissertation
The dissertation is the capstone of doctoral education, and it must be a substantial work of independent scholarship that contributes to knowledge in the student’s field of study. Preparation of the dissertation will be supervised and must be approved by two members of the faculty, at least one of whom (the dissertation director) must be a member of the Department of Political Science.

Defense
The final examination of the dissertation will take the form of a defense conducted under the rules of the Graduate Board of The Johns Hopkins University.

Field-specific requirements
Field-specific basic expectations, procedures, and requirements are stated below. These are implemented, interpreted, and adjusted in the light of the intellectual orientations and objectives of individual students. It is of great importance that students work closely with their advisors and with the faculty in their major and minor fields in constructing and pursuing their programs of study.

American Politics
Students majoring and minoring in American Politics will work with at least two faculty members to develop a plan of study that includes recommended course work and other preparation needed to pass a comprehensive exam. Students completing a major are expected to demonstrate a breadth of knowledge sufficient for framing a dissertation in the relevant disciplinary literature and teaching undergraduate courses in the field; students who pursue a minor may focus more narrowly on an area of study in which they demonstrate fluency. These may include, but are not limited to, the following areas of faculty interest:

- American Political Institutions (Congress, Courts, and the Executive)
- Urban Politics
- American Political Development
- Race and Politics
- Political Behavior and Public Opinion
- Public Policy
- American Political Thought
- Political Parties and Elections

In addition, students majoring in the field are strongly encouraged to take AS.190.602 Introduction to Quantitative Political Science as part of their course of study.

Comparative Politics
All students majoring and minoring in this Comparative Politics will become conversant with major substantive and methodological debates in the field, and be able to comment on the key theoretical literature in several of those debates. They will normally also develop knowledge of at least one world region. Students majoring or minoring in Comparative Politics are required to take AS.190.625 Theories of Comparative Politics and at least one seminar in quantitative or qualitative methods. We expect all students to master the material covered in these courses, as well as others with more specialized topics.

Students will take a comprehensive exam that will test their ability to engage with several areas of theoretical debate in Comparative Politics, and their ability to use comparative examples to support their arguments. Students may focus on (but are not limited to):

- Civil Society
- Institutional Theories
- Transnational Relations, Social Movements, and Contentious Politics
- Political Parties, Interest Groups, Representation, and Political Behavior
- Comparative Political Economy
- Comparative Racial Politics, Nationalism, and Migration and Citizenship
- The Political Economy of Development
- Economic and Political Transitions
- Ideas and Politics

Within the spirit of this division of the overall field, students may propose alternative delineations of thematic subfields.
Students working in specific thematic and substantive subfields within Comparative Politics will be required to demonstrate competence in methodologies and bodies of theory judged by the faculty to be necessary for quality research and teaching in those subfields.

International Relations
All students majoring or minoring in International Relations will be required to be conversant with the major theoretical, substantive, and methodological themes and debates of the field. It is strongly recommended that students take As 190.676 Field Survey of International Relations and a methods course. Students majoring in International Relations will take an examination covering two subfields. The first subfield must be International Politics. The other subfield is to be determined in consultation with faculty teaching International Relations. Choices include but are not restricted to:

- International Law and Diplomacy
- International Relations Theory
- International Security Studies
- Global Political Economy

Students minoring in International Relations will take a comprehensive examination in International Politics.

Political Theory
Students majoring in Political Theory will take a comprehensive examination covering the following two subfields:

- Contemporary Political Theory
- History of Political Thought

Each student preparing for a major comprehensive exam will propose six or seven thinkers in the history of thought, six or seven recent or contemporary thinkers, and three or four issue areas. Examination questions are composed in light of the theorists and issues articulated in the exam prospectus.

The minor comprehensive exam in political theory asks the student to select half the number of thinkers required for the major exam and three issue areas.

Preparation for these examinations will be arranged in consultation with relevant faculty.

Students majoring in political theory will also take at least one minor field from American Politics, Law and Politics, Comparative Politics, or International Relations.

Law and Politics
Law and Politics focuses on American constitutional thought, judicial politics, law and society, and philosophy of law and jurisprudence. Students learn not only about the history and context of American constitutional developments but also about the operation of the judicial branch of government in the past and the present, how courts and judges do their work, and how that work has changed. In addition, students explore how legislation as well as course decisions reflect and influence groups, and professional networks help to shape law’s content and implementation. Students may major or minor in Law and Politics. In either case, students work closely with at least two members of the faculty to develop a plan of study regarding coursework and additional reading to prepare them for comprehensive exams. Majors are expected to demonstrate a breadth of knowledge in the field sufficient for framing a dissertation and for teaching undergraduate courses; minors may focus more narrowly on a particular area of study.

Certificate in Comparative Racial Politics
The graduate certificate program in Comparative Racial Politics is designed to help train graduate students who are developing empirically based and/or theoretically informed scholarship on citizenship, racism and immigration in contemporary societies, whether in a single national society or cross-spatially. There are two required courses: Comparative Racial Politics, and Qualitative Methods. In addition the student must take two electives from this (preliminary) list:

- Nationalism
- Comparative Citizenship and Immigration
- Politics
- Topics in Black Political Thought
- Race and Political Theory
- Civil Society
- States, Regimes and Governmentality
- American Political Development
- Political Economy of Development

Progress Toward the Ph.D.
The time necessary to obtain a Ph.D. in the department varies according to the preparation individual students bring to the program, the scope and complexity of their dissertation topics, and other factors. Students are required to make satisfactory progress, meaning that they must work toward fulfilling the requirements in a timely manner. Students are encouraged to satisfy the department’s foreign language requirement by the time of their first comprehensive exam. Most students take their comprehensive examinations in the third year in the program. Students who have completed all requirements except the dissertation must work to complete their dissertations as quickly as is reasonable given the unique circumstances of their course of study, and they must periodically demonstrate progress on the dissertation.

The Master of Arts degree is offered only to students who have been admitted into the Ph.D. program. For the M.A., the student must complete at least seven one-semester courses at the 600-level with a grade of B or better, and demonstrate an effective reading knowledge of one approved foreign language.

For current faculty and contact information go to http://politics.jhu.edu/directory/

Faculty
Chair
Adam Sheingate
American Politics, Comparative Politics

Professors
Jane Bennett
Political theory, American political thought, ecophilosophy.

William E. Connolly
Krieger-Eisenhower Professor: political theory, international relations.

Steven R. David
Professor and Vice Dean for Undergraduate Education: international relations, security studies, comparative politics.

Benjamin Ginsberg
David Bernstein Professor and Director of the Washington Center for the Study of Government: American government and politics, political development.

Michael Hanchard
SOBA Presidential Professor and co-director of the Racism, Immigration and Citizenship Program: comparative politics, political theory.

Richard Katz
Comparative Politics (parties, elections, European politics), American Politics

Margaret E. Keck
Comparative politics, international relations (Latin American politics, the environment, social movements).

Renée Marlin-Bennett
International relations, political economy of information.

Kellee S. Tsai
Professor and Vice Dean for Humanities, Social Sciences, and Graduate Programs: comparative politics, political economy of development, Chinese politics, international political economy.

Associate Professors
Samuel Chambers
Political theory, feminist and queer theory, cultural politics.

Erin Chung
Charles D. Miller Associate Professor of East Asian Politics and co-director of the Racism, Immigration and Citizenship Program: comparative politics, East Asian politics, international migration, comparative racial politics.

Jennifer L. Culbert
Political theory, jurisprudence.

Daniel H. Deudney
International relations, political theory.

Nicolas Jabko
Comparative politics, international political economy, European politics.

Adam Sheingate
American politics, comparative politics.

Lester Spence
Black politics, race and politics, urban politics, American political behavior and public opinion.

Steven Teles
Social policy, law and public policy, political analysis.

Assistant Professors
Bentley Allan
International relations, science and politics, global governance, global environmental politics.

P.J. Brendese
Political theory, comparative political thought, race and politics.

Sebastian Mazzuca
Political Economy, Comparative Politics, Latin American Politics and Economy

Daniel Schlozman
American politics, political parties, and the welfare state.

Sebastian Schmidt
International Relations, Security Studies

Emily Zackin
Constitutional law, American politics.

Professors Emeriti
Joseph Cooper
Legislative politics, executive-legislative relations, institutional theory.

Matthew A. Crenson
Urban government, American political development.

Richard E. Flathman
Professor Emeritus and George Armstrong Kelly Professor: political theory, legal philosophy.

Joel B. Grossman
Constitutional law, law and politics, American politics.

Adjunct Faculty
Robert Freedman
Arab-Israeli politics and Russian politics.

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

AS.190.101. Introduction to American Politics.
This course examines the ideals and operation of the American political system. It seeks to understand how our institutions and politics work, why they work as they do, and what the consequences are for representative government in the United States. Emphasis is placed on the federal government and its electoral, legislative, and executive structures and processes. As useful and appropriate, attention is also given to the federal courts and to the role of the states. The purpose of the course is to understand and confront the character and problems of modern government in the United States in a highly polarized and plebiscitary era.
Instructor(s): B. Ginsberg
Area: Social and Behavioral Sciences.

AS.190.102. Introduction To Comparative Politics.
To understand politics, the sound bites of the modern media take us only so far. In this course, we will take a step back and implement an intellectually rigorous method. Scholars of comparative politics use the method of comparison in order to illuminate important political phenomena of our times. Following this method, we will embark on a scholarly tour of the world and compare the politics of various countries. We will also trace these politics back to their historical sources. We will work from the assumption that there is something to be gained from such comparisons across space and time.
Instructor(s): N. Jabko
Area: Social and Behavioral Sciences.
AS.190.104. International Politics.
Intensive analysis of major approaches to international politics (realism, liberalism, Marxism). Topics include: anarchy, geopolitics, states, nations, balance of power, hegemony, empire, democratic peace, regimes, nuclear weapons, European Union.
Instructor(s): D. Deudney
Area: Social and Behavioral Sciences.

This seminar deals with questions pertaining to the formation of modern German nationalism and national identity through the perspective of German politics and history. This case study focused seminar will provide students with a framework to research wider questions on nationalism and political identity. Freshmen Only.
Instructor(s): F. Bauwens
Area: Humanities, Social and Behavioral Sciences.

AS.190.106. International Relations in East Asia.
International Relations Theory as a discipline emerged out of Western political and social thought on how global coexistence and governance ought to be as--thus the discipline tends to privilege the Western experience and seek to apply Western categories to non-Western regions of the world. Through examining the history of Asia’s encounter with the West in the reconfiguration of international relations in East Asia (through the influence of Western expansion into Asia as well as the impact of Japan’s Westernization effort) this course emphasizes the need for a plural, open and critical thinking of how we theorize global politics so as to cultivate an appreciation of multiplicity of experiences including that of the non-West. Freshmen Only.
Instructor(s): H. Koyama
Area: Social and Behavioral Sciences.

AS.190.107. Socrates and Political Subjectivity.
This course will analyze the political subjectivity of Socrates using three rhetorical positions: Buffoon, Judge, and Sage. Students will analyze the Socratic habitation of these roles and discern their political content by reading and analyzing Socratic dialogues, and by comparing the character of Socrates with the contemporary political figures of the Dalai Lama, Malcolm X and Stephen Colbert. Readings include Plato’s Apology, Crito, selections from Plato’s Gorgias and Xenophon’s Memorabilia, speeches given by the the Dalai Lama and Malcolm X, and interviews with Stephen Colbert.
Area: Humanities, Social and Behavioral Sciences.

AS.190.108. Freshmen Seminar: The Human Condition.
This freshman seminar will focus on reading just one book, The Human Condition, by Hannah Arendt. Such a narrow focus is justified by the breadth of topics the book itself discusses and the influence these various discussions have had on modern political thought. Among the various topics that will be studied and talked about are the meaning of the distinctions Arendt makes between “public,” “private,” and “social,” as well as between “labor,” “work,” and “action.” In the course of their studies, students will be challenged to think about the relation of philosophy to politics, the significance of the scientific revolution for public life, the character of contemporary society, and what it means to be “free.” Also, by focusing on just one book, students will have the opportunity to learn how to do the kind of close reading and textual analysis success in college requires. In addition to reading assignments, students will be required to write four short papers.
Instructor(s): J. Culbert
Area: Social and Behavioral Sciences.

This course examines some of the central ideas and institutions that have transformed politics in the contemporary world through the lens of East Asia, focusing on Japan, South Korea, Taiwan, and China. We analyze two enduring themes of classic and contemporary scholarship in comparative politics: development and democracy. The purpose is to introduce students to the various schools of thought within comparative politics as well as to the central debates concerning East Asian politics.
Instructor(s): E. Chung
Area: Social and Behavioral Sciences.

AS.190.110. American Politics in Film.
This class uses film to explore a central question in American politics: what is the relationship between the public and those who endeavor to represent them? Over the course of several weeks, we will address this question by viewing Mr. Smith Goes to Washington, A Face in the Crowd, The Candidate, Wag the Dog, and The Ides of March. We will use these films to discuss how political institutions, the media, and money shape our politics. We will also consider how the representation of politics in film has changed over time.
Instructor(s): A. Sheingate
Area: Social and Behavioral Sciences.

Exploration of how international and domestic political processes shape and are shaped by water - its availability, its trajectory, and its quality. Students will learn to use different research methods and writing strategies. Class will involve seminar discussions and fieldtrips to sites in and around the Baltimore area, some carried out jointly with Anthropology.
Instructor(s): M. Keck
Area: Social and Behavioral Sciences.

When Thomas Piketty published _Capital in the Twenty-First Century_ last spring, he made the rounds on talk shows just like a movie star with a new film out, or a rock star with an album about to drop. How is such an “event” possible, and what does it tell us about the book’s subject, capital? This class explores the questions Piketty’s book raises: What is capital? How does it come about, how does it function, and what are its effects?
Instructor(s): S. Chambers
Area: Humanities, Social and Behavioral Sciences.

AS.190.206. Global Environmental Politics.
This course will combine empirical, theoretical, and moral perspectives to explain and understand global environmental problems such as climate change and worldwide biodiversity decline. In the first part of the course, we will examine the central social, economic, and political causes of ecological problems. In the second part, we will analyze proposed solutions to these problems at the local, national, and global levels.
Instructor(s): B. Allan
Area: Social and Behavioral Sciences.

AS.190.207. Political Freedom, Race and Resistance.
This course examines core questions about the relationship between political power and political freedom. A critical investigation of how resistance to racial inequality has been expressed in political theory and political practice will illuminate and contest the limits and possibilities for political freedom today.
Instructor(s): P. Brendese
Area: Social and Behavioral Sciences.
This course will provide a critical examination of the role of music in political and social change. We will be especially concerned with the correspondences between musical innovations and their capacities to inspire and shape social movements as their capacity to address to the politics of race and sexuality, radical democratic resistance, etc. We will also explore how music is utilized to advance agendas that are anti-democratic, such as the transnational spread of white supremacist groups, the glorification of violence, and exclusionary nationalism.
Instructor(s): P. Brendese
Area: Humanities, Social and Behavioral Sciences.

AS.190.209. Contemporary International Politics.
An introduction to international politics. Emphasis will be on continuity and change in international politics and the causes of war and peace. The first half of the course will focus on events prior to the end of the Cold War, including the Peloponnesian War, the European balance of power, imperialism, the origins and consequences of WWI and WWII, and the Cold War. The second half will focus on international politics since 1990, including globalization, whether democracies produce peace, the impact of weapons of mass destruction, terrorism, and the prospects for peace in the 21st century. Theories of realism and liberalism will also be considered.
Instructor(s): S. David
Area: Social and Behavioral Sciences.

An introduction to legislative politics and policymaking in the US, and their place in the political system. Special attention to issues of representation, and the consequences of institutional design.
Instructor(s): D. Schlozman
Area: Social and Behavioral Sciences.

AS.190.211. Intro Political Econ I.
This historically oriented course examines the politics of “the economy” through an examination of the major contributions to the “political” study of the economy from the 17th century to the present.
Prerequisites: Students who are taking or have taken AS.190.216 are not eligible to register for AS.190.211.
Instructor(s): I. Kamola
Area: Social and Behavioral Sciences.

AS.190.213. International Politics.
Intensive analysis of major approaches to international politics (realism, liberalism, Marxism). Topics include: anarchy, geopolitics, states, nations, balance of power, hegemony, empire, democratic peace, regimes, nuclear weapons, European Union. (IR)
Instructor(s): D. Deudney
Area: Social and Behavioral Sciences.

AS.190.216. Global Political Economy.
This lecture course explores the governance of the global economy, focusing on rules and institutions affecting global trade and finance, development, the environment, production, and resources.
Prerequisites: Students who are taking or have taken AS.190.211 or AS.190.235 are not eligible to register for AS.190.216.
Instructor(s): R. Marlin-Bennett
Area: Social and Behavioral Sciences.

AS.190.220. Global Security Politics.
Contemporary and emerging technologies of nuclear (weapons, terrorism, energy) outer space (missiles, missile defense, asteroids), biosecurity (bioweapons, pandemics, terrorism) and cyber (war, spying, surveillance) and implications for security, international politics, arms control, and political freedom.
Instructor(s): D. Deudney
Area: Social and Behavioral Sciences.

AS.190.225. Introduction to International Studies.
Instructor(s): S. Grovogui
Area: Social and Behavioral Sciences.

Global problems like poverty, financial instability, human rights abuses, and climate change threaten both international order and human well-being. In the absence of a world state, these problems must be addressed by an increasingly complex, transnational network of organizations and social groups. First, we will aim to understand and explain how global problems are governed through detailed case studies of International Organizations and Non-Governmental Organizations such as the United Nations, World Bank, Intergovernmental Panel on Climate Change, Amnesty International and more. Second, we will critically evaluate the successes and failures of these organizations and explore the possibilities for improving democratic governance at the global level.
Instructor(s): B. Allan
Area: Social and Behavioral Sciences.

AS.190.227. U.S. Foreign Policy.
This course will provide analysis of US foreign policy with a focus on the interests, institutions, and ideas underpinning its development. While the course will offer a broader survey, the emphasis will be on important developments during the Cold War, such as the articulation of containment strategies and nuclear deterrence, and the analysis of contemporary foreign policy questions, including the problems of terrorism and failed states. In addition to security issues, attention will also be paid to significant developments in international trade policy.
Instructor(s): S. Schmidt
Area: Social and Behavioral Sciences.

AS.190.228. The American Presidency.
This course is an introduction to the study of the presidency. It assumes a basic understanding of the American political system as provided in a course such as Introduction to American Politics or its equivalent. We explore the evolution of the modern presidency, how contemporary presidents operate in the political system, and the sources of successful presidential leadership.
Instructor(s): A. Sheingate
Area: Social and Behavioral Sciences.

AS.190.230. Introduction to the European Union.
This lecture course introduces students to the European Union (EU) by examining the history and institutions in order to understand the EU’s policies, strengths and weaknesses. Requires extensive reading, midterm, final.
Prerequisites: Students who have taken AS.180.233 are not eligible to register.
Instructor(s): A. McCartney
Area: Social and Behavioral Sciences.
AS.190.235. Introduction to International Political Economy.
Focusing on the politics of international economic relations, this course examines how political economics differs from "regular" economics. Alternative analytical and theoretical perspectives are examined. Requires extensive reading, mid-term, final.
Prerequisites: AS.180.101 and AS.180.102; Students who have taken 190.301 (Global Political Economy) are ineligible to register for this class.
Area: Social and Behavioral Sciences.

AS.190.265. Comparative Political Behavior.
An introduction to the study of political behavior, emphasizing electoral behavior in democratic countries.
Instructor(s): R. Katz
Area: Social and Behavioral Sciences.

AS.190.266. Religion, Economics and Terror.
This course will engage a series of questions about how religion and fear are used as tools of political power that shape human values and desires in an age of neoliberal capitalism.
Instructor(s): P. Brendese
Area: Social and Behavioral Sciences.

AS.190.280. Political Persuasion.
An introduction to Euro-American political thought, with a focus on the role of language, rhetoric, and Eros within politics. Texts by Plato, Machiavelli, Hobbes, Walt Whitman, and Emma Goldman.
Instructor(s): J. Bennett
Area: Social and Behavioral Sciences.

AS.190.281. Virtue, Labor, and Power (Classics of Political Thought II).
This is not a class in the history of political thought. Instead, it is an opportunity for a selective, circumscribed, but very focused engagement with some of the most powerful and provocative texts in that history. We will read selections from six thinkers (Socrates, Machiavelli, Locke, Marx, Nietzsche, and Foucault), focusing on three themes (Virtue, Labor, and Power). These texts have all profoundly shaped the way we think about politics, and they are texts that resonate with our own political problems today.
Instructor(s): S. Chambers
Area: Social and Behavioral Sciences.

AS.190.282. Authority and Liberty (Classics of Political Thought III).
Beginning with Plato, and using Nietzsche's history of metaphysics as a guide, this course serves as an introduction to Euro-American political thought by analyzing the philosophical foundations of political authority. In addition to works by Plato and Nietzsche, readings will include works by Kant, Mill, Hart, and Foucault.
Instructor(s): J. Culbert
Area: Social and Behavioral Sciences.

AS.190.283. The Politics of Memory (Classics of Political Thought IV).
Was George Orwell right that those who control the past control the future—and those who control the present control the past? This is a course on the politics of memory: how political power shapes what is available to be remembered, the timing, spaces, and occasions of commemoration, and who is permitted to invoke (or disavow) the past. We will engage a range of highly contested works of ancient, modern and contemporary political theory to investigate how the past might haunt present day politics through memories that are conscious and unconscious. The themes we will take up include: the correspondence between memory and freedom; whether we ever be free given that we are creatures endowed with memory, whether it is sometimes politically necessary (or even possible) for people to forget, and what politics of memory emboldens, or threats, democracy. There are no prerequisites for this course.
Instructor(s): P. Brendese
Area: Social and Behavioral Sciences.

AS.190.300. Class Politics.
Instructor(s): L. Spence
Area: Social and Behavioral Sciences.

AS.190.301. Global Political Economy.
Examines the intersection of politics and economics in global affairs. Focuses on theoretical approaches to global political economy; institutions of governance of the global political economy; flows of goods, services, capital, and information; and transborder problems.
Recommended Course Background: AS.190.209
Prerequisites: Not open if you have previously taken AS.190.216.
Instructor(s): R. Marlin-Bennett
Area: Social and Behavioral Sciences.

AS.190.302. How to be a Capitalist.
Everyone usually assumes that they know what capitalism is and how it works. Yet some of us often make very poor choices given the framework of a capitalist system, and many of us continually express shock and outrage over outcomes and results that are perfectly reasonable (and to be expected) given the operation of capitalism.
This advanced seminar will engage with readings in political theory and political economy that explore the fundamental logic of capitalism. Previous course in Political Theory or Instructor's Permission.
Instructor(s): S. Chambers
Area: Social and Behavioral Sciences.

AS.190.303. The Cultural Politics of Television.
Instructor(s): S. Chambers
Area: Social and Behavioral Sciences.

AS.190.304. Constructivism: How Ideas Shape International Relations.
In this course we will explore the power of culture, symbols, and values in global politics. We will achieve a deep understanding of constructivist theories by way of their important contributions to the study of historical change, war and peace, ethnic and religious conflict, international economics, human rights, environmental politics, and global justice movements.
Instructor(s): B. Allan
Area: Social and Behavioral Sciences.
AS.190.306. The Political Economy of European Union.
The existence of the European Union has come to profoundly shape the governance of Europe’s national economies. In the context of a rapidly changing global economy, the EU has helped its member states to modernize their economies. At the same time, the EU has become the locus of important problems and tensions, as the eurozone crisis vividly illustrates. Going back to the foundation of the European Union, this course will survey developments in the political economy of the EU and put them in a theoretical perspective.
Instructor(s): N. Jabko
Area: Social and Behavioral Sciences.

AS.190.307. Race, Politics and Literature.
Instructor(s): P. Brendese
Area: Social and Behavioral Sciences.

The course will cover three topics: 1) The conceptualization of political regime, democracy and authoritarianism. We will also consider neighboring concepts of other macro-political structures—government, state, and administration—in order to be able to demarcate what is distinctive about the study of political regimes. 2) The characterization of political regimes in most Western and some non-Western countries, in history and today. We will centrally focus on the so-called “Waves of Democratization,” but we will also consider stories with less happy outcomes, that is, processes that led to the breakdown of democracies and the installation of repressive dictatorships. 3) The explanation(s) of the stability and change of political regimes around the world.
Theoretical accounts of regime change come in many flavors—emphasis on economic versus political causes, focus on agents and choices versus structures and constraints, international versus domestic factors, among others. We will consider most of them.
Instructor(s): S. Mazzuca
Area: Social and Behavioral Sciences.

AS.190.310. The Political Economy of Order and Prosperity.
The course offers an introduction to the relation between politics and economics in the long run by focusing on the interaction between order and prosperity. A central topic is the effects of macro-political institutions, like types of regime and state, on the capacity of societies to generate wealth and redistribute it. The course will also examine the political impact of economic performance across countries, for instance: how do economic booms and recessions affect democratic governance? The course provides the essential conceptual and theoretical tools for the analysis of political economy processes and outcomes.
Instructor(s): S. Mazzuca
Area: Social and Behavioral Sciences.

AS.190.311. Disposable People: Race, Immigration and Biopolitics.
This course will explore theories and practices of race and immigration in order to illuminate the proliferation of populations regarded as disposable in contemporary politics. We will pay special attention to the contestable criteria used to determine eligibility for membership in the human race. We shall also examine how political power influences the relays between citizenship status and those whose lives are worthy of protection, and those who should be allowed to die.
Instructor(s): P. Brendese
Area: Social and Behavioral Sciences.

AS.190.313. Dreams of America.
An exploration of recurrent themes and aspirations in American political thought, focused around three (interconnected) versions of the American dream: Tabula Rasa, Upward Mobility, and Landed Independence.
Instructor(s): J. Bennett
Area: Social and Behavioral Sciences.

AS.190.315. Asian American Politics.
This course examines issues of political identity, political incorporation, and political participation of Asian Americans. Themes include Asian American panethnicity, the struggle for immigration and citizenship, Asian American electoral politics, political activism and resistance since the 1960s, and the impact of Asian Americans on the politics of race and ethnicity in the United States.
Instructor(s): E. Chung
Area: Social and Behavioral Sciences.

AS.190.320. Politics Of East Asia.
Examines some of the central ideas and institutions that have transformed politics in the contemporary world through the lens of East Asia, focusing on Japan, South Korea, Taiwan, and China. Topics include state-society relations, late development, nationalism, democratization, political culture, social movements, and globalization.
Instructor(s): E. Chung
Area: Social and Behavioral Sciences.

AS.190.323. Introduction to International Law.
A limited survey of international law, its sources, and uses in international relations. It has five basic aims: 1) to explore the place, origins and changing contexts of international law and its instrumentality in international life; 2) to examine the sources of personalities and institutions that influence its development; 3) to survey select international legal dispositions concerning the peaceful resolutions of conflict and the immunities that apply to certain legal subjects; 4) to examine the immunities that apply to certain legal subjects; 5) to examine differing views on the future of international law in light of recent events.
Instructor(s): S. Grovogui
Area: Social and Behavioral Sciences.

AS.190.326. Democracy And Elections.
An examination of most aspects of democratic elections with the exception of the behavior of voters. Topics include the impact of various electoral systems and administrative reforms on the outcome of elections, standards for evaluations of electoral systems, and the impact of the Arrow problem on normative theories of democratic elections.
Instructor(s): R. Katz
Area: Social and Behavioral Sciences.

AS.190.327. Global and Local Politics of Information.
Considers global and comparative politics of information, information technologies, and the Internet. Examines governance of information (ownership of information, rights to information, privacy) and governance of information technologies (domain names, social media websites, etc.). Students who previously took AS.190.327 Politics of Information may not take this course.
Instructor(s): R. Marlin-Bennett
Area: Social and Behavioral Sciences.
This course examines the impact of weapons of mass destruction on international politics with an emphasis on security issues. The first half of the course focuses on the history of nuclear weapons development during the Cold War and theories of deterrence. The second half of the class considers contemporary issues including terrorism, chemical and biological weapons, ballistic missile defense and proliferation. Requirements include a midterm, final and a ten page paper.
Instructor(s): S. David
Area: Social and Behavioral Sciences.

This course introduces students to the major debates and issues of postwar Japanese politics. Topics include nationalism, electoral politics, civil society, and immigration.
Instructor(s): E. Chung
Area: Social and Behavioral Sciences.

AS.190.331. Comparative Racial Politics.
Students will learn to utilize qualitative, interpretive methods of comparative politics to examine dynamics of racial and/or ethnic politics in the nation-states of Cuba, Brazil, Britain and France, Germany, and the United States. Readings will emphasize the role of the state, political economy, national culture, racist ideologies and anti-racist politics in the formation, maintenance and transformation of conditions of race-based inequalities. Students will also become familiar with theories and concepts of race and ethnicity, and the histories of social movements in the aforementioned societies founded, in part, on racial and/or ethnic identification as a response to inequality. Formerly titled: Race and Racism in Comparative Perspective.
Instructor(s): M. Hanchard
Area: Social and Behavioral Sciences.

An exploration of free speech, privacy, and equality issues through readings, discussion, and student research.
Instructor(s): J. Grossman
Area: Social and Behavioral Sciences.

AS.190.333. American Constitutional Law.
This course covers enduring debates about the way the Constitution has structured the U.S. government and about which powers the Constitution assigns to the federal government and to the states. We will examine these debates in the context of American political history and thought by studying the writings of prominent participants, and landmark Supreme Court cases.
Instructor(s): E. Zackin
Area: Social and Behavioral Sciences.

AS.190.334. Constitutional Law.
The second semester of a two semester course. Topics include executive and emergency power, racial and gender equality, and selected free speech and religious freedom issues.
Prerequisites: AS.190.333
Instructor(s): E. Zackin
Area: Social and Behavioral Sciences.

AS.190.335. Imagining Borders.
What is a border and why do borders matter in global politics. What do borders mean under conditions of globalization? An examination of the politics of borders, transborder flows, and networks within and across borders. The readings which come from political science and other disciplines, will include theoretical and case-specific works.
Instructor(s): R. Marlin-Bennett
Area: Social and Behavioral Sciences.

AS.190.337. The Constitution and the Criminal Justice System.
Explores how the Constitution has shaped the theory and practice of the American criminal justice system, including arrests, searches and seizure of evidence, interrogation, prosecution, adjudication and plea bargaining, and sentencing. What is a “fair trial?” What is “due process?” What is “equality before the law?” “What are the limits of capital punishment?
Instructor(s): L. Foley
Area: Social and Behavioral Sciences.

Recommended Course Background: AS.190.214
Instructor(s): L. Spence
Area: Social and Behavioral Sciences.

AS.190.340. Black Politics I.
This course is a survey of the bases and substance of politics among black Americans and the relation of black politics to the American political system up to the end of Jim Crow. The intention is both to provide a general sense of pertinent issues and relations over this period as a way of helping to make sense of the present and to develop criteria for evaluating political scientists’ and others’ claims regarding the status and characteristics of black American political activity.
Instructor(s): L. Spence
Area: Social and Behavioral Sciences.

AS.190.341. Korean Politics.
This course introduces students to the historical and institutional foundations of modern South Korean politics. Topics include nationalism, political economic development, civil society, globalization, and ROK-DPRK relations. (CP)
Instructor(s): E. Chung
Area: Social and Behavioral Sciences.

AS.190.342. Black Politics II.
Recommended Course Background: AS.190.340.
Instructor(s): L. Spence
Area: Social and Behavioral Sciences.

AS.190.343. Nationalism.
Despite the clamor over globalization and regionalization in the contemporary world, nationalism remains a central preoccupation for both political actors and students of politics. Though motivated by questions resonant within the discipline of political science (and the field of comparative politics in particular), this course is designed to familiarize students with key texts and debates in the literatures on nationalism in political science, sociology, history and anthropology. The objective of this course is to provide students with a comprehensive overview of major themes, scholarly approaches and forms of nationalist mobilization in national and cross-spatial perspective. Some of the questions to be addressed in this course are a) what are the roots and routes of nationalism? b) who are nationalist political actors, and where do they come from? c) what is nationalism’s relation to race, racism and ethnicity d) what is the relationship between various forms of nationalism and contemporary considerations of regionalism and globalization?
Instructor(s): M. Hanchard
Area: Social and Behavioral Sciences.
**AS.190.344. Seminar In Anti-Semitism.**

Jews exercise a good deal of power in contemporary America. They are prominent in a number of key industries, play important roles in the political process, and hold many major national offices. For example, though Jews constitute barely two percent of America's citizens, about one-third of the nation's wealthiest 400 individuals are Jewish and more than ten percent of the seats in the U.S. Congress are held by Jews. One recent book declared that, “From the Vatican to the Kremlin, from the White House to Capitol Hill, the world's movers and shakers view American Jewry as a force to be reckoned with.” Of course, Jews have risen to power in many times and places ranging from the medieval Muslim world and early modern Spain through Germany and the Soviet Union in the 20th century. In nearly every prior instance, though, Jewish power proved to be evanescent. No sooner had the Jews become “a force to be reckoned with” than they found themselves banished to the political margins, forced into exile or worse. Though it may rise to a great height, the power of the Jews seems ultimately to rest on a rather insecure foundation. Cross-listed with Jewish Studies.
Instructor(s): B. Ginsberg
Area: Social and Behavioral Sciences.

**AS.190.354. Politics of Health Policy.**

Traces the evolution of the American Health care system, emphasis on the political forces that shape public and private provision of health care in the United States.
Instructor(s): P. Longman
Area: Social and Behavioral Sciences.

**AS.190.360. Power and Democracy in the American City.**

How do race and class intersect to shape how democracy works in American cities? In this innovative course students will learn about urban citizenship, authority, and activism using Baltimore as a case. The class, co-taught with Baltimore organizers, will use a community based learning approach.
Instructor(s): L. Spence
Area: Social and Behavioral Sciences.

**AS.190.361. Political Structures of Europe.**

This course offers students a theoretical framework to analyze political structures of liberal democracies, and provides an analysis of the politics and political structures of individual European states. The course will survey the most important aspects of the legislative, executive, and judicial institutions and will relate this specifically to a large number of European case-studies (including Germany, Britain, France, the Low Countries, Scandinavia, Italy, Ireland, Spain, Portugal, Greece and more.)
Instructor(s): F. Bauwens
Area: Humanities, Social and Behavioral Sciences.

**AS.190.365. Black Politics: Black Lives Matter.**

Over the past two years the #blacklivesmatter movement has transformed the discussion about policing in American cities. In this course we will examine the broad movement against police brutality through the lens of black politics.
Instructor(s): L. Spence
Area: Social and Behavioral Sciences.

**AS.190.368. Pluralism.**

This seminar will explore the theory and politics of pluralism: from European debates over religious tolerance to American debates over constitutional founding; from liberal political philosophy to radical democracy. Authors may include Bentley, Dahl, Locke, Madison, Ranciere, Rawls, Young. Recommended Course Background: Previous course in political theory or permission of instructor.
Instructor(s): S. Chambers
Area: Social and Behavioral Sciences.

**AS.190.380. The American Welfare State.**

This course analyzes the distinctive US welfare state in historical and comparative perspective. We begin with a survey of the policy context, an historical overview from the poorhouses through the Great Society, and a tour of welfare states across the rich democracies. We then survey developments - and explain the actual workings of policy - across jobs, education, welfare, pensions, and health care. We explore the institutional and political factors behind their divergent trajectories through conservative revival and the age of Obama. Students will write a seminar paper exploring policy development over time in a program or area of their choosing. Enrollment restricted to Social Policy minors only.
Prerequisites: AS.360.380
Instructor(s): D. Schlozman
Area: Social and Behavioral Sciences.

**AS.190.381. Global Environmental Politics.**

Instructor(s): B. Allan
Area: Social and Behavioral Sciences.

**AS.190.383. Baltimore Food System Research.**

This course examines the political, social, and economic aspects of the Baltimore food system. Through a mixture of in-class study and hands-on research, students learn about the challenges to healthy eating in Baltimore and some recent innovations designed to improve health and nutrition in the city. Visits to a soup kitchen, an urban farm, and local farmers market will inform a collaborative project using various social science research methods learned in class.
Instructor(s): A. Sheingate
Area: Social and Behavioral Sciences.

**AS.190.384. Urban Politics & Policy.**

An analysis of public policy and policy-making for American Cities. Special attention will be given to the subject of urban crime and law enforcement, poverty and welfare, and intergovernmental relations. Cross-listed with Africana Studies
Instructor(s): L. Spence; R. Katz
Area: Social and Behavioral Sciences.

**AS.190.385. Urban Politics and Policy.**

An analysis of public policy and policy-making for American Cities. Special attention will be given to the subject of urban crime and law enforcement, poverty and welfare, and intergovernmental relations. Cross listed with Africana Studies.
Instructor(s): L. Spence
Area: Social and Behavioral Sciences.

**AS.190.387. Parties and Elections in America.**

Considers how parties and elections structure political conflict, and facilitate (or not) democratic control of government. Topics include campaigns, voting behavior, election administration, money in politics, presidential nomination, and party coalitions.
Instructor(s): D. Schlozman
Area: Social and Behavioral Sciences.
An examination of the development of the modern Congress and the presidency. Emphasis will be placed on the evaluation of patterns of structure, process and leadership, and their impact on the roles of Congress in the American political system. (AP)
Instructor(s): J. Cooper
Area: Social and Behavioral Sciences.

AS.190.391. Time to Kill: Race, Punishment, Death and Desire.
This course examines the role of race in determining who deserves to be punished, the timing and occasions of punitive action and how long punishment should endure. Key to our inquiry is how racialized presumptions about human desire might justify punitive logics of power. The class explores inequalities in the distribution of punishment and death in order to illuminate how race shapes questions of whose time is more valuable, who lives and who dies, and ultimately whose lives count as human.
Instructor(s): P. Brendese
Area: Social and Behavioral Sciences.

AS.190.392. Introduction to Latin American Politics.
Instructor(s): M. Keck
Area: Social and Behavioral Sciences.

AS.190.393. Theories of Constitutional Interpretation.
In this course, we will read and discuss a variety of arguments about how best to interpret constitutional texts, with particular attention to debates about the U.S. Constitution. The course will also cover debates about the role of ordinary people, legislatures, and judges in determining the content of constitutional law.
Instructor(s): E. Zackin
Area: Social and Behavioral Sciences.

Contrary to the image most Americans have of their country, the United States is a tough nation with respect to crime. The U.S. has constructed a considerably more harsh criminal justice regime than any of its advanced industrial counterparts. In recent years, America’s prisons and jails have held more than one percent of the nation’s adults--2.3 million people--with many more on parole, probation or temporarily free on bail awaiting trial. In Western Europe, by contrast, fewer than two-tenths of one percent of the adult populace is behind bars. This enormous discrepancy in incarceration rates is more a function of the relative severity of America’s criminal laws than differences between Europe and the U.S. in the actual incidence of serious crime. And, of course, while Western European nations no longer execute convicted criminals, the U.S. remains committed to the use of capital punishment. We will explore these and related issues of crime and punishment in the U.S.
Instructor(s): B. Ginsberg
Area: Social and Behavioral Sciences.

This seminar explores the bumpy relations between contemporary capitalism and the Anthropocene—the two hundred year period when modern political economies have promoted rapid climate change. We examine different readings of capitalism in relation to the self-organizing capacities of climate, ocean currents, glaciers and other force-fields. We also explore the effects on late-modern life and different strategies to respond to them. Key texts: Hayek, Law, Legislation and Liberty, Pearce, With Speed and Violence, Lazzarato, The Rise of The Indebted Man, Hirsch The Social Limits to Growth, Klein, This Changes Everything, Connolly The Fragility of Things. Two 10-12 page essays. Previous course in theory or some near equivalent suggested.
Instructor(s): W. Connolly
Area: Natural Sciences, Social and Behavioral Sciences.

AS.190.397. States and Markets.
The course offers an introduction to the relation between politics and economics by focusing on the interaction between the two most important institutions of the modern world: states and markets. Under what conditions do states and markets combine to promote or damage human welfare? Essential concepts, theories and cases of economic development will be examined.
Instructor(s): S. Mazzuca
Area: Social and Behavioral Sciences.

AS.190.398. Politics Of Good & Evil.
The politics of good and evil places a set of classic myths into conversation with recent philosophical and political work on good and evil. The classic myths include the Book of Job, Genesis (J version) two dramas by Sophocles, a reading from Augustine, and Voltaire’s Candide. Texts by Nietzsche, William James and an essay by me are then placed into conversation with both each other and those classic texts. This class is organized around “elemental theory” in which diverse existential stories jostle and disturb each other. Previous work in theory is highly recommended. A class presentation, two 12 page papers, extensive class discussion.
Instructor(s): W. Connolly
Area: Social and Behavioral Sciences.

AS.190.399. Capitalism & Christianity.
Exploring the history of imbrications between capitalim and Christianity up to the contemporary era. Texts include the gospels, Calvin, Weber, Deleuze, George Gilder and Linda Kintz. Recommended Course Background: One course in theory or permission required.
Instructor(s): W. Connolly
Area: Social and Behavioral Sciences.

AS.190.401. International Relations Theory.
This seminar covers the main theoretical perspectives employed in the analysis of international politics, covering a variety of realist, liberal, and constructivist work. The strengths and weaknesses of different approaches will be assessed and contrasted with one another, with the goal being to provide students with a broad foundation on which to develop their own understandings. The course is open to graduate students and advanced undergraduates.
Instructor(s): S. Schmidt
Area: Social and Behavioral Sciences.
AS.190.405. Food Politics.
This course examines the politics of food at the local, national, and global level. Topics include the politics of agricultural subsidies, struggles over genetically modified foods, government efforts at improving food safety, and issues surrounding obesity and nutrition policy. Juniors, seniors, and graduate students only. Cross-listed with Public Health Studies.
Instructor(s): A. Sheingate
Area: Social and Behavioral Sciences.

AS.190.406. The Executive Branch.
In the 19th Century America was noted for its courts, political parties and representative institutions. Today, America’s political parties and representative institutions have declined in importance while the institutions of the executive branch have increased in importance. This seminar will examine the nation’s key executive institutions and aspects of executive governance in the U.S. Students will alternate primary responsibility for week’s readings. Every student will prepare a 10-15 page review and critique of the books for which they are responsible in class.
Instructor(s): B. Ginsberg
Area: Social and Behavioral Sciences.

AS.190.407. Geopolitics, Nuclear Weapons and World Order.
Intensive assessment of competing theories of the nuclear revolution and its implications for world order.
Instructor(s): D. Deudney
Area: Social and Behavioral Sciences.

AS.190.408. Sovereignty: Historical Perspectives and Contemporary Issues.
This seminar provides an in-depth exploration of the concept of sovereignty by examining its historical development, recent controversies, and its use in international relations scholarship. The course will cover both the conceptual articulation of notions of sovereignty and its practice from before the establishment of the modern European state system to the present day.
Instructor(s): S. Schmidt
Area: Social and Behavioral Sciences.

AS.190.409. Comp/Politics/Social Mov.
Course examines major approaches to social movement organizations, dynamics, and significance. Case materials come from U.S., Europe, and Third World examples.
Instructor(s): M. Keck
Area: Social and Behavioral Sciences.

A research seminar examining the politics of environmental issues in developing countries, with special focus on Latin America.
Instructor(s): M. Keck
Area: Social and Behavioral Sciences.

AS.190.411. Political Violence.
An examination of the ways in which violence has been used to secure political ends. Topics include terrorism, assassination, genocide, coups, rebellions and war itself. Students examine what makes types of political violence unique and what unites them. (Formerly AS.190.372)
Instructor(s): S. David
Area: Social and Behavioral Sciences.

AS.190.412. Global Security Politics.
An intensive examination of the security politics of nuclear weapons, outer space, biological weapons, and emerging information technologies.
Instructor(s): D. Deudney
Area: Social and Behavioral Sciences.

AS.190.413. America and the World.
Intensive examination of the United States from the founding to the present in comparative and international perspective. Senior or graduate students.
Instructor(s): D. Deudney
Area: Social and Behavioral Sciences.

AS.190.414. The Geopolitics of Outer Space.
Instructor(s): D. Deudney
Area: Social and Behavioral Sciences.

This seminar analyzes the distinctive US welfare state in historical and comparative perspective. Special attention to policy development over time in health care, pensions, taxes, and work and poverty.
Instructor(s): D. Schlozman
Area: Social and Behavioral Sciences.

This seminar class explores formation and political mobilization of identities - group, ethnic, gendered, national, cosmopolitan - in Latin America. Although some of the reading will be broadly comparative, the spring 2013 version of the class will focus especially on Brazil. Requirements will include short response papers and a term paper. Portuguese or Spanish desirable but not required. Enrolled students must be juniors or seniors and must have taken at least one prior course in comparative politics.
Instructor(s): M. Keck
Area: Social and Behavioral Sciences.

AS.190.417. Nuclear Power and World Order.
This course provides an in-depth examination of evolving debates over world political order and nuclear deterrence, war-fighting, arms control, world government, proliferation, and terrorism.
Instructor(s): D. Deudney
Area: Social and Behavioral Sciences.

AS.190.418. Republicanism.
Readings in classical and contemporary texts (Polybius, Machiavelli, Montesquieu, Rousseau, Kant, the Federalist, Calhoun, World Federalism, and nuclear arms control). Focus on security, freedom, and geopolitics, both domestic and international.
Instructor(s): D. Deudney
Area: Social and Behavioral Sciences.

AS.190.419. Planetary Geopolitics.
With the tools of geopolitics, course explores political debates over globalization of machine civilization and changes in scope and pace, space and place, and role of nature in human affairs.
Instructor(s): D. Deudney
Area: Social and Behavioral Sciences.
AS.190.424. Policy Disasters.
Investigates the causes of large-scale policy disasters, examining the role of ideology, psychology, organization design and political incentives. Examples may be drawn from the Iraq War, Bay of Pigs, Hurricane Katrina, the U.S. Financial crisis, Shuttle Challenger disaster, economic development policy, privatization, and the Great Society. Limited to seniors or with permission of instructor. (CP / AP)
Instructor(s): S. Teles
Area: Social and Behavioral Sciences.

AS.190.425. The New Deal and American Politics.
This seminar explores how the New Deal, the fundamental moment in the post-Civil War United States, has structured politics and government across a variety of domains ever since. Topics include presidential leadership, executive power, political parties, labor, race, and the welfare state.
Instructor(s): D. Schlozman
Area: Social and Behavioral Sciences.

AS.190.426. Science and Expertise in Global Politics.
An in-depth examination of complex global problems that demand the effective use of scientific and expert knowledge in global governance. We will begin with a theoretical overview covering different perspectives on the role of knowledge and technology in global politics before looking in more detail at case studies drawn from environmental politics, nuclear management, colonial history, international political economy, UN peacekeeping, and more.
Instructor(s): B. Allan
Area: Social and Behavioral Sciences.

This upper-level seminar examines some of the major debates and issues of postwar Japanese and South Korean political economy. Topics include nationalism, gender politics, civil society, immigration, and US-Japan-South Korea trilateral relations.
Instructor(s): E. Chung
Area: Social and Behavioral Sciences.

AS.190.429. The Political Bases of the Market Economy.
Although “the market” is conventionally understood as separate from “politics”, the modern market economy did not arise in a political vacuum. In fact, the very separation between the economy and politics is itself the product of a politically potent set of ideas. This course is an upper-division reading seminar on the origins and evolution of the modern market economy. Readings will include Smith, Marx, Weber, Polanyi, Keynes, Hayek, Friedman, Becker, and Foucault. Recommended course background: Introduction to comparative politics OR any college-level course in social or political theory.
Instructor(s): N. Jabko
Area: Social and Behavioral Sciences.

AS.190.430. Time and Punishment.
“If you can’t do the time, don’t do the crime.” According to ask.com, this common expression was made popular in the 1970s by the theme song for the television show “Beretta.” Aside from amusing us with the irony that the star of “Beretta” was Robert Blake who was later charged with the murder of Bony Lee Bakely, the expression raises a profound issue: What is the relationship between punishment and time? This course will explore that question. Topics to be discussed include different philosophical understandings and experiences of time, views of mortality and fate, theories of punishment, specific punishments in the U.S. (including sentences of juveniles, life, death, and LWOP), as well as punishments that are not specifically meted out but are known to be the consequences of political, social, and economic circumstance. Students will read texts in criminology, political theory, philosophy, and jurisprudence, as well as a selection of Supreme Court cases, novels, and short stories. This writing intensive course is limited to undergraduates who have taken at least one “Classics of Political Thought” course (190.280, 190.281, 190.282, or 190.283).
Instructor(s): J. Culbert
Area: Social and Behavioral Sciences.

AS.190.433. Constructivism: How Ideas Shape International Relations.
Can not have taken AS.190.304.
Instructor(s): B. Allan
Area: Social and Behavioral Sciences.

AS.190.434. The Future of Israel: Threats and Opportunities.
Israel is one of the only countries whose existence is openly challenged. This class will examine the future of Israel focusing on international and domestic threats to its continued existence as a Jewish democracy. Outside threats to be considered include nuclear attack and the growing international movement to delegitimize Israel. Domestic challenges include demographic changes, the role of religion in governance, and doubts as to whether one can be a Jewish state and still be a democracy. Lessons from the destruction of the ancient Israelite kingdoms and from contemporary state deaths will be included. The course will conclude by considering efforts that Israel can undertake to meet the threats it faces.
Instructor(s): S. David
Area: Social and Behavioral Sciences.

AS.190.435. Law and Literature.
This course will examine the relationship between law and literature. As many have observed, law and literature have much in common as well as much to teach each other. Topics this course will discuss include practices of interpretation, issues of authority, the rule of law, and the power of narrative. In addition to reading essays by scholars in the field, students will read a selection of judicial opinions, short stories, novels, and plays.
Instructor(s): J. Culbert
Area: Social and Behavioral Sciences.

AS.190.436. Republican Orders and Sustainability.
Instructor(s): D. Deudney
Area: Social and Behavioral Sciences.
This seminar will address the role of violence—both domestic and international—in political life. Though most claim to abhor violence, since the advent of recorded history, violence and politics have been intimately related. States practice violence against internal and external foes. Political dissidents engage in violence against states. Competing political forces inflict violence upon one another. Writing in 1924, Winston Churchill declared—and not without reason—that, “The story of the human race is war.” Indeed, violence and the threat of violence are the most potent forces in political life. It is, to be sure, often averred that problems can never truly be solved by the use of force. Violence, the saying goes, is not the answer. This adage certainly appeals to our moral sensibilities. But whether or not violence is the answer presumably depends upon the question being asked. For better or worse, it is violence that usually provides the most definitive answers to three of the major questions of political life—statehood, territority and power. Violent struggle, in the form of war, revolution, civil war, terrorism and the like, more than any other immediate factor, determines what states will exist and their relative power, what territories they will occupy, and which groups will and will not exercise power within them.
Instructor(s): B. Ginsberg
Area: Social and Behavioral Sciences.

AS.190.440. European Politics in Comparative Perspective.
Europe has been in a sense the first testing ground for theories of comparative politics, but many outsiders now see Europe as a pacified and somewhat boring place. This course will question conventional wisdom through an examination of European politics in historical and cross-national perspective. We will apply the comparative method to the study of European politics today, and conversely we will ask what Europe tells us more generally about politics. We will see that Europe is still a locus of intense conflict as well as remarkably diverse experimentation. Topics will include: political, legal, and economic governance; the evolution of democracy and fundamental rights, the welfare state, class stratification, immigration and race, the role of religion; European integration and globalization. Juniors and seniors only.
Instructor(s): N. Jabko
Area: Social and Behavioral Sciences.

AS.190.441. Comparative European Politics.
In comparison with other regions of the world, Europe can easily appear as a pacified and somewhat boring place. This course will question this stereotype through an examination of European politics in historical and cross-national perspective. From a historical perspective, Europe has been the crucible of modern politics. And to this day, Europe remains a locus of intense conflict as well as remarkably diverse experimentation. We will read seminal works as well as recent comparative politics literature on European politics. The goal is to understand and discuss central concepts that comparative politics scholars mobilize in the study of European politics across time and space. Topics will include: political, legal, and economic governance; the evolution of democracy, the welfare state, partisan politics, immigration, race, and religion; European integration and globalization.
Instructor(s): N. Jabko
Area: Social and Behavioral Sciences.

AS.190.442. Civil Society.
This course explores classic and contemporary debates on the concept of civil society and critically examines its analytical value in light of recent developments. Topics include the relationship between civil society, the state, and markets, the role of civil society in development and democratization, social capital, and global civil society. This course is open to graduate students from any discipline. Advanced undergraduate students must obtain permission from the instructor and are expected to keep up with graduate students during class discussions.
Instructor(s): E. Chung.

AS.190.450. Power.
Power is a -- if not the -- key concept of international relations, yet there is no single definition of power that is accepted by all scholars in the field. In this course we will critically examine definitions of power from classic and contemporary works of international relations, political science, and related areas of study.
Instructor(s): R. Marlin-Bennett
Area: Social and Behavioral Sciences.

AS.190.471. The University and Society.
In the 20th century, American universities became the envy of the world, leading in most categories of scholarly productivity and attracting students from every nation. In recent years, though, American higher education has come to face a number of challenges including rapidly rising costs, administrative bloat, corporatization and moocification. We will examine the problems and promises of American higher education, the political struggles within the university and the place of the university in the larger society. Upper classes and Grad Students only.
Instructor(s): B. Ginsberg; R. Kargan
Area: Social and Behavioral Sciences.

AS.190.472. The Power of Speech.
Drawing from literary theory, political philosophy, and jurisprudence, this course will explore the unique relationship between speech (broadly conceived) and politics. In addition to reviewing classic arguments about freedom of speech and the significance of this freedom in and for democratic government, the course will study debates about the need to limit this freedom, taking into consideration not only how we do things with words but how words affect us. In addition to court cases and critical legal studies, we will read texts by, among others, Aristotle, Arendt, Mill, Austin, Fish, Butler, and Fanon. Recommended Course Background: AS.190.200, AS.190.201, or AS.190.202 or permission of the professor.
Instructor(s): J. Culbert
Area: Social and Behavioral Sciences.

AS.190.475. Courts, Politics and Public Policy.
Examines the causes of American legal change, with particular focus on the role of social movements, and whether and how legal change produces social change. Among the particular cases examined will be civil, prisoners’ and women’s rights.
Instructor(s): S. Teles
Area: Social and Behavioral Sciences.
AS.190.479. Imag(in)ing Cities.
In The City and The City, China Melvielle uses a traditional crime
procedural to tell the story of two distinct cities existing within the
same space, with the residents of each city forced to literally unsee the
residents, buildings, etc. of the other. In Imag(in)ing Cities I take this
idea literally...arguing that the cities we live, play, and work in are in
fact several cities layered on top of and through each other with the
content of these cities shaped by a combination of (political, social,
economic) theory of how cities work (and are supposed to work), a
series of practical policies and actions that dictate how cities in fact
work, and our popular imaginations. The class will place these theories,
policies, and imaginations in dialogue with each other through readings,
viewings, and “listenings”.
Instructor(s): L. Spence
Area: Social and Behavioral Sciences.

AS.190.490. Thoreau and Whitman.
Permission of instructor required. Upper level undergraduates and grads
only. An intensive study of the writings of Henry Thoreau and Walt
Whitman, with a focus on their conceptions of citizenship, community,
urbanization, and materiality. (PT)
Instructor(s): J. Bennett
Area: Social and Behavioral Sciences.

AS.190.491. Game Theory in the Social Sciences.
Strategic thinking is a fundamental component of many political and
economic phenomena, from international wars and national elections
to wage bargains and monopoly power. Game Theory is a set of
ideas and techniques for analyzing strategic interactions and making
predictions about its outcomes. This course provides an introduction to
Game Theory and its main applications to relevant political and social
outcomes, Juniors and Seniors Only.
Prerequisites: AS.110.106 or AS.110.108
Instructor(s): S. Mazzuca
Area: Quantitative and Mathematical Sciences, Social and Behavioral
Sciences.

AS.190.499. Senior Thesis:International Relations/Political
Science.
Seniors also have the opportunity to write a senior research thesis. To
be eligible to write this thesis, students must identify a faculty sponsor
who will supervise the project. Once a faculty sponsor has approved a
topic, students must enroll in a three credit independent study during
the fall semester of their senior year. At the end of the fall semester, if
the faculty sponsor determines that adequate progress has been made
and the project warrants further work, the student may enroll in the
senior thesis (AS.190.499) which will be worth 6 credits.
Instructor(s): Staff
Area: Social and Behavioral Sciences.

AS.190.501. Internship-Political Science.
Permission Required.
Instructor(s): Staff.

AS.190.502. Political Science Internship.
Instructor(s): Staff.

AS.190.503. Internship-International Relations.
Permission required.
Instructor(s): Staff.

AS.190.504. Internship-International Relations.
Instructor(s): Staff.

Instructor(s): Staff.

AS.190.535. Independent Study - Freshmen.
Permission required.
Instructor(s): Staff.

AS.190.536. Independent Study-Freshmen.
Instructor(s): Staff.

AS.190.537. Independent Study-Sophomores.
Permission required.
Instructor(s): Staff.

AS.190.538. Independent Study-Sophomores.
Instructor(s): Staff.

AS.190.539. Independent Study-Juniors.
Permission required.
Instructor(s): Staff.

AS.190.540. Independent Study-Juniors.
Instructor(s): Staff.

AS.190.541. Independent Study-Seniors.
Permission required.
Instructor(s): Staff.

AS.190.542. Independent Study-Seniors.
Instructor(s): Staff.

AS.190.543. Independent Research.
Permission required.
Instructor(s): Staff.

AS.190.544. Independent Research.
Instructor(s): Staff.

AS.190.550. Internship.
Instructor(s): Staff.

AS.190.570. Independent Study.
Instructor(s): E. Chung.

AS.190.572. Research - Intersession.
Instructor(s): L. Spence.

AS.190.574. Internship.
Instructor(s): E. Chung.

AS.190.592. Summer Internship.
Instructor(s): Staff.

AS.190.598. Independent Study.
Instructor(s): Staff.

AS.190.599. Research-Summer.
Instructor(s): E. Chung; L. Spence; M. Crenson; R. Hsieh.

AS.190.601. Qualitative Research.
An introduction to measurement and data analysis in contemporary
American political science. Measurement topics will include the
formation of indices and cumulative scales. Analytic topics will topics
include sampling variations, statistical association and causation,
as manifested in contingency tables and correlation and regression.
Emphasis will be on fundamental concepts and assumptions, and on
comprehension and evaluation of the scholarly literature. Advanced
undergraduates by permission only.
Instructor(s): M. Keck
Area: Social and Behavioral Sciences.
AS.190.602. Introduction to Quantitative Political Science.
An introduction to measurement and data analysis in contemporary American political science. Measurement topics will include the formation of indices and cumulative scales. Analytic topics will include sampling variations, statistical association and causation, as manifested in contingency tables and correlation and regression. Emphasis will be on fundamental concepts and assumptions, and on comprehension and evaluation of the scholarly literature. Advanced undergraduates by permission only.
Instructor(s): R. Katz
Area: Social and Behavioral Sciences.

AS.190.603. Power.
Power is a -- if not the -- key concept of international relations, yet there is no single definition of power that is accepted by all scholars in the field. In this course we will critically examine definitions of power from classic and contemporary works of international relations, political science, and related areas of study.
Instructor(s): R. Marlin-Bennett
Area: Social and Behavioral Sciences.

AS.190.604. Rethinking Freedom in a Neoliberal Age.
This seminar will start with forays into the traditions of positive and Republican freedom, exploring the conceptions of agency, self, language, citizenship, state, economy and global politics associated with each. It then turns to conceptions of freedom tied more actively to the elements of creativity, self-organization, and planetary politics. How do you bring the former images of freedom into productive conversations with the latter? Texts by Machiavelli, Berlin, Skinner, Foucault, Ritzolatti, Butler, and Holland (Nomad Citizenship) will probably be consulted. Graduate students only.
Instructor(s): W. Connolly
Area: Social and Behavioral Sciences.

AS.190.605. Women in Dark Times.
A survey of contemporary female voices—feminist and nonfeminist—in political theory. Questions raised and addressed: How is power defined and distributed? What constitutes political action? What is the relationship of bodies to politics? Among others we will read Cristina Beltrán, Judith Butler, Jodi Dean, Bonnie Honig, and Melissa Lane.
Instructor(s): J. Bennett; J. Culbert.

AS.190.606. Language, Order, Action.
Graduate students only.
Instructor(s): S. Chambers.

AS.190.607. Comparative Racial Politics.
This course surveys the major trends in the comparative study of race in political science and critically examines the link between race and politics. Topics include the racial state, neo-racism, and immigration politics.
Instructor(s): M. Hanchard
Area: Social and Behavioral Sciences.

AS.190.608. Critical Comparisons of Deleuze and Foucault.
A comparative exploration of the thought of Gilles Deleuze and Michel Foucault, focusing on the following topics: the nature of immanence and the virtual; sovereignty and biopolitics; neoliberal capitalism; time and the event; and political activism. Key texts will be The Order of Things, Discipline and Punish, A Thousand Plateaus, Society Must be Defended, and Cinema II, as well as biographical material on the activism of each intellectual. Graduate students only.
Instructor(s): W. Connolly
Area: Social and Behavioral Sciences.

Discussion of the formation, architecture, significance, and adjudication of the national constitutions of numerous countries, including the United States, Canada, India, South Africa, United Kingdom, Germany, France, Russia, Japan, Israel, and Australia.
Instructor(s): J. Grossman
Area: Social and Behavioral Sciences.

AS.190.610. Advanced Topics in Contemporary Chinese Politics.
This seminar is structured around key concerns in China’s domestic politics, including the politics of economic reform, central-local-relations, corruption, increasing inequality, the role of intellectuals, the rise of quasi-governmental organizations, various channels for political participation and protest, and other contemporary issues. Undergraduates who wish to be enrolled in this class must have taken AS.190.348 and by permission only.
Instructor(s): K. Tsai
Area: Social and Behavioral Sciences.

AS.190.611. Feminist and Queer Theory.
Graduate students only.
Instructor(s): S. Chambers.

AS.190.612. The Rise and Fall of the Frankfurt School.
Grad students only This graduate seminar will trace the emergence, development and decline of the so-called “Frankfurt School” of Critical Theory across the 20th century.
Instructor(s): S. Chambers
Area: Social and Behavioral Sciences.

AS.190.613. Elections.
Open to advanced undergraduates by permission only. This seminar surveys recent (and some classic) work in elections, principally in the US, but also in other democracies. Topics include nomination, polarization, voter turnout, ideology, media, the economy, and race.
Graduate students only.
Instructor(s): D. Schlozman
Area: Social and Behavioral Sciences.

AS.190.614. Institutions, Ideas and Practice.
Graduate students only.
Instructor(s): N. Jabko.

AS.190.615. International Relations Theory.
This seminar covers the main theoretical perspectives employed in the analysis of international politics, covering a variety of realist, liberal, and constructivist work. The strengths and weaknesses of different approaches will be assessed and contrasted with one another, with the goal being to provide students with a broad foundation on which to develop their own understandings. Meets with AS.190.401
Instructor(s): S. Schmidt
Area: Social and Behavioral Sciences.

AS.190.616. American Political Development.
An examination of state-building and nation-building throughout American political history. (AP)
Instructor(s): A. Sheingate.
AS.190.617. Romanticism and Radicalism.
A study of a group of European and American writers, including Schiller, Shelley, Emma Goldman, Walt Whitman, Georges Sorel, Carl Schmitt, Guy Debord and other Situationists, Georges Perec, Herbert Marcuse, Theodor Adorno, and contemporary artists and theorists of the aesthetic, in order to explore connections between romantic themes and the aspiration for a significant transformation of political life. What are the complex relations between artistic and revolutionary practice? What are the standards by which to assess the viability of romantic, counter-cultural, or eccentric artworks/texts/events?
Instructor(s): J. Bennett; W. Connolly
Area: Social and Behavioral Sciences.

AS.190.618. Nationalism.
Grad students only Despite the clamor over globalization and regionalization in the contemporary world, nationalism remains a central preoccupation for both political actors and students of politics. Though motivated by questions resonant within the discipline of political science (and the field of comparative politics in particular), this course is designed to familiarize students with key texts and debates in the literatures on nationalism in political science, sociology, history and anthropology. The objective of this course is to provide students with a comprehensive overview of major themes, scholarly approaches and forms of nationalist mobilization in national and cross-spatial perspective. Some of the questions to be addressed in this course are a) what are the roots and routes of nationalism?; b) who are nationalist political actors, and where do they come from?; c) what is nationalism’s relation to race, racism and ethnicity d) what is the relationship between various forms of nationalism and contemporary considerations of regionalism and globalization?
Instructor(s): M. Hanchard
Area: Social and Behavioral Sciences.

Since 1945, the great powers have enjoyed their longest period of peace in history. Interstate conflict between lesser powers is also at an all time low. What accounts for this “long peace?” This course will look at various explanations including the spread of democracy, the proliferation of nuclear weapons, globalization, American hegemony, and fundamental changes in attitudes regarding the use of force. Students will present draft versions of their research papers during the last weeks of the course.
Instructor(s): S. David

AS.190.620. Law and Literature, Language and Politics.
Drawing from scholarship identified with the Law and Literature movement, scholarship that focuses on legal themes in literary texts and literary elements in legal ones, this course will engage an ongoing conversation in contemporary political theory about the relationship of language to the human condition. Readings will include texts by Arendt, Austin, Benjamin, Blanchot, Brooks, Butler, Derrida, Goodrich, Merleau-Ponty, Nancy, Weisberg, White, and Wittgenstein, as well as stories by Borges, Kafka, and Melville. Students will be required to do an in-class presentation and a 20-30 page final paper. Graduate students only.
Instructor(s): J. Culbert
Area: Social and Behavioral Sciences.

AS.190.621. Liberal IR Theory.
Intensive investigation of classic and major recent texts about liberal democratic constitutional states, their international relations, and their implications for world order. Graduate students only.
Instructor(s): D. Deudney.

AS.190.622. Contemporary International Relations Theory.
This course will focus on recent work (from approximately the past 10 years) in International Relations Theory. Emphasis will be placed on contending schools of thought and often divergent means of determining what counts as good theory. In Fall 2014, we will focus on critical approaches to the global and the political, with a special emphasis on theories of borders, bodies, and the global-ness of cyberspace.
Instructor(s): R. Marlin-Bennett
Area: Social and Behavioral Sciences.

AS.190.623. Capitalism, Discipline, Debt the Anthropocene.
How do we rethink Capitalism in an age of Discipline, Debt, and the Anthropocene? This seminar draws upon a series of Left Nietzscheans to pursue that agenda. It starts with Nietzsche’s examination of debt, guilt and subjectivity in The Genealogy, turns to work by Foucault, Deleuze, Esposito, and Lazzarato on capitalism, debt and molecular control, adds Klein and Connolly on capitalism and the Anthropocene, and returns to all of the above to explore the potential of critical social movements today. Graduate students only.
Instructor(s): W. Connolly.

AS.190.625. Theories-Comp Politics.
This seminar is intended for graduate students planning to take the comprehensive exam in comparative politics, either as a major or as a minor. In addition to exploring central methodological debates and analytic approaches, the seminar reviews the literature on state-society relations, political and economic development, social movements, nationalism, revolutions, formal and informal political institutions, and regime durability vs. transition. Graduate students only.
Instructor(s): E. Chung
Area: Social and Behavioral Sciences.

AS.190.626. Arendt and the Poets.
This course examines the role of poetry in the work of Hannah Arendt. Observing how Arendt’s writing plays not only with history (as many historians have complained) but also with the “word-thing” relationship, the course looks at how Arendt’s references to poetry as well as her own poetic practices open a space in which the spirit of a primary text may reveal itself and inspire the constitution of something new. Among others, readings will include texts by Heidegger, Benjamin, Derrida, Honig, and Villa, as well as Auden, Rilke, and Kafka. Graduate students only.
Instructor(s): J. Culbert
Area: Social and Behavioral Sciences.

AS.190.627. Pragmatism in Politics.
After a long eclipse, the scholarly tradition of pragmatism has recently experienced a revival across the social sciences. The goal of this course is to take stock of this movement and to discuss the usefulness of pragmatism for the study of politics. The readings attempt to weave together classical and recent texts in philosophy, cultural theory, sociology, economics, science studies, as well as political science. We will begin with a survey of pragmatism’s core concepts and methods. Then we will discuss recent applications of the pragmatist approach in the social sciences. Finally, we will explore the links between pragmatism and three contemporary approaches.
Instructor(s): A. Sheingate; N. Jabko
Area: Social and Behavioral Sciences.
AS.190.628. Race and Segregated Time.
This graduate seminar examines how time is used as a vehicle of political power that perpetuates racial inequality. We will also explore how/whether thinking and acting in untimely ways can challenge white supremacy and further transracial democracy. Grad students only.
Instructor(s): P. Brendesee.

AS.190.629. American Racial Politics.
Race is not a biological fact but rather a social construction. However, it is a social construction with very real consequences. Definitions of citizenship, allocation of state resources, attitudes about government and government policy, the creation of government policy, all shape and are shaped by race and racial classifications. Serving as a critical corrective to American politics treatments that ignore race, this class will examine how race functions politically in the United States. While not required, some knowledge of statistics is helpful.
Instructor(s): J. Bennett; K. Pahl.

AS.190.630. Politics of Territory and Boundaries.
This seminar will explore territorial dimensions of politics and political action, including the political construction of territorial space and the territorial construction of political space, and borders as spatial markers of fixity and flows. As supra-, sub-, multi-, trans-, inter-, and pluri-national political arenas proliferate, how are they connected, institutionally and in practice? How are they structured by - and how do they structure – the actions of individuals and groups? How does location affect the nature of political authority? Graduate students only.
Instructor(s): M. Keck; R. Marlin-Bennett.

Examines American social policy in comparative perspective. Special attention to issues of poverty and inequality, and their relation to the political system.
Instructor(s): D. Schlozman.

AS.190.632. The Development of American Political Institutions.
This course explores institutional development in American national politics, from the Founding until the present. It traces parties, Congress, the presidency, bureaucracy, and courts, and also examines how those institutions have interacted with one another across American history. Throughout the course, we will consider how ideas, interests, procedures, and sequence together shape institutions as they collide and abrade over time. Finally, although it hardly covers the entire corpus across the subfield, the course is also designed to prepare students to sit for comprehensive examinations in American politics.
Instructor(s): A. Sheingate; D. Schlozman.

The seminar will explore to what extent Hegel can be read as contributing to a feminist philosophy. We will focus on Hegelian openings onto the emotional in Phenomenology of Spirit. In addition, we will study feminist philosophers who have drawn on or offered critical readings of Hegel (Irigaray, Butler, Cavarero, Malabou, and others).
Instructor(s): J. Bennett; K. Pahl
Area: Social and Behavioral Sciences.

AS.190.634. Interest Groups.
Graduate students only.
Instructor(s): S. Teles
Area: Social and Behavioral Sciences.

AS.190.635. Theories of Constitutional Governance.
This class is focused on the nature of constitutions and the way that they should and do work within a political system, with particular emphasis on the U.S. context. We will examine both normative and empirical arguments about the relationship between politics and constitutional law. More specifically, we will think about how societies and individual actors should make meaning out of constitutional texts, how they do seem to make meaning out of those texts, and the conditions that give rise to constitutional drafting and change. Graduate students only.
Instructor(s): E. Zackin
Area: Social and Behavioral Sciences.

AS.190.636. The Many Machiavelli.
Often serving as the hinge between classical and modern thought, Machiavelli obviously stands as a central and prominent thinker in the historical canon. But Machiavelli is also the central figure for some of the most important works of political theory in the 20th century. In each of the past 8 decades a major text has been published on Machiavelli, the authors of which include the following leading thinkers; Gramsci, Strauss, Wolin, Althusser, Pocock, Pitkin, Skinner, and Honig. This graduate seminar will be devoted not necessarily to Machiavelli the historical writer, but to Machiavelli as a varied and contested figure, to the trope of Machiavelli that has emerged in 20th and 21st century political thought. Graduate students only.
Instructor(s): S. Chambers
Area: Social and Behavioral Sciences.

AS.190.637. Environment and Politics.
Grad students only.
Instructor(s): B. Allan; D. Deudney
Area: Social and Behavioral Sciences.

AS.190.638. Contentious Politics.
Social movements and revolution in comparative and global perspective. Exploration of the major theoretical approaches and of what difference globalization makes.
Instructor(s): M. Keck.

AS.190.641. Political Theories of Violence.
The aim of this course is to explore a range of theories and images of violence, from bloody war, torture, and terrorism to the “everyday” violence of policing and disciplinary practices, to the violence of conceptual, linguistic, or figural representation. As we read contemporary and classic treatments of violence, we will ask: What constitutes violence? Does violence have specific modes of agency or is it an intensification of generally available modes of action? What is the relationship between violence and bodies, violence and representation, violence and social and psychic structures? Is there a relationship between violence and technology? Violence and the sacred? From whence the force of violence? Among others we will read Nietzsche, Freud, Foucault, Arendt, Schmitt, Agamben, Sorel, Benjamin, Derrida, Levinas, and Fanon. Grad students only
Instructor(s): J. Culbert
Area: Social and Behavioral Sciences.

AS.190.645. Black Politics.
Grad Students Only.
Instructor(s): L. Spence
Area: Social and Behavioral Sciences.
Graduate students only.
Instructor(s): L. Spence; P. Brendese
Area: Social and Behavioral Sciences.

AS.190.647. Race and Memory in Politics, Theory and Literature.
This seminar will investigate various modes of theorizing experiences of race through a critical engagement of a range of literary and philosophical sources pertaining to African-American and Afro-diasporic populations. Specifically, we will explore the extent to which politically attuned approaches to literature and drama can disclose how memory and temporality function as vehicles of racial domination, resistance and identity formation. Graduate students only.
Instructor(s): P. Brendese
Area: Social and Behavioral Sciences.

AS.190.650. The Theories and Politics of Rights.
Grad Students only.
Instructor(s): E. Zackin
Area: Social and Behavioral Sciences.

AS.190.651. Policy Dynamics.
Policy dynamics is the study of changes of the political system in its entirety, from the point of view of the system’s outputs—what government actually does, or fails to do. It is dynamic in that it seeks to explain changes in what matters governments feel can or must be addressed, the tools that are available to deal with problems, and the interactions of government and non-government actors that generate change. Particular emphasis will be placed on studying policy dynamics over long periods of time, including such post-enactment issues as implementation, policy feedback on political identities and group formation, and policy durability.
Instructor(s): S. Teles.

AS.190.652. Comparative Democratization.
This seminar surveys the major debates about democracy and political development in comparative politics. We will examine how scholars have explained the emergence, consolidation, and endurance of democratic regimes. Although the process of democratization serves as the organizing theme, the readings also cover related topics in comparative politics, including revolutions, modernization theory, political and institutional change, socialist transition, authoritarian durability, and the relative analytic value of different methodological approaches.
Instructor(s): E. Chung.

AS.190.653. Organizations.
Graduate students only. *Organizations are the fundamental building blocks of economic, social and political life. This course will examine how different disciplines (sociology, economics, political science) approach the problem of explaining how organizations operate, as well as exploring the structure and development of a very wide range of organizations (firms, interest groups, charitable foundations, universities, militaries, bureaucracies, international organizations, and professions).
Instructor(s): S. Teles
Area: Social and Behavioral Sciences.

AS.190.654. The Political Economy of Neoliberalism.
Grad students only.
Instructor(s): N. Jabko.

AS.190.655. Figures of Time and Politics.
A comparative exploration of contending figures of time, including metamorphosis, linear progress, evolution, and process. Readings from Parcelsus, Darwin, Bergson, Dewey, Whitehead and Evan Thompson. We will explore the interrelations between practices of time, nature, aesthetics, and political agency within each problematic and experiment with how to move this or that element across problematics. Graduate students only.
Instructor(s): J. Bennett; W. Connolly
Area: Social and Behavioral Sciences.

AS.190.657. Hannah Arendt's Phenomenology.
This graduate-level course will focus on Hannah Arendt’s phenomenological approach to political philosophy. In addition to reading some of Arendt’s major works, including The Human Condition and Life of the Mind, students will read texts by Martin Heidegger and Maurice Merleau-Ponty, as well as texts by feminist critics of phenomenology (and readers of Arendt) such as Judith Butler.
Instructor(s): J. Culbert
Area: Social and Behavioral Sciences.

AS.190.658. Paradigms of Political Economy.
A book reading seminar in past and present political economy. Each week, we read one book and discuss it in great detail. We start with canonical authors in political economy (Smith, Marx,...). We move on to leading figures of political economy since the 1980s (Hall, Katzenstein, Esping-Andersen, Ostrom,...). We finish with a few first books authored by a younger generation of scholars and published after 2000. Special attention will be paid to the evolution of research questions, theories, and methodologies. The relevance of existing literature to the crafting of doctoral dissertations will also be discussed.
Instructor(s): N. Jabko
Area: Social and Behavioral Sciences.

AS.190.659. Crisis and Change.
The topic of institutional change has drawn intense scholarly interest in the social sciences since the 1990s. Most of the theoretical debate has revolved around the different notions of institutions that scholars bring to the table. Yet the meaning of “change”, and especially the role of crises, is often left implicit and under-theorized. The objective of this course will be to step back from the most recent debate and think about change from a broader perspective. First, we will go back to some classics of the comparative politics literature and read about different figures of change – revolutions, political and economic development, political and policy regime change, emerging and incremental change. Second, we will read about different sources and actors of change – material and ideational, collective and individual, and non-human. Themes for discussion throughout the course will include dictatorship and democratic consolidation, marketization and neoliberalism, mass politics and elite conflicts. Graduate students only.
Instructor(s): N. Jabko
Area: Social and Behavioral Sciences.

This graduate seminar will conduct close readings of the wide swath of the writings of Jacques Rancière and Arthur Bentley, considering how each eschews the style and mode of argumentation of today’s “normative” political theory. Grad students only.
Instructor(s): S. Chambers
Area: Social and Behavioral Sciences.
AS.190.661. Empire and Discipline.
The term ‘empire’ denotes a state of dominion of one political entity over key dimensions of the public and private lives of populations who are culturally and ethnically distinct from that of the ruling or imperial class. The structures, institutions, and values that give effect to empire are assembled under the rubric of ‘imperial’ while the ambition to or desire for it is ‘imperialism’. In any case, the advent of empire is a temporal, geo-strategic, ethical, and moral event predicated upon practices and traditions with deep roots in history, theology, philosophy, and economic and political theory among others. This course examines how modern empires produced the object and discipline of international relations and how disciplinary theories and associated systems of thought and their modes of inquiry may still foster a pervasive yet unacknowledged dedication to empire. Graduate students only.
Instructor(s): S. Grovogui
Area: Social and Behavioral Sciences.

AS.190.662. Technology and Politics.
Grad students only.
Instructor(s): D. Deudney
Area: Social and Behavioral Sciences.

Intensive examination of theories, old and new, which attempt to employ geographical, technological and ecological factors to explain political outcomes. Graduate students only.
Instructor(s): D. Deudney.

AS.190.666. Political Economy Of Development.
Graduate students only.
Instructor(s): E. Chung.

AS.190.667. Modes of Knowledge and Theories of International Relations.
We will explore the role of scientific, religious, ethical and other forms of knowledge in global politics by reading classic works in the sociology of knowledge alongside IR theory. Substantively, we will seek to explain and understand the effects of knowledge on, inter alia, historical change, economic policy, and global environmental politics. Graduate students only.
Instructor(s): B. Allan
Area: Social and Behavioral Sciences.

AS.190.668. Nuclear Weapons and World Order.
Instructor(s): D. Deudney
Area: Social and Behavioral Sciences.

Instructor(s): S. Grovogui
Area: Social and Behavioral Sciences.

AS.190.671. States, Regimes and Governmentality.
This course will provide a broad overview of the modern state as concept, institution and effect. Students will be introduced to conceptual, philosophical and empirically based scholarship on the modern state and its European precursors—such as the absolutist state. Civil society, citizenship and nation, though clearly related themes and categories of analysis, are not the focus of this course. Students will be introduced to key normative perspectives on the state: Marxist, Liberal, Anarchist, and Republican, as well as scholarly accounts of state formation, development, administration and transformation in a variety of regional and temporal contexts.
Instructor(s): M. Hanchard
Area: Social and Behavioral Sciences.

AS.190.672. Political Economy and Complexity Theory.
This seminar brings varieties of complexity theory to the study of political economy and vice versa, seeking to contribute to a theory in which new concepts of causality, nature/culture imbrications, and real creativity play an active role. Texts by Max Weber, William James, Karl Marx, Friedrich Hayek, Michel Foucault, Stuart Kauffman, Hans Joas, and Donald McKenzie will be summoned to engage each other.
Instructor(s): N. Jabko; W. Connolly.

AS.190.674. Rsch/Writing Workshop.
Instructor(s): M. Keck.

AS.190.676. Field Survey of International Relations.
This course provides a scaffold for the study of international relations theory, organized historically and by major approaches. The focus is on close reading and discussion of exemplars of important bodies of theory. Intended for doctoral students with IR as their major or minor field. Graduate students only.
Instructor(s): R. Katz; R. Marlin-Bennett
Area: Social and Behavioral Sciences.

AS.190.677. Civil Society in Comparative Perspective.
This course explores classic and contemporary debates on the concept of civil society and critically examines its analytical value in light of recent developments. Topics include the relationship between civil society, the state, and markets, the role of civil society in development and democratization, social capital, and transnational civil society.
Instructor(s): E. Chung.

AS.190.678. Law and Politics.
As a field, Law and Politics has evolved from the study of constitutional law and judicial politics to the political behavior of judges and their associates to the study of law and society, the operation of law and courts “on the ground” in the international arena as well as in the United States, historical institutionalism, and the carceral state. In this graduate course, we will review some of the classic texts in the field, with a focus on the tension between legal institutions and democratic politics. In particular, we will examine how that tension is manifest in the foundations of the American political system and in critical reflection on contemporary practices of American democracy. Students will turn in response papers every week on the reading. In addition, there will be two 10-20 page papers due during the semester. Graduate Students Only.
Instructor(s): E. Zackin; J. Culbert
Area: Social and Behavioral Sciences.

AS.190.679. State and Sovereignty.
Grad students only
Instructor(s): S. Grovogui
Area: Social and Behavioral Sciences.

AS.190.680. Nietzsche and Freud: Drive, Will and Eros.
A comparative study of the works of Freud and Nietzsche, with a focus on ideas about the drives, vital force, metamorphosis, and processes of subjectivity-formation.
Instructor(s): J. Bennett; S. Chambers.
AS.190.681. Strategy in Politics.
Political scientists today increasingly recognize the importance of strategy in politics. Yet they often implicitly adopt a rationalist conception of strategy directly inspired by game theory. This course will discuss the usefulness of this conception, and explore the possibility that alternative conceptions of strategy might also (and perhaps better) illuminate what a strategy is in real-world politics. We will read texts from a variety of disciplines - political science/political economy, but also sociology, organization theory, psychology, and history. Graduate Students Only.
Instructor(s): N. Jabko
Area: Social and Behavioral Sciences.

AS.190.682. A Short History of Eccentric Theory: Lucretius, Spinoza, Kafka, Serres.
An examination of the political insights yielded by the distinctive modes of inquiry pursued by these four thinkers/writers.
Instructor(s): J. Bennett
Area: Social and Behavioral Sciences.

AS.190.683. Research Seminar/Political Parties.
Instructor(s): R. Katz
Area: Social and Behavioral Sciences.

AS.190.684. ReReading Marx.
This graduate seminar will be based on the following working hypothesis: that the received readings of Marx in contemporary political theory over the past two decades have all been filtered by layers of interpretation provided by late 19th and early 20th century Marxism, mid 20th century Critical Theory, and late 20th century Analytical Marxism. We will work through, and slough off, some of those layers in order to go back and reread Marx. Grad students only.
Instructor(s): S. Chambers
Area: Social and Behavioral Sciences.

AS.190.686. The Institutions of Capitalist Democracy.
Instructor(s): N. Jabko
Area: Social and Behavioral Sciences.

AS.190.687. Philosophy and the Anthropocene.
The Anthropocene is the era in which capitalism enters into conjunctions with a host of nonhuman, partially self-organizing processes such as climate, the ocean conveyor system, drought patterns, weather events, species evolution, water-filtration systems, etc. What shifts in late-modern conceptions of explanation and political engagement are needed to address these dissonant conjunctions? Two texts by Whitehead form the center around which the seminar is organized. Selective appearances by Heidegger, Latour, Massumi, Pearce, Morton and Deleuze rotate around this center, perhaps calling upon us to modify the philosophy here and augment it there. Class presentations, discussions, and seminar paper. Grad students only.
Instructor(s): W. Connolly
Area: Social and Behavioral Sciences.

AS.190.690. Statelessness.
Instructor(s): J. Culbert
Area: Social and Behavioral Sciences.

This course examines contemporary nuclear issues through the prism of international relations theory. Topics to be considered include the origins and effect of nuclear proliferation, nuclear terrorism, the challenge of “rogue” states, the robustness of deterrence, the viability of defense, and the prospects for disarmament. These issues will be looked at through the lens of Realism, Liberalism and Constructivism, as well as other approaches. Students will be required to engage in formal and informal debates in class, present a draft of their paper to their fellow students, and (in light of comments received) complete a major research paper on some topic related to nuclear weapons. Grad students only.
Instructor(s): S. David
Area: Social and Behavioral Sciences.

AS.190.692. Race and the Neoliberal Turn.
Scholars conceive of neoliberalism as an ideology, as a set of public policies, as a governmentality, or as a combination of above. However while neoliberalism however it is conceptualized has been described as the contemporary doxa, the role of race both in the turn towards neoliberalism, and in the forms neoliberalism takes in a given space/moment has gone relatively underexamined. In this course I seek to rectify this problem, by examining neoliberalism and then charting the ways that race shapes it and is shaped by it.
Instructor(s): L. Spence.

AS.190.693. Sophocles & Kant.
What happens when two world historical thinkers from disparate times and places are placed into dissonant conjunction? The wager is that we might learn more about each and that the shocks engendered by recurrent juxtapositions might open up creative lines of thought not entirely reducible to either tradition. The texts will include the Sophocles’ Trilogy, Hesiod’s Theogeny, fragments from Heraclitus with commentary by Nietzsche, and an engagement by Bernard Williams. These will be matched by Kant’s Critique of Practical Reason, Critique of Judgment, other essays by him, joined to short commentaries by Deleuze and others. The seminar will move back and forth between the Sophoclean and Kantian traditions.
Instructor(s): W. Connolly.

AS.190.694. Comparative State Formation.
The course examines causes, effects and paths of state formation in history and across societies. Weberian and Marxist analyses of the emergence of the modern state in Western Europe are a necessary point of departure. To develop a stronger comparative perspective, however, the course will analyze theoretical approaches and historical studies on state formation in the Ancient World (Mesopotamia, Egypt and China) and in modern Latin America and Africa. The course will also examine whether variations in state formation have a systematic effect on state capacities and political regimes. Graduate Students Only.
Instructor(s): S. Mazzuca.
AS.190.695. Politics, Time and the Tragic.
What can tragic visions teach us today? What cosmological and ontological issues are posed to late modern life by tragic traditions? What conceptions of time and political aspiration can inhabit a tragic vision? What contending conceptions of politics grow out of them? This seminar starts with Hesiod’s Theogony, moves through the Sophocles Trilogy, examines attempts to rework the tragic by Friedrich Nietzsche, Bernard Williams, Judith Butler, Bonnie Honig, and James Baldwin, returns to these issues through King Lear, and explores again the issues that emerge through a close engagement with Deleuze’s philosophy and time in Cinema II.
Instructor(s): W. Connolly
Area: Social and Behavioral Sciences.

Grad Students only
Area: Social and Behavioral Sciences.

AS.190.697. Norm and Change in International and Comparative Perspective.
This seminar will explore the dynamics behind the origin and demise of foundational normative understandings that inform action in a variety of issue areas. Readings will be drawn from the international relations and comparative politics literatures, with attention focusing on the themes of power, discourse, and practice as well as on how these literatures relate to one another.
Instructor(s): N. Jabko; S. Schmidt
Area: Social and Behavioral Sciences.

AS.190.698. Qualitative Methods in the Social Sciences.
Some of the most important and enduring methodological innovations in the study of politics within political science have their origin in other disciplines. Quantitative and qualitative approaches alike share hold this basic fact in common. This course will trace the origin and development of several qualitative approaches to the study of politics, emphasizing methodologies culled or derived from the disciplines of anthropology, history, sociology and philosophy, utilized in some form in all sub-fields of the discipline of political science. Students will become familiar with debates concerning the relative merits and limitations of these approaches as methodological forms in their own right, and in relation to more quantitatively oriented methodologies often deployed in large N research design. Graduate students only.
Instructor(s): M. Hanchard.

AS.190.699. State and Sovereignty II.
Graduate students only.
Instructor(s): S. Grovogui.

AS.190.800. Independent Study.
Permission required.
Instructor(s): Staff.

AS.190.801. Independent Study II.
Instructor(s): D. Deudney
Area: Social and Behavioral Sciences.

Permission required.
Instructor(s): Staff.

AS.190.890. Independent Study.
Instructor(s): Staff.

AS.190.893. Political Science Practicum.
Instructor(s): R. Katz.

AS.191.105. The Bad Good Life: Cruel Optimisms, Bad Romances, and Other Political Depressions.
What if the good life that we desire turns out to be bad? This course explores the intersections of personal and political life when our hopes turn out to be damaging to ourselves or to others. Potential issues include: positive thinking, the American Dream, love, queer survival, failure, ecological crises, and the end of the world. Dean’s Teaching Fellowship. Freshmen Only.
Instructor(s): C. Shomura
Area: Humanities, Social and Behavioral Sciences.

This class offers an introduction to different approaches to the study of international politics by using film, literature, and political theory. The class explores realist, constructivist, feminist, and critical theories of global politics. It addresses two broad themes: the emergence of global political spaces and, second, the implications of ‘globalization’ for contemporary politics. The class both provides an introduction to the study of international politics and takes an in-depth look at the global.
Instructor(s): B. Meiches
Area: Social and Behavioral Sciences.

AS.191.108. Political/Science/Fiction.
Science Fiction has long been recognized for its ability to speak to the concerns of the present. In Political/Science/Fiction we will explore one theme in particular: the cultural politics of alien encounter. “Alien encounter” in this case refers to encounters with the Other—those marked as outsiders, as less-than-human. In reading works of science fiction in conjunction with those of social science, our purpose will be less to seek out new worlds than to strive for a nuanced understanding of our own.
Instructor(s): L. Wilcox
Area: Social and Behavioral Sciences.

Dean’s Prize Freshmen Seminar
Instructor(s): K. Anfinson
Area: Social and Behavioral Sciences.

The advent of European International Society to East Asia in late nineteenth century is often characterized as an ‘opening’ of the East to the West: Korea as the hermit kingdom, Commodore Perry’s opening of Japan, and Open Door policy for China. For the Americas and ‘Westerners’, it was ‘discovery.’ For Asia, it was ‘opening.’ However, the term ‘open’ is wanting in capturing the political turmoil this period witnessed, as this is a period in which the terms of global coexistence were contended and negotiated both between the East and the West, and among actors in East Asia. Seeing the period of late nineteenth century to mid-twentieth century as a period of political contestation of different visions of order in Asia, this course explores the role played by Sinocentrism, Westernization, the rise of Japan, and discourses of Asianism in reconfiguring the international relations of East Asia in modernity. Dean’s Prize Freshmen Seminar.
Area: Social and Behavioral Sciences.
AS.191.111. The Limits of Tolerance: Nation-States, Immigration, and Islam in Europe.
An examination of the politics and policies affecting the experiences of Muslim immigrants in Europe, this course explores the connections between national identity, group and individual identities, and religious beliefs.
Instructor(s): M. Luhman
Area: Social and Behavioral Sciences.

Interstate war threatens constitutional government because of various power concentrations necessary for survival. For much of its existence, the United States avoided this dilemma given its separated geographic location vis-à-vis Europe, and continental hegemony. However, technological advances, specifically nuclear weapons and intercontinental means of delivery, reduced American effective distance from large despotic powers in the 20th century. In this nuclear age, how would it be possible to prepare for total war without becoming a garrison state? Dean’s Prize Freshman Seminar
Instructor(s): R. Fried
Area: Social and Behavioral Sciences.

AS.191.113. Diet, Politics and Identity: Are We What We Eat?.
Tracing the history of the idea that "you are what you eat," this course explores the relationships between diets, bodies, selves, and politics. Readings will be both historical and contemporary and cover a variety of fields including philosophy, political theory, anthropology, and the history of science and medicine. Dean’s Prize Teaching Fellowship.
Freshman Only.
Instructor(s): A. Rebrovick
Area: Social and Behavioral Sciences.

This course will explore the theoretical underpinnings of the freedom of expression protection and some of the key contemporary debates that surround free expression in an age of mobilization, globalization, and digitization. Dean's Prize Freshman Seminar
Instructor(s): G. Jones
Area: Social and Behavioral Sciences.

AS.191.115. Who is Michel Foucault?.
Who is Michel Foucault? Philosopher? Historian? Prison abolitionist? Postmodernist? Radical? In this short course, students will read one of Foucault’s most famous works, Discipline and Punish, which explores themes including power, truth, law, norms, science and subjectivity, through a history of the modern prison. Foucault’s interviews, lectures, and a biography will supplement and support our effort to grasp the ideas and character of one of the most influential political theorists of the 20th Century.
Instructor(s): C. Forster-Smith
Area: Humanities, Social and Behavioral Sciences.

AS.191.116. Special Opportunities in Undergraduate Learning: Introduction to the Literature and Practice of Political Science: Democracy, War, and the State.
This class is designed to introduce students to basic concepts and debates in Political Science, while introducing them to the process and practice of research. Students will read texts on democracy, war, and the state, and will begin to develop a unique research project on one of these topics. Authors discussed will include Plato, Aristotle, Tilly, Lipset, Weber and Waltz. Freshmen and Sophomores only.
Instructor(s): M. Helsel.
A brief overview of the field Sports and Entertainment law, and the various legal issues confronted. We will focus on numerous areas of law, including antitrust law, labor law, copyright law, and contract law among others. We will look at real world disputes and recent cases to analyze the legal theory associated with sports and entertainment law.
Instructor(s): G. Jones
Area: Social and Behavioral Sciences.

This class explores the gap between the promise and shortcomings of American democracy. Topics include the Puritans, political participation, slavery, wealth and political power, equality, and the national security state.
Instructor(s): K. Anfinson
Area: Social and Behavioral Sciences.

In our globalized world the experience of being at home is changing. This course will examine what it means to be at home today and related notions of belonging, nostalgia, place and homelessness. We will read works by Rousseau, Heidegger, Arendt, Rushdie and Bauman.
Instructor(s): A. Blomme
Area: Humanities, Social and Behavioral Sciences.

Lu Xun is hailed as the father of Modern Chinese Literature, an iconoclast, a loner, and by Mao Zedong as a preeminent revolutionary. In a life that spanned revolutions and counter-revolutions, he depicted and critiqued China’s quest to be “modern” in all its ambiguity. This course looks at his writing to address the politics of modernity, revolution, and violence that were relevant in 20th century China and are still relevant globally today.
Instructor(s): Q. Lester
Area: Humanities.

AS.191.211. Critics and Critiques of the American Constitution.
This course will survey various critiques of the American Constitution that have emerged since its ratification. Among the topics to be covered are: anti-federalist and Jeffersonian arguments against ratification; Abolitionist tracts published before the civil war; Progressive and Economic critiques from the early twentieth century; race-based critiques from the mid and late twentieth century; feminist responses in the late twentieth century; and contemporary radical-democratic challenges.
Instructor(s): A. Rebrovick
Area: Humanities, Social and Behavioral Sciences.

AS.191.217. The End of Winter?
This course will examine the political and philosophical impact of climate change through the frame of the loss of winter. We will explore issues including: belonging, attachment, identity, statelessness, and territorial change.
Instructor(s): A. Blomme
Area: Social and Behavioral Sciences.

AS.191.218. Feminism and Film.
The purpose of this course is to understand the expression of feminist concerns in cinematic discourse. The course will explore the productive tensions between various genres of film, feminist film theory, and themes in feminist thought. The class will examine films through the lens of feminist texts that focus on topics such as the portrayal of sexuality, subjectivity, and the maternal, as well as the effects of the masculine gaze. This course is cross-listed with the Women, Gender, and Sexuality Program.
Area: Social and Behavioral Sciences.

AS.191.219. Watching Global Politics: International Relations Through Film.
This course will outline major ideas in the discipline of International Relations by an applied overview of the diverse theories, approaches, and paradigms of global politics. This will include the development of conceptual frameworks and theories to facilitate the understanding and explanation of events and phenomena in world politics. Students will gain this knowledge through pop culture and film as well as through the writings of key IR Theorists of the 20th and 21st centuries. The class will be organized around the major theories of International relations: Realism, Liberalism, and Constructivism. These will be contrasted with theories of gender, postcolonialism, and ecology. A background in International Relations is not required, but an interest in contemporary global politics is strongly encouraged. (Subfield: IR)
Instructor(s): S. Fishel
Area: Social and Behavioral Sciences.
AS.191.224. Climate Change & the Politics of Belonging.
This class will look beyond the ecological impacts of climate change to examine its potential consequences for citizenship, sovereignty and statehood, national identity, and belonging. We will explore these issues through both theoretical texts and reports from organizations working with populations and in places on the front lines of climate change.
Instructor(s): A. Blomme
Area: Social and Behavioral Sciences.

This course examines the extent to which globalization is reshaping state-society relations in contemporary East Asia, and how East Asian societies and political systems respond to, and influence, aspects of globalization in turn. Topics to be explored include the origins and trajectories of developmental states in East Asia, macroeconomic and industrial policy-making, social unrest and political organizing, export-led growth and political liberalization, the East Asian financial crisis and its aftermath, and today’s East Asian political and economic landscapes in a globalizing world.
Instructor(s): P. Leon
Area: Social and Behavioral Sciences.

AS.191.240. Manifestos.
From politics to pop and film to food, manifestos are written for almost every domain of life. Reorienting the thought and action of collectives and countries, they are some of the most important documents in history. But how do they inspire and focus cultural and political energy to achieve their ends? This class examines the method, rhetoric, aim, style, and substance of manifestos from a number of domains to understand their importance and efficacy.
Area: Social and Behavioral Sciences.

This course examines the roles of Comedy Central’s Jon Stewart and Stephen Colbert in the contemporary media and political landscape. Using recent work in media studies, political theory, and cultural studies, we will explore issues of satire, parody, and the distinctive roles Stewart and Colbert play vis a vis the major news networks. We will also look at political activism and what their popularity might mean for the future of media politics.
Area: Social and Behavioral Sciences.

What is war termination? How do diplomacy and military strategy affect the end of hostilities? These are vital questions given that wars, regardless of size, ultimately end one way or another. However, these inquiries seem under-appreciated by many policymakers leading up to and during war. This course will offer an introduction to the war termination literature with an eye toward employing its findings to present day challenges in international relations. Rationalist, domestic political, and leadership approaches to the termination of war will all be considered.
Instructor(s): A. Potter
Area: Humanities, Social and Behavioral Sciences.

AS.191.251. Globalization and Development: The Clash of Civilizations or a New World Order?
The course aims to introduce students to the major debates in globalization and development studies: Is globalization a new phenomenon? Does global interconnectedness lead to a clash of civilizations or to one-way diffusion from developed to developing countries, converting the globe into a giant mall? Are there processes of intermixing across time, space and identities? Is globalization an engine of progress or a vehicle of socio-economic polarization? Why has development been contested in some places and not in others? What would a completely developed world look like? These questions will be explored using multi-media and texts from various disciplines and historical periods.
Instructor(s): A. Ignatov
Area: Humanities, Social and Behavioral Sciences.

AS.191.260. The Practice of Law.
This course is designed to familiarize students with the world of the law and legal practice options, through the eyes of Johns Hopkins University (JHU) alumni and Baltimore City community members who are attorneys. The course will focus on the following legal specialties: Family Law, the Judiciary, Insurance Defense/Coverage, Securities and Corporate Law/the SEC, and Criminal Law. There will be a discussion with a JHU alum that is a current law student, a mock law class, and a special presentation on Judicial Clerkships.
Instructor(s): A. Drososki
Area: Social and Behavioral Sciences.

What role do guilt and sin play in politics? This course examines this problematic by addressing readings and case studies including religious texts such as the Bible, essays on economics of guilt, debt, and sacrifice, investigations into the concept of historical sin and reparation, and the contemporary psychology of lying in politics. The course includes extensive reading and weekly film viewings.
Instructor(s): B. Meiches; T. Hanafin
Area: Humanities, Social and Behavioral Sciences.

AS.191.300. Law, Politics, and Science Fiction.
Science fiction (or speculative fiction) allows us to imagine new worlds and think creatively about social problems. In doing so, it raises numerous questions that have important resonance in politics and law. These include questions about the role and structure of government, equality, citizenship, criminal justice, and international relations. In this course we will explore these fundamental political and legal questions through a variety of sources including novels, short stories, films, and television shows.
Instructor(s): G. Jones
Area: Social and Behavioral Sciences.
**AS.191.301. US Health Policy and Politics.**
This course examines the political origins and historical development of the US health care system. We will investigate the unique public-private structure of the US health care system and the policy and political challenges of lowering costs and increasing quality and access. Students will gain a broad understanding of the Medicare and Medicaid programs, as well as the system of employer-based insurance. The course will also explore the institutional hurdles and political forces that have shaped past and current efforts to reform the American health care system – with particular attention given to the Affordable Care Act. Students will debate competing policy ideas for future reform and use lessons gleaned from the history of American health care reform to understand the potential direction of policy and political change following the Affordable Care Act. Patrick Henry Post Doc.
Instructor(s): A. Kelly
Area: Social and Behavioral Sciences.

**AS.191.302. Comparative Political Institutions.**
This course will provide a detailed overview of the main executive, legislative, and judicial institutions of liberal democracies around the world. Aim is to provide students with an insight into the consequences and mechanisms of various institutions, and to analyze challenges to established and fledgling liberal democracies. An additional objective is to make students familiar with the institutional setup of liberal democracies in: Latin America, Asia, and Europe (incl. EU)
Area: Social and Behavioral Sciences.

**AS.191.303. The Rise and Fall of the State.**
This course interrogates the state as a central institution of politics, its many meanings and its purposes. It will also analyze the politics of the rise of the state in domestic and international politics and assess whether it is currently being challenged by globalization and civil war
Instructor(s): A. Naseemullah
Area: Social and Behavioral Sciences.

**AS.191.304. US-Cuba Decision Making.**
This course is a history of U.S.-Cuban relations since the Castro regime took power in 1959 and an effort to understand why the U.S. has not been able to deal successfully or even rationally with the government there even with the end of the Cold War. At this point, the U.S. is the only nation in the Western Hemisphere not to have full diplomatic and trade relations with the island. Why is that?
Instructor(s): W. Smith
Area: Social and Behavioral Sciences.

**AS.191.306. Perspectives on Globalization.**
This course introduces students to perspectives on globalization and the global economy of leading professionals in a range of fields. Presentations, discussions, and readings address the changing nature and importance of global trade and finance, emerging markets, international marketing, sustainable development, human rights and national security. The course concludes with a three-day trip to NYC, which includes visits to law, finance and marketing firms, NGOs and policy organizations. Last year’s visits included: HSBC, Jordan’s Permanent Mission to the UN, Council on Foreign Relations, and International Rescue Committee. Class meets on Homewood campus January 11-15, and 22nd. Class goes to New York, NY January 19-21, 2016. Course/trip attendees made by faculty selection.
Instructor(s): L. Judy
Area: Social and Behavioral Sciences.

**AS.191.307. Ecologies of the Good Life: Politics for a More than Human World.**
This course explores the extent to which nonhuman actors influence politics. It aims to provide a new “green” lens through which to rethink power and political participation.
Instructor(s): A. Ignatov
Area: Social and Behavioral Sciences.

**AS.191.309. Non-Western Political Theory.**
This course is designed to introduce and critically examine some of the most influential non-western traditions, thinkers, texts, and ideas in the global history of political thought. We will focus on material from the Middle East, South Asia, and East Asia. Thinkers covered in the course include: Al-Mawardi, Confucius, Lao Tzu, Sayyid Qutb, and Tiruvalluvar. We will also read key portions of the following texts: Qur’an, Law Code of Manu, and the Mahabharata.
Instructor(s): S. Gray
Area: Social and Behavioral Sciences.

**AS.191.310. American Political Development.**
American political development (APD) is the study of how political institutions and the body politic in the U.S. have changed over time. In this advanced seminar, we will explore this subfield of political science. The course is concerned with attempting to identify historical patterns within American politics as well as the disjunctures that have reshaped the nation’s trajectory. Students will engage with the APD literature and in the process learn how scholars identify the evidence they use to support their analytical claims. The course is divided into four sections. First, we will survey the subfield’s rise and discuss how (or if) APD differs from other ways of studying American politics. Next, we turn to a discussion of political culture and the Constitution as a stabilizing influence within a changing political environment. From there we shift to the study of discontinuities through a careful examination of state-building as well as the impact of anti-statism. Finally, the course concludes with an analysis of associational life within the American state, focusing particularly on issues of race and gender.
Instructor(s): W. Adler
Area: Social and Behavioral Sciences.

**AS.191.311. The Public Life of Personal Narrative.**
Michel Foucault once declared that “Western man has become a confessing animal.” In the era of Facebook and YouTube, we seem to be moving closer and closer to this definition, as we divulge increasingly private details about ourselves to increasingly broad publics. The hopes and anxieties that have attached themselves to these new media and technology, however, are not entirely novel. This course departs from a set of questions about contemporary uses of self-exposure, then turns to an examination of theoretical texts and autobiographical materials spanning several centuries, slowly winding our way back to the present. The aim of our journey will be to arrive at a fresh understanding of the political functions of personal narratives in our own time.
Instructor(s): N. Gies
Area: Social and Behavioral Sciences.

**AS.191.312. Who Do We Think We Are?: The Politics of Being Human.**
Today the question of who - or what - is a human being animates many pressing political and cultural debates like human rights, abortion, climate change, the development of technology and artificial intelligence, and so on. This course will take up the question of what it means to “be human” and trace how answers to this question inform contemporary debates over the terms of political and ethical life.
Instructor(s): D. Walker
Area: Social and Behavioral Sciences.
**AS.191.313. The Worlds of Globalization.**
The language of “globalization” is now widely used to describe the modern world—a world that is increasingly interconnected, economically homogenous, and culturally convergent. Even political and economic alternatives are commonly framed in terms of forging other “global” formations, be they justice globalization, grassroots globalization, or globalization from below. This class examines how the concept of globalization emerged as the definitive term for conceptualizing the modern world, debates the usefulness of this concept, and identifies alternative ways of conceptualizing the world as a social totality. In this class we look at four particular discourses of globalization—those of global cities, global activism, global capitalism, and global culture—while examining historical and contemporary alternatives to these discourses. The final project will use these theoretical tools to critically examine the city of Baltimore.
Instructor(s): I. Kamola
Area: Social and Behavioral Sciences.

**AS.191.314. Business and Politics.**
This course will examine the multifaceted relationship between government, politics, and business. We will examine the role of business in American domestic policy and politics, including the historical development of the American political economy and the continued role of the government in American economic development. The course will also investigate the nexus of business and government in comparative perspective, looking at both developing and developed nations. The course will focus on the role of business as a political actor and the interaction between business and government in the policy process. The course will examine topics including the politics of regulation and theories of state capture, the role of the state in economic development, interest group formation, maintenance, and influence, and the delegation of governing responsibility and authority to private actors. The course will revolve around questions of how business participates in the political process and influences policymaking through lobbying and elections. The course will be designed around a combination of theoretical readings and discussions with case studies that explore policy areas such as healthcare, pharmaceuticals, tobacco, and finance.
Instructor(s): A. Kelly
Area: Social and Behavioral Sciences.

**AS.191.315. Chinese Foreign Relations.**
This course examines China’s foreign relations since the beginning of the economic reforms. Readings will draw on a diversity of perspectives, both Chinese and non-Chinese, to examine China’s foreign policy debates and strategic choices.
Instructor(s): G. Christoffersen
Area: Social and Behavioral Sciences.

**AS.191.317. Interest Groups, Social Movements and the Policy Process.**
Instructor(s): C. Thurston
Area: Social and Behavioral Sciences.

**AS.191.318. On War and Its Discontents.**
War is a phenomenon we regularly discuss, but what do we mean when we invoke the concept of war? Is there an abstract essence of war, or is war a convenient label for a set of historical relationships? Beginning with Clausewitz’s classic On War, the class addresses conceptual dilemmas of war and themes including violence, sovereignty, globalization, technology, humanitarianism, genocide, and trauma. We will examine a number of classical texts, film, and other media.
Area: Social and Behavioral Sciences.

**AS.191.319. Plato’s Republic.**
A three-week intensive course on Plato’s Republic. We will read the entire text along with selected secondary commentaries. Class time will consist of equal parts lecture and discussion. There will be a significant writing component consisting mainly of weekly exegetical papers. There is no prerequisite for the course but students should have some background in political theory, philosophy, or ancient history.
Instructor(s): T. Hanafin
Area: Humanities, Social and Behavioral Sciences.

**AS.191.320. Geopolitics, Geography, Technology, and Power.**
Geopolitics studies the natural world and the ways it constrains development, politics, conflict and sustainability. Societal resources and patterns of warfare are tied to humans’ physical environment and technological level.
Instructor(s): T. Williams
Area: Social and Behavioral Sciences.

**AS.191.321. Anti-colonial and Post-colonial Revolutions.**
This course will explore various revolutions in the colonial world first looking to the Haitian and Spanish American revolutions of the 19th century. Then moving to the 20th century, we examine African and Indian independence through the writings of Franz Fanon on the Algerian revolution and through Gandhi’s treatise on Indian self-determination. We subsequently examine revolutionary movements in the context of the Cold War and the tension between the communist tradition and a budding non-aligned movement among former colonial states. We explore these issues through the works of leaders like Ho Chi Minh, Jawaharlal Nehru and Thomas Sankara. Lastly, we turn to Steven Biko and his writing on the South African anti-Apartheid revolution and to Eastern European independence from the Soviet Union through the writings of Vaclav Havel. In the final class we will wrap up by exploring some of the themes from the course and their relevance for our thinking about the Arab Spring. The course aims at an international understanding of the ideas that traversed these revolutions and of how the people involved understood the relationship of their movement to their imaginings and aspirations for broader global change. We explore how important leaders made innovations to the political vocabulary of their time in their pursuit of change. But in thinking through their ideas, we will pose critical questions on themes like race, class and gender.
Instructor(s): A. Stack
Area: Social and Behavioral Sciences.
This course will focus on socio-economic changes and challenges that the developing world faces in today’s globalized world. It will introduce students to the interaction between politics and economics in developing countries by examining political and economic development (and underdevelopment). It will evaluate the role of globalization and neoliberal reforms not just as the engine of economic change, but also as the source of social conflict. The first part of the course will introduce conventional theories and approaches to development, and evaluate how globalization and open markets have significantly changed the trajectory of economic growth and development through various substantive and country-specific readings. The second part of the course will examine the contemporary debates relating to globalization, particularly whether and how it has affected growth, human development, equality, and poverty in the developing world. A key to the summer will be on the relationship of the state to social welfare and the delivery of public goods. Finally, the course will also analyze the implications of globalization for crucial contemporary problems such as immigration, transnational flows, women’s rights/ gender roles, state-building and democratization, civil society/NGOs and governance, and ethnic violence.
Instructor(s): S. Chidambaram
Area: Social and Behavioral Sciences.

This course is concerned with the relationship between energy security and human security. It will study the energy issues of East Asian countries as they make difficult energy policy choices, attempting to achieve simultaneously economic growth, energy security, and environmental sustainability.
Instructor(s): G. Christoffersen
Area: Social and Behavioral Sciences.

AS.191.324. International Relations of Security and Development.
This course will examine the relationships between “global North” and “global South”, engaging both historical and contemporary debates around intervention, humanitarianism and development.
Instructor(s): C. McNeill
Area: Social and Behavioral Sciences.

AS.191.325. Introduction to International Relations through Comics.
This course will present an overview of the different theories in the discipline of International Relations. The course will be organized around the question of the causes of conflict between and within states. A special emphasis will be given on reading primary literature. By the end of the course students should be well versed in the main approaches in the discipline.
Instructor(s): T. Tutunji
Area: Social and Behavioral Sciences.

AS.191.326. Sex, Gender and War.
In this course we will explore what different perspectives on sex and gender from feminist theory and the social sciences have to contribute to the understanding of key questions about the nature of war. Topics covered include nuclear politics, the concept of a just war, terrorism and the War on Terror, and humanitarian wars. This is a discussion seminar involving approximately 20 pages of writing. It also presupposes prior work in International Relations.
Instructor(s): L. Wilcox
Area: Social and Behavioral Sciences.

AS.191.327. Cities and Sovereignty.
For the first time in history, the majority of the world population lives in cities. This course asks how this event and the ongoing process of global urbanization have transformed political life. From the Occupy movement’s reclamation of a right to the city to the practices of urban warfare in Iraq and Afghanistan, this course will examine how the city has become a medium of politics.
Instructor(s): D. Denman
Area: Social and Behavioral Sciences.

Feminists have long wrestled with how differences in the social locations and life trajectories of women (like race, class, religion, and ability) matter for political organizing. Political movements of sexual minorities have likewise explored interactions between gender, sexuality, and other differences. This course will investigate the history and theories of these traditions on their own and in case studies for exploring a more general set of questions about human differences and their intersections.
Area: Humanities, Social and Behavioral Sciences.

AS.191.329. Hayek on Liberty and Order.
Friedrich Hayek’s reconstruction of liberalism had a major effect on thought in the 20th century and beyond. Hayek was a key participant in debates over the viability of socialist planning, Keynesianism, the welfare state, and liberal theory. His ideas continue to be the object of everything from sweeping admiration and hostile dismissal by politicians and theorists. This course examines Hayek’s enduring legacy and his critics.
Instructor(s): C. England
Area: Social and Behavioral Sciences.

AS.191.330. The Political Subject of Economics.
Instructor(s): T. Hanafin
Area: Social and Behavioral Sciences.

AS.191.331. Interest Group Politics and Advocacy.
Interest groups play a central though at times controversial role in US politics. This course explores practical questions about how they emerge and seek to influence policy. It also considers their place in politics in light of theories of representation.
Instructor(s): D. Fernandes
Area: Social and Behavioral Sciences.

AS.191.332. Civilians in the Path Of War.
In this course, we will examine ideas about violence in international affairs by both states and non-state actors. More specifically, we will investigate some of the conditions that give rise to conflict in the international system, the range of actors engaged in violence, their diverse motives, and the strategies of governments and the international system to mitigate conflict.
Instructor(s): M. Abrahms
Area: Social and Behavioral Sciences.
AS.191.333. Philosophies of Capitalism from Rousseau to Hayek.
Although we commonly speak of “capitalism” as if there were a consensus regarding the basic tendencies of this peculiar economic system, there is a vast amount of disagreement among philosophers and social scientists about the most fundamental issues. These arguments range from moral arguments over the (in)justice of capitalist economies to more profound ontological debates about what capitalism is and what it means for human experience. This course examines these issues by reading in conjunction a set of profound economic thinkers, including Rousseau, Adam Smith, Hayek, and Karl Polanyi.
Instructor(s): C. England
Area: Social and Behavioral Sciences.

This course explores diverse definitions and theoretical explanations of American exceptionalism in US intellectual history. Also, it investigates the political/academic debates surrounding the role of exceptionalism in American foreign policy.
Instructor(s): T. Cha
Area: Social and Behavioral Sciences.

AS.191.335. Arab-Israeli Conflict (IR).
The course will focus on the origin and development of the Arab-Israeli conflict from its beginnings when Palestine was controlled by the Ottoman Empire, through World War I, The British Mandate over Palestine, and the first Arab-Israeli war (1947-1949). It will then examine the period of the Arab-Israeli wars of 1956, 1967, 1973, and 1982, the Palestinian Intifadas (1987-1993 and 2000-2005); and the development of the Arab-Israeli peace process from its beginnings with the Egyptian-Israeli treaty of 1979, the Oslo I and Oslo II agreements of 1993 and 1995, Israel’s peace treaty with Jordan of 1994, the Road Map of 2003; and the periodic peace talks between Israel and Syria. The conflict will be analyzed against the background of great power intervention in the Middle East, the rise of political Islam, and the dynamics of Intra-Arab politics, and will consider the impact of the Arab Spring.
Instructor(s): R. Freedman
Area: Social and Behavioral Sciences.

AS.191.336. On Diet: Are We What We Eat?.
Tracing the history of the idea that "you are what you eat," this course explores the relationships between diets, bodies, selves, and politics. Readings will be both historical and contemporary and cover a variety of fields including political theory, philosophy, anthropology, and the history of science and medicine.
Instructor(s): A. Rebrovick
Area: Social and Behavioral Sciences.

This course examines why the United States quintupled its incarceration rate over the last 40 years to become the world’s leading jailer and explores the consequences for American politics.
Instructor(s): D. Dagan de Picciotto
Area: Social and Behavioral Sciences.

AS.191.338. Diaspora in World Politics.
This course examines the politics of diaspora communities in international perspective. Its main focus is on the impact of diaspora communities on national security and foreign policies of “host-countries” and “homelands.” In addition, the course tries to unpack the political meanings and uses of the term diaspora.
Instructor(s): Y. Abramson
Area: Social and Behavioral Sciences.

This course examines the role of popular music in politics in the Americas, with case studies of Cuba, Brazil and the United States. Students will consider the use of music by states in promoting and projecting a national identity, and by civil society groups in resisting or advocating for actions by the state. Analysis will draw on theoretical literatures on nationalism and contentious politics and will also include the examination of musical texts.
Instructor(s): A. Gillman
Area: Social and Behavioral Sciences.

This seminar analyzes trends, developments, and future challenges related to the politics of urban public schooling with a concentration on community political dynamics and the struggle for equal educational opportunity and quality education. The course emphasizes the impact of socioeconomic class inequality, racial/ethnic conflict, and gender politics on the changing character of public school reform since the 1954 Supreme Court decision of Brown v. Board of Education. Cross-listed with Africana Studies.
Instructor(s): F. Hayes
Area: Social and Behavioral Sciences.

This seminar exposes students to tools for thinking critically about life and politics by introducing them first, to important texts in postcolonial studies, and second, to debates about development and its current criticisms.
Instructor(s): T. Zille
Area: Social and Behavioral Sciences.

The Politics of Conversion: Empire, Modernity, Critique: Designed to provide an interdisciplinary survey of the way conversion produces and threatens political projects, this course will examine the role of conversion at key points in political history. Students will appraise and discuss subjects ranging from Renaissance disputes regarding the obligation to respect the governments and customs of New World peoples, to Indian nationalist projects in the 19th century, to disputes over the role of Islam in contemporary France.
Instructor(s): M. Helsel
Area: Social and Behavioral Sciences.

AS.191.345. Russian Foreign Policy (IR).
This course will explore the evolution of Russian Foreign Policy from Czarist times to the present. The main theme will be the question of continuity and change, as the course will seek to determine to what degree current Russian Foreign Policy is rooted in the Czarist(1613-1917) and Soviet(1917-1991) periods, and to what degree it has operated since 1991 on a new basis. The main emphasis of the course will be on Russia’s relations with the United States and Europe, China, the Middle East and the countries of the former Soviet Union--especially Ukraine, the Baltic States, Transcaucasia and Central Asia. The course will conclude with an analysis of the Russian reaction to the Arab Spring and its impact both on Russian domestic politics and on Russian foreign policy.
Instructor(s): R. Freedman
Area: Social and Behavioral Sciences.
**AS.191.346. American Political Parties.**
This course examines the major American political party organizations and the party system in relation to the electorate, interest groups and the institutions of American government since 1964.
Instructor(s): A. Hiramatsu
Area: Social and Behavioral Sciences.

**AS.191.347. U.S.-Chinese Relations.**
This course examines key issues in U.S.-Chinese relations. We will take an in-depth look at the politics, policies, and topics surrounding strategic balancing, trade, energy, nuclear proliferation on the Korean Peninsula, relations across the Taiwan Strait, China's rise and the response of the United States and its allies. We will place the relationship between the United States and China in the context of its geopolitical implications not only for the two countries but also for the international system.
Instructor(s): P. Leon
Area: Social and Behavioral Sciences.

**AS.191.348. Domestic Politics of Contemporary China.**
This course examines salient issues in the domestic politics of contemporary China. It begins with a brief historical overview of China's developments that led to the revolutions of 1911 and 1949, as well as the Cultural Revolution. The main part of the course will explore the era of economic reform and opening that began in the late 1970s and that still continues today. Topics include the relationship between business and politics, obstacles to economic and political reforms, the interplay between foreign relations and domestic politics, institutional and bureaucratic sources of policy-making, the social and political impact of economic growth, the relationship between central and provincial governments, and the questions of political opening and leadership transitions.
Instructor(s): P. Leon
Area: Social and Behavioral Sciences.

**AS.191.349. Global Urbanism: Planet of Slums or World Cities.**
This course will address the relationship between development and the political and economic structure of the world economy in the built environment of the city. By drawing upon both classical texts about cities (do they still work for us, what can they account for) and on a diverse literature on cities and slums, we will focus our attention to the contemporary challenges faced in cities both in the more developed and in the developing world. Through a variety of disciplinary perspectives we will try to understand the underlying social and economic changes and the profound transformations under way throughout the global urban world.
Instructor(s): D. Pasciuti.

**AS.191.350. History of American Environmentalism.**
This course explores the emergence and evolution of environmentalism in American political thought, in three main periods. First, early American conservatism focused on the edifying power of nature (Muir, Thoreau, Whitman, Marsh). Second, environmentalists in the 1960s-70s rejected the excesses of industrialization and capitalism, and embraced the idea of a unified planet (Carson, Ehrlich, Commoner, Lovelock). Third, contemporary eco-modernists favor embracing technology to restructure society for efficiency and ecological harmony (Brand, Lomborg, Beck, Bookchin).
Instructor(s): E. Mendenhall
Area: Humanities, Natural Sciences.

**AS.191.352. American Constitutionalism and War Making.**
This course explores the issue of security in the United States beginning with the 1787 constitutional founding and moving into the modern era. We will examine the role of the United States in world politics with a special emphasis on how the United States, as well as the international system changed in the 20th century, as well as the domestic constitutional challenges this presented.
Instructor(s): R. Fried
Area: Social and Behavioral Sciences.

**AS.191.353. Africa and American Foreign Policy.**
This course examines the political, economic, and social relationships between the United States and various African countries. We start by critically examining various ways American foreign policy thinkers conceptualize Africa, before turning our attention to issues concerning conflict, intervention and peacekeeping, economic aid and development, and the Arab Spring. In particular, we will look at: the Rwandan genocide and the Congolese War, the Darfur conflict, Somali piracy, the Millennium Development goals, debates around foreign aid, NGO-based development, China's presence in Africa, and the U.S.'s recent support of Libyan rebels.
Instructor(s): I. Kamola
Area: Social and Behavioral Sciences.

**AS.191.354. History of US Latin American Relations.**
History of U.S. relations with Latin America, from founding of the U.S. until today.
Area: Social and Behavioral Sciences.

**AS.191.355. The Military in American Politics.**
This course explores how Americans have wrestled with questions of military power. Topics include civil-military relations, the military-industrial complex, civil liberties during wartime and how coercion has shaped American identity.
Instructor(s): W. Adler
Area: Social and Behavioral Sciences.

**AS.191.356. The Politics and Philosophy of Laughter.**
What is the political significance of laughter? How does laughter undermine, strengthen, or disrupt political life? We read philosophical, social scientific, and literary texts to explore these questions.
Instructor(s): P. Giamario.

**AS.191.357. Political Theory and Human Survival.**
In this class, students will read contemporary political thought about the future. We'll pay special attention to the six ways humans generally die: heat, cold, thirst, hunger, illness, and injury. Students will be encouraged to draw on their own skill sets and backgrounds to generate solution sets for survivable futures.
Instructor(s): J. Mohorcich
Area: Humanities, Social and Behavioral Sciences.

**AS.191.359. Size Matters: Small, medium and large states in global politics.**
Do large states dictate the terms in global politics? Are small states doomed to vulnerability in an anarchic world? And are medium states stuck-in-between, incapable of exerting any real influence? This course explores whether size is a determinant of foreign policy, security calculus, democratic or authoritarian proclivity, and success in global political economy.
Instructor(s): J. Wang
Area: Social and Behavioral Sciences.
AS.191.361. Political Structures of Europe.

This course offers students an in-depth analysis of the politics and political structures of Europe. Despite some attention to implications of the EU, it is not about the EU. The course is divided into two. Part one addresses theoretical topics including: presidential vs. parliamentary systems, political cleavages, multi-party and two-party systems, government coalitions, consociationalism. Part two surveys individual European countries. Students are presented alternatives to US democracy and tool-kits for thinking about institutionalizing democracy. Instructor(s): F. Bauwens

Area: Social and Behavioral Sciences.


What happens when our images of the good life seem to be harming us? When letting go of hopes, relationships, and attachments is so hard or painful that we cling to them and risk being destroyed? What might we do so that unmaking our lives becomes preferable to keeping a damaging one? This course explores such impasse matters, where political and personal life meet in struggles to endure, change, and thrive. Specific impasses that might arise in our discussions include the American Dream, intimacy, and climate change. We will engage readings and films of diverse genres to grapple with the threat and promise of the unmaking of our lives. Dean's Teaching Fellowship course.

Instructor(s): C. Shomura

Area: Social and Behavioral Sciences.


This course will explore the theoretical underpinnings of free expression protection and some of the key contemporary debates that surround free expression in an age of mobilization, globalization, and digitization. Dean's Teaching Fellowship course.

Instructor(s): G. Jones

Area: Social and Behavioral Sciences.


This course provides an introduction to the key institutions and relationships that make up the modern Chinese political system. The course will examine both theoretical and historical understandings of Chinese politics, considering alternative models of Chinese politics. It examines a range of current Chinese domestic governance issues: the political impact of the economic reforms, state-society relations, the legitimacy of the Communist Party, and Chinese understandings of politics.

Instructor(s): G. Christoffersen

Area: Social and Behavioral Sciences.

AS.191.367. US Environmental Policy.

This course provides an intensive introduction to the emergence, development, and functioning of key environmental policies in the United States.

Instructor(s): J. Greear

Area: Social and Behavioral Sciences.

AS.191.368. International Relations of the Asia-Pacific.

This course will introduce and analyze the international relations of the Asia-Pacific, weighing the various approaches that scholars use for theoretical understanding and policy prescription. From the 19th c. to the 21st c., realist balance of power politics have prevailed. Since the early 20th c., liberal-institutionalism has emerged to challenge realist assumptions in both Track I and Track II organizations such as the Institute of Pacific Relations, APEC, the ASEAN Regional Forum, East Asian Summit, and CSCAP. Constructivism questions these older approaches, focusing on national and regional identity formation in explaining foreign policy outcomes. The course will consider realist, institutionalist and constructivist approaches to Pacific Asia in examining prospects for peace and stability.

Instructor(s): G. Christoffersen

Area: Social and Behavioral Sciences.


An introduction to the political thought of democratic Athens (508-322 BCE). A close study of classical texts of by theorists and critics of ancient democracy such as Thucydides, Sophocles, Aristophanes, Plato, Aristotle, and Demosthenes.

Instructor(s): P. Livingston

Area: Social and Behavioral Sciences.

AS.191.370. Theories of International Political Economy.

This course is concerned with three general questions: What causes economic inequality among nations? Does free trade lead to economic growth? What causes financial crisis? How one answers these questions, however, depends upon one's fundamental conceptualization of what constitutes "the economy." To answer these questions, therefore, we will read seminal texts in the study of political economy, including Adam Smith's Wealth of Nations, Karl Marx's Capital, Vol. 1. and various thinkers who have built upon this theoretical work (for example, Hayek, Friedman, Keynes, Polanyi, Harvey etc).

Instructor(s): I. Kamola

Area: Social and Behavioral Sciences.


The second half of the 20th century witnessed a number of anti-colonial struggles across the African continent. This course reads the work of various theorists, novelists and organic intellectuals from these struggles in order to examine a number of important theoretical questions, such as: What is 'Africa'? How does colonial rule operate? What might political, economic and social liberation look like? These analyses will then be used to examine a number of contemporary issues facing the African continent. Cross-listed with Africana Studies.

Instructor(s): I. Kamola

Area: Social and Behavioral Sciences.


Aitchison Students Only.

Instructor(s): S. Strom

Area: Social and Behavioral Sciences.

AS.191.373. Greek and Christian Political Theory.

This seminar will carefully examine some of the most important and influential texts and thinkers in the early Greek and Christian traditions. We will read works by Homer, Hesiod, Thucydides, Sophocles, Plato, Aristotle, Augustine, and Aquinas.

Instructor(s): S. Gray

Area: Social and Behavioral Sciences.
This course examines the interplay of economic ideas, institutions and domestic politics in the United States, from the Founding through the financial crisis. Topics include industrialization, regulation, interest groups, voting behavior, and inequality.
Instructor(s): C. Thurston
Area: Social and Behavioral Sciences.

AS.191.375. Thinking Organizationally about Politics.
Aitchison Students Only.
Instructor(s): S. Teles
Area: Social and Behavioral Sciences.

AS.191.376. Public Policy Writing.
Aitchison Students Only.
Instructor(s): P. Longman
Area: Social and Behavioral Sciences.

AS.191.379. Thinking Strategically.
Aitchison Students Only.
Instructor(s): K. Mueller
Area: Social and Behavioral Sciences.

AS.191.380. First Amendment Freedoms.
The course will explore the historical, political and legal dimensions of the First Amendment and the freedoms it protects: religion, speech, press, assembly, and petition. We will explore how First Amendment doctrine has developed over time, with attention to the social and political context of changes in the law. A major theme of the course will be to ask how contemporary issues like combating terrorism, digital technologies, and social media might reshape existing First Amendment debates.
Instructor(s): G. Jones
Area: Social and Behavioral Sciences.

AS.191.381. Thinking Politically.
Aitchison Students Only
Instructor(s): S. Teles
Area: Social and Behavioral Sciences.

AS.191.382. Thinking Economically.
Aitchison Students Only.
Instructor(s): D. Baker
Area: Social and Behavioral Sciences.

AS.191.384. Thinking Legally.
Aitchison Students Only.
Instructor(s): M. Greve
Area: Social and Behavioral Sciences.

AS.191.388. Ethnic Politics.
Ethnic conflict has become one of the major sources of inter-state and within-state strife in many regions of the world today. This course is designed to provide a broad overview of the relationship between ethnicity and politics. The purpose is to introduce key concepts, debates and contemporary research in the field of ethnic politics, and to develop an understanding of how political institutions can influence the course and consequences of ethnic conflict. There are no text book required for this course.
Instructor(s): S. Chidambaram.
AS.191.395. Law and Religion.
The First Amendment to the U.S. Constitution contains the Establishment Clause, which prohibits the government from promoting religion, and the Free Exercise Clause, which guarantees religious liberty. Together, these are known as the Religion Clauses, and they have been at the center of some of the Supreme Court's most controversial decisions, such as school prayer, state funding for religious schools, and the placement of religious displays on public property. Many scholars, judges, and politicians have proclaimed that the Court's church-state decisions are "incoherent" and even "contradictory." This course will examine these criticisms of the Court's church-state jurisprudence and explore whether any consistent principles underlie this area of the law. Is there a basis on which "separationists," who advocate for a strict separation of church and state, and "accommodationists," who believe that government may promote some religious activities, can find common ground?
Instructor(s): J. Merriam
Area: Social and Behavioral Sciences.

AS.191.396. Politics of South Asia.
This course is intended as an introductory seminar in comparative politics designed to acquaint participants with academic debates on a range of topics that are relevant to understanding the politics of contemporary South Asia. South Asia is a region that not only has a rich and complex history and culture, but also a region to study themes such as colonialism, nationalism, economic growth and development, democracy vs. authoritarianism, religious fundamentalism, and ethnic conflict. Whether it is the emerging radicalization of politics and consequent social strife in Pakistan, the paradox of democracy in India that is on the economic ascendant yet still beset by poverty and a poor track record in human development, whether it is the brutality of the military regime in Myanmar or the democratization of Bangladesh, whether it is the violent sectarian conflicts that have wracked the region or the grassroots social movements that have set an example, developments in the South Asian subcontinent continue to draw our attention to how developments within these countries shape global interactions as well as how international factors shape their political trajectories in turn. Drawing on multidisciplinary scholarship, this course will explore the history, culture, political economy, and contemporary debates in what has emerged as a strategically and economically vital region. Since the overwhelming majority of academic publications concerning the region use India as their case, the assigned readings may tend to have an India bias. However, we will use the theories developed in the Indian context to understand the politics of the other South Asian states, and ask how India-specific theories might be extended to capture the dynamics of its neighbors. The themes discussed during the course will be those that are crucial not only to understanding South Asia's trajectory, but also to a general study of politics in a developing country.
Instructor(s): S. Chidambaram
Area: Social and Behavioral Sciences.

AS.191.397. Freedom.
This course will explore the concept of freedom as it develops in modern and contemporary political thought. We will examine contending conceptions of public (civic republican) and private (liberal) freedom, robust subjectivism, constraints of disciplinary power, and anarchism. This course concludes by tracking elements of these conceptions into contemporary American life. We will read the works of: Rousseau, J. S. Mill, Nietzsche, Foucault, Goldman, and Franzen.
Instructor(s): S. Gray
Area: Social and Behavioral Sciences.

AS.191.398. The International Politics of Genocide.
This course examines the creation of the concept of genocide and explores its controversial evolution in international law, humanitarian efforts, and global politics. Dean's Teaching Fellowship course.
Instructor(s): B. Meiches
Area: Social and Behavioral Sciences.

AS.191.399. The Political Economy of Development.
Ideas about the processes of economic development have undergone significant change since the end of World War II. The theory and practice of "development" has evolved over the intervening decades as both the structures of national economies and global markets have changed. Indeed, we might no longer agree what development is, who it is for and whether it is desirable. Today, development as a concept and a rallying cry is often expanded and reshaped to mean enforcing 'market reform,' monitoring multi;ilateral aid programs, or even hastening globalization. How did this happen? What does it mean? How did we get to where we are today?
Instructor(s): A. Naseemullah
Area: Social and Behavioral Sciences.

AS.191.402. Numbers, Pictures, Politics.
Aitchison students only.
Instructor(s): B. Chartoff; L. Drutman
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

AS.191.403. Communicating Political and Policy Ideas In The Public Sphere.
This workshop is designed to hone the communications skills of those engaged in public policy analysis and advocacy. Topics include how to develop effective op-ed pieces, position papers, essays, speeches, magazine articles, presentations, and the other forms of communications needed to advance policy ideas outside of the academy. Students receive intensive individual instruction, including close editing of their work and advice on how to publish or promote it the public sphere.
Instructor(s): P. Longman.

Develops an understanding of what human rights are and how they work at the international level. Also examines critical accounts of human rights as vehicles of power.
Instructor(s): A. Ross
Area: Social and Behavioral Sciences.

Studies how and why international organizations wield authority in a world of sovereign states. Also considers non-state actors and the globalized context of communication in which global governance is practiced.
Instructor(s): A. Ross
Area: Social and Behavioral Sciences.

AS.191.421. A Normal Country German Politics and Identity.
This seminar deals with questions pertaining to the formation of modern German nationalism and national identity through the perspective of German politics and history. Dean’s Teaching Fellowship
Instructor(s): F. Bauwens
Area: Social and Behavioral Sciences.

Instructor(s): M. Lind
Area: Social and Behavioral Sciences.
AS.191.444. International Law.
This course provides an introduction to international law, including its history and theoretical foundations; how it takes shape and is enforced, and the role it plays in modern foreign policy.
Instructor(s): P. Spector
Area: Social and Behavioral Sciences.

AS.191.609. Historical Research Methods and the Study of Politics.
This course is designed for graduate students across the Social Sciences and the Humanities interested in the study of transnational politics from a historical perspective. Taught by Visiting Hinckley Professor Robert A. Hill, students will be introduced to methods of historical interpretation in the examination of archival documents and other sources of scholarly evidence. Utilizing materials and examples from Prof. Hill’s own extensive archive of Garveyism, Rastafarianism, Black Hebraism, and other transnational, millenarian political and social movements, students will become familiar with the unique research challenges posed by various forms of political and historical articulation, ranging from formal records of state governments, intelligence records, personal archives, to publications and memoirs of non-governmental actors and organizations.
Instructor(s): R. Brown

Cross Listed Courses

History of Art
AS.010.147. South Asian Art, Culture and Politics: Empire, Colony, Nation.
This course explores the visual culture and politics of South Asia from early archaeological settlements to contemporary installation art. Themes will include: the role of the patron, the relation of text and image, architecture and ritual/political space, colonialism, nationalism, modernity, and postcoloniality. Cross-listed with Political Science
Instructor(s): R. Brown
Area: Humanities.

AS.010.327. The Harem and the Veil: Space and Gender in the Islamic World.
This course explores the constructed imagery of the harem and the veil in relation to politics and visual culture in the Middle East, North Africa, India, and Euro-America. Topics will include: Ottoman palace architecture, Orientalist painting, mandating/banning the veil, Islamic feminisms. We will address visual culture broadly, including advertising, architecture, contemporary art, film, news media.
Instructor(s): R. Brown
Area: Humanities.

AS.010.666. Exhibiting the Other.
Despite challenges to museum practices in the 1970s and 1980s, the approach to displaying the art and visual culture of regions and periods outside of the European and North American mainstream remains caught between scholarly theorizing and demands for the commodification of the exotic. The ongoing exclusionary logic of collecting and display practices and the shrinking budgets for museums undermine efforts to rethink and challenge longstanding institutionalized patterns. In this seminar we will assess the politics, theory, and practice of displaying what still operates as the “other”, reading across art history, museum studies, politics, and anthropology. Open to senior undergraduates with permission of instructor. Cross-listed with Political Science and Programs in Museums and Society
Instructor(s): R. Brown

Anthropology
We track secrecy as a social process. We examine secrets – their concealment and modes of existence (secret societies, esoteric rituals, state secrecy); the politics of their revelation (from colonial contexts to Wikileaks); and their modes of existence thereafter in the modern world (within public spheres, as intellectual property).
Instructor(s): U. Nair
Area: Humanities, Social and Behavioral Sciences.

AS.070.294. Political Anthropology of Africa.
The course will explore classical and contemporary ethnographies of the political in Africa, examining how their authors address issues of power, hierarchy and symbol. We will study various articulations of state, ethnicity and community that are analyzed by observing relations between power and resistance or between law, economy and violence through war, custom and ritual. The seminar will also address the way in which Africa has been constituted as a key source of the sub-field of political anthropology through colonial trajectories, postcolonial detours and the political imagination of the past and the future.
Instructor(s): J. Obarrio
Area: Humanities, Social and Behavioral Sciences.

How does incarceration generate sociality? How do prisons and policing figure in anthropological thought and social theory? This seminar explores both the emergence of prisons as forms of punishment and reform as well as sociality, and consider policing in relation to concepts of population as well as neighborhood. It draws from classic topics in anthropology of law, custom, and crime as well as explores contemporary engagements with topics of incarceration and security. It draws widely from ethnography, social and political theory, film, public health studies, and sociological works on incarceration.
Instructor(s): C. Han
Area: Humanities, Social and Behavioral Sciences.

AS.070.344. Muslim Societies and Modern States: Ethnographic Encounters.
Through a close reading of four recent ethnographies, this course explores the diverse ways Muslims encounter the power of modern states in the contemporary world. Topics include: state-led efforts to reform educational discipline and curricula in Yemen, the imaginary topos of dreams as a space of encounter in Egypt, and legal institutions in Egypt and Pakistan. Diverse ethnographic approaches to a common theme raise such questions as: how do legal reforms constrain, enable or express forms of moral striving in everyday life? what forms of knowledge are sanctioned by the state and what forms exceed its limits? what kinds of community become possible in the grip or the margins of modern governance?
Instructor(s): J. Bush
Area: Humanities, Social and Behavioral Sciences.

AS.070.368. Modern South Asia.
Area: Humanities, Social and Behavioral Sciences.
AS.070.621. An Ontological Turn?.
Recent years have seen a number of ambitious and controversial efforts to find, in ontology, a means of surpassing the inherited humanism, culturalism, and essentialism of anthropology. This course will critically examine this proposition of a fundamental “turn” in our thinking, juxtaposing recent work on matters of perspectivism, materialism, relationality, and divinity with earlier attempts in anthropology to grasp being and becoming otherwise.
Instructor(s): A. Pandian.

History
AS.100.343. Diaspora, Nation, Race, and Politics.
For millions of people across the globe, political fate in the 20th century was defined at the intersection of diaspora, race, and nation — and this may be true in the 21st century as well. This course, a collaborative effort involving a historian and a political scientist, explores the parallels and divergences in the deployment of these terms in nationalist and transnational mobilization, literature and aesthetics, and group identity formation in Eastern Europe, Africa and the New World of the Americas. Set against the backdrop of the fall of significant empires in the late 19th and early 20th centuries, we will explore themes of migration, human rights, the nation-state system, and racism through history, political sociology, and political and social theory. We will pay particular attention to the theoretically exemplary Jewish and Black experiences of diaspora, race, and nation, engaging both with how those experiences were specially shaped by the imposition of national and racial logics and with Black and Jewish politics and thought in relation to those categories. Readings include Max Weber, W. E. B. Du Bois, Booker T. Washington, Theodor Herzl, Hannah Arendt, Benedict Anderson, Rogers Brubaker, Andrew Zimmerman, Michele Mitchell, David Scott.
Instructor(s): K. Moss; M. Hanchard
Area: Humanities, Social and Behavioral Sciences.

AS.100.404. John Locke.
Seminar style course in which John Locke's major works will be read intensively, together with some of his contemporaries' works, and select scholarly interpretations.
Instructor(s): J. Marshall
Area: Humanities, Social and Behavioral Sciences.

Philosophy
AS.150.310. Marx’s Critique of Capital.
This course is devoted to exposition and examination of Marx’s mature critical theory of capitalism, as expounded in the first volume of Capital. Special attention will be given to clarification of Marx’s method as well as the basic categories of his theory. No previous course in philosophy or social sciences is required.
Instructor(s): A. Abazari; E. Connolly
Area: Humanities.

Public Policy
AS.195.477. Intro To Urban Policy.
Perm. Req’d. 195.477 & 195.478 must be taken together by undergraduates Cross-listed with Political Science, Sociology, Public Health Studies, and Geography and Environmental Engineering
Instructor(s): S. Newman
Area: Social and Behavioral Sciences.

195.478 & 195.477 must be taken together by undergraduates Cross-listed with Political Science, Sociology, Public Health Studies, and Geography and Environmental Engineering
Instructor(s): S. Newman.

German Romance Languages Literatures
AS.211.174. Media of Propaganda.
Today, promoting a particular political or personal point of view is not viewed as “propaganda,” but rather as building a community of equally minded people. But where do we draw the line, and when does the use of a medium in service of a certain message become intrusive and misleading? What role do democracy and cultural values play in this use or abuse of media? In this class the term “propaganda” will be evaluated carefully and applied to such historical media case studies as the informational use of the radio in World War One, Leni Riefenstahl’s Nazi propaganda films, the legendary success of advertisement campaigns in the 1950s and 1960s, the AIDS movement and other mobilization strategies from the 1980s to the 1990s, and the new values of friendship and propaganda in our current facebook nation.
Area: Humanities.

AS.211.341. Power and Resistance: Approaches to French Political Thought.
Even as a coherent, rational conception of state power emerged in France in as early as the Renaissance, French thinkers never stopped challenging the ways by which power justified itself in order to foster obedience and consensus. In so doing, they focused critically as much on the claims of sovereignty issuing from the top as on the willingness of the governed to submit to them. The course will examine the dialectic between the legitimation and delegitimation of power, from the Renaissance wars of religion to the Revolution and beyond: the haunting fear of the corruption and death of the political body; the notion of permanent crisis; the right to revoke the social contract; the reach of power in shaping minds and bodies. Readings may include works by La Boétie, Bodin, Bayle, Rousseau, Sade, Saint-Just, Constant, Maistre, Tocqueville, Foucault, Lefort and Rancière. Readings and discussion in English.
Instructor(s): E. Russo; W. Anderson
Area: Humanities.

AS.211.394. Brazilian Culture & Civilization.
This course is intended as an introduction to the culture and civilization of Brazil. It is designed to provide students with basic information about Brazilian history, art, literature, popular culture, theater, cinema, and music. The course will focus on how indigenous Asian, African, and European cultural influences have interacted to create the new and unique civilization that is Brazil today. The course is taught in English, but ONE extra credit will be given to students who wish to do the course work in Portuguese. Those wishing to do the course work in English for 3 credits should register for section 01. Those wishing to earn 4 credits by doing the course work in Portuguese should register for section 02. The sections will be taught simultaneously. Section 01: 3 credits Section 02: 4 credits (instructor's permission required)
Instructor(s): F. De Azeredo Cerqueira
Area: Humanities.
AS.212.341. Power and Resistance: Approaches to French Political Thought...
Even as a coherent, rational conception of state power emerged in France in as early as the Renaissance, French thinkers never stopped challenging the ways by which power justified itself in order to foster obedience and consensus. In so doing, they focused critically as much on the claims of sovereignty issuing from the top as on the willingness of the governed to submit to them. The course will examine the dialectic between the legitimation and delegitimation of power, from the Renaissance wars of religion to the Revolution and beyond: the haunting fear of the corruption and death of the political body; the notion of permanent crisis; the right to revoke the social contract; the reach of power in shaping minds and bodies. Readings may include works by La Boétie, Bodin, Bayle, Rousseau, Sade, Saint-Just, Constant, Maistre, Tocqueville, Foucault, Lefort and Rancière. Readings and discussion in English.
Instructor(s): E. Russo; W. Anderson
Area: Humanities.

AS.212.789. Literature & Identity in the Age of Globalization.
In this seminar we will examine a selection of literary reflections on and engagements with globalization and its mounting failures and burdens, as it has emerged in Europe and the Americas from the mid-twentieth century to the present. From the economic, constitutional, and cultural politics around the unification of Europe, to the ideological and imperial misfortunes of the U.S. after the collapse of the “End-of-History” thesis, to the resurgence of state populism in Latin America in the wake of neoliberal exhaustion, literary fiction has been deployed to posit, explore, and contest national and post-national myths of identity. The seminar will interrogate how this engagement functions both as aesthetic and theoretical discourse. Readings may include novels by Albert Camus, W. G. Sebald, Leonardo Sciascia, Orhan Pamuk, Javier Marías, Roberto Bolaño, and Jonathan Franzen, along with theoretical writings by Gianni Vattimo, Jürgen Habermas, Rodolphe Gasché, and others.
Instructor(s): E. Gonzalez; W. Egginton
Area: Humanities.

AS.213.368. German Political Thought.
This course will introduce students to major figures in German political thought from Martin Luther to Karl Marx and Immanuel Kant to Carl Schmitt. The class will explore such issues as the notion of sovereignty, the relationship between church and state, the theory of parliamentary democracy, and the political and economic ramifications of liberalism. Reading and discussion in English.
Instructor(s): R. Tobias
Area: Humanities.

The seminar will explore to what extent Hegel can be read as contributing to a feminist philosophy. We will focus on Hegelian openings onto the emotional in Phenomenology of Spirit. In addition, we will study feminist philosophers who have drawn on or offered critical readings of Hegel (Irigaray, Butler, Cavarero, Malabou, and others). Co-listed with AS.190.633
Instructor(s): J. Bennett; K. Pahl
Area: Humanities.

In this seminar we will examine a selection of literary reflections on and engagements with globalization and its mounting failures and burdens, as it has emerged in Europe and the Americas from the mid-twentieth century to the present. From the economic, constitutional, and cultural politics around the unification of Europe, to the ideological and imperial misfortunes of the U.S. after the collapse of the “End-of-History” thesis, to the resurgence of state populism in Latin America in the wake of neoliberal exhaustion, literary fiction has been deployed to posit, explore, and contest national and post-national myths of identity. The seminar will interrogate how this engagement functions both as aesthetic and theoretical discourse. Readings may include novels by Albert Camus, W. G. Sebald, Leonardo Sciascia, Orhan Pamuk, Javier Marías, Roberto Bolaño, and Jonathan Franzen, along with theoretical writings by Gianni Vattimo, Jürgen Habermas, Rodolphe Gasché, and others.
Instructor(s): E. Gonzalez; W. Egginton
Area: Humanities.

In this seminar we will examine a selection of literary reflections on and engagements with globalization and its mounting failures and burdens, as it has emerged in Europe and the Americas from the mid-twentieth century to the present. From the economic, constitutional, and cultural politics around the unification of Europe, to the ideological and imperial misfortunes of the U.S. after the collapse of the “End-of-History” thesis, to the resurgence of state populism in Latin America in the wake of neoliberal exhaustion, literary fiction has been deployed to posit, explore, and contest national and post-national myths of identity. The seminar will interrogate how this engagement functions both as aesthetic and theoretical discourse. Readings may include novels by Albert Camus, W. G. Sebald, Leonardo Sciascia, Orhan Pamuk, Javier Marías, Roberto Bolaño, and Jonathan Franzen, along with theoretical writings by Gianni Vattimo, Jürgen Habermas, Rodolphe Gasché, and others.
Instructor(s): E. Gonzalez; W. Egginton
Area: Humanities.

AS.215.327. Modern Political Thought in Latin America.
Sophomores, Juniors and Seniors only. The course is an introduction to modern political thought in Latin America. It draws on essays and novels written by major and influential political thinkers such as D.F. Sarmiento, Gonzalez Prada, J.C. Mariategui, Leopoldo Zea, J. E. Rodo, Octavio Paz, Jose Revueltas, Jose Maria Arguedas, Mario Vargas Llosa, Darcy Ribeiro, Enrique Dussel and the authors of the Sumac Kawsay as well as Liberation Theology central writings. The course will be taught in English. Students wishing to do work in the original Spanish or Portuguese will be encouraged to do so.
Instructor(s): S. Castro-Klaren
Area: Humanities.

Graduate students or advanced seniors. This seminar will explore the corpus of political thought in Latin America since independence (1810) to the present by focusing on the discourses that constructed and continue to construct 5 key questions in the negotiation of power in the post-colonial res poltica: territory, nationhood, national subjectivation, cultural imagination, justice and regimes of inclusion and exclusion. Readings will include the work of Sarmiento, Euclides da Cunha, Gonzalez Prada, Mariategui, Marti, Revueltas, Paz, Dussel, Ribeiro, Freire, Arguedas, Liberation Theology and Sumac Kawsay authors.
Instructor(s): S. Castro-Klaren
Area: Humanities.
In this seminar we will examine a selection of literary reflections on and engagements with globalization and its mounting failures and burdens, as it has emerged in Europe and the Americas from the mid-twentieth century to the present. From the economic, constitutional, and cultural politics around the unification of Europe, to the ideological and imperial misfortunes of the U.S. after the collapse of the “End-of-History” thesis, to the resurgence of state populism in Latin America in the wake of neoliberal exhaustion, literary fiction has been deployed to posit, explore, and contest national and post-national myths of identity. The seminar will interrogate how this engagement functions both as aesthetic and theoretical discourse. Readings may include novels by Albert Camus, W. G. Sebald, Leonardo Sciascia, Orhan Pamuk, Javier Marías, Roberto Bolaño, and Jonathan Franzen, along with theoretical writings by Gianni Vattimo, Jürgen Habermas, Rodolphe Gasché, and others.
Instructor(s): E. Gonzalez; W. Egginton
Area: Humanities.

AS.216.398. Zionism: Literature, Film, Thought.
This course studies the relation between Israeli culture and Zionism. Based on a close reading of both literary and non-literary Zionist texts, we will explore the thematic, social and political aspects of the Zionist movement. The course focuses on primary sources and its main goal is to familiarize students with the history of Zionism and its influence on Israeli culture. In the last part of the semester we will investigate the different meanings of Post-Zionism through contemporary literary and non-literary texts as well as recent Israeli films. Students wishing to do additional work in Hebrew should enroll in section 2 where students will meet for an additional hour at a time TBD and will earn 4 credits for the course.
Prerequisites: Students may receive credit for AS.216.398 or AS.300.398, but not both.
Instructor(s): N. Stahl; Z. Cohen
Area: Humanities.

Sociology

This course explores the interaction between political power and social forces in macro-comparative and international perspectives, focusing on how political institutions (such as states, political parties, and international governing bodies) are shaped by actions of different social groups (such as classes, ethnic groups, social movements), and vice versa. The class will cover the historical emergence of sovereign nation-state as the most salient political organization across the world, as well as its evolution into the form as we know it today. The class will also discuss the array of challenges that modern nation-states are facing under globalization and restructuring of world order following the end of Cold War. Cross-listed with Political Science.
Instructor(s): H. Hung
Area: Social and Behavioral Sciences.

AS.230.275. Revolution, Reform and Social Inequality in China.
This course explores various aspects of social inequality in China during the Mao Zedong and the post-Mao reform eras. We will examine inequality within villages, the rural/urban divide, urban inequality, education and health policies, and gender and ethnic inequality. Each of these issue areas will be tackled analytically, but the aim is also to understand what it was/is like to live in China during and after the Mao era. Formerly offered as AS.230.321.
Instructor(s): J. Andreas
Area: Social and Behavioral Sciences.

AS.230.318. State and Society in Modern India.
This course examines the complex, at times conflicting, relationship that has emerged between Indian seats of power from above and Indian expressions of society from below. Attention will be placed on the period between 1947 to the present.
Instructor(s): R. Agarwala
Area: Social and Behavioral Sciences.

AS.230.357. Baltimore as an Urban Laboratory.
This course uses the city of Baltimore as a lens through which to explore issues of urban inequality. We will focus on Baltimore’s history of racial segregation and concentrated poverty, and its effect on the social and economic well-being of the city and its residents, with attention to education, employment, health and crime. Students will learn how to employ Census data, GIS approaches, and sociological research to inform questions about population change, inequality and the distribution of resources across the city and metropolitan region. Students will also work on one or more policy relevant studies based in Baltimore, including: a project on abandoned and vacant housing, a desegregation intervention, and a longitudinal study of inner city youth. Finally, students will become familiar with Baltimore City’s programs and policy approaches to addressing the city’s most pressing problems, and design innovative and effective and innovative solutions as part of their course assignments. Enrollment restricted to Social Policy minors only.
Prerequisites: Students that took AS.360.357 may not take AS.230.357
Instructor(s): S. Deluca
Area: Social and Behavioral Sciences.

AS.230.374. Poverty and Public Policy.
This course examines the causes and consequences of U.S. urban poverty, it’s implications for health and wellbeing, and explores strategies for addressing it. We cover the major theoretical explanations scholars have advanced to explain the persistence of urban poverty including labor markets, residential segregation, welfare policy, family structure, and the criminal justice system. Within each topic area, students are introduced to a range of interventions aimed at alleviating urban poverty. Students will conduct a formal policy analysis of 20 pages and participate in a mock congressional hearing. Enrollment restricted to Social Policy minors only.
Prerequisites: Students that took AS.360.372 may not take AS.230.374.
Instructor(s): K. Edin
Area: Social and Behavioral Sciences.

Humanities Center

This course studies the development of modern Hebrew literature through its relation to Zionism and Post-Zionism. Based on a close reading of both literary and non-literary Zionist and Post-Zionist texts, we will explore the thematic, social, political, aesthetic and stylistic influences that these two movements have had on modern Hebrew literature. Writers to be discussed include: Hertzl, Nordau, Achad ha-Am, Jabotinsky, Kluasner, Brenner, Berdyczewski, Agnon, Greenberg, Kahana-Carmo, Oz, Yehoshua, Grossman, Castel-Bloom, and Laor. Students may receive credit for AS.216.398 or AS.300.398, but not both.
Prerequisites: Students may receive credit for AS.216.398 or AS.300.398, but not both.
Instructor(s): N. Stahl
Area: Humanities.
East Asian Studies

This course explores the global circulation of political ideas and the formation of transnational social, intellectual, and aesthetic movements in Japan, China, and Korea from the 1880s to the 1980s.
Instructor(s): A. Bronson
Area: Humanities, Social and Behavioral Sciences.

This survey course is designed to introduce students to Southeast Asia -- the ten member countries of the Association of Southeast Asian Nations (ASEAN) plus Australia and New Zealand. Southeast Asia is an integral part of the broader region of East Asia and a geographic bridge to the Indian subcontinent (South Asia). Southeast Asia has been one of the great success stories in the saga of modernization and development of post-colonial Afro-Asia over the last six decades. Its resulting economic importance is matched by its strategic significance given the presence of imbedded jihadist networks and the emergence of China as a regional great power and aspirant superpower. Nevertheless, the region has been largely overlooked by senior foreign policy and defense officials in Washington. This course will equip students to fill that void by examining the region from the perspective of national security strategy -- broadly understood in its multiple dimensions. Students will be challenged to formulate some element of a viable U.S. national security strategy for the region.
Instructor(s): M. Ott
Area: Social and Behavioral Sciences.

This course introduces students to China’s contemporary political history and current political system. It helps students develop a critical understanding of China’s governance institutions and processes, political economy, and state-society relations. The course focuses primarily on China’s domestic politics but also covers China’s changing role in Asia and the world.
Instructor(s): Y. Yang
Area: Humanities, Social and Behavioral Sciences.

A dramatic rise of popular protests in China today has spurred lively discussions about the causes, dynamics, and impact of these protests. This course will provide students with an opportunity to understand these issues by discussing the social, institutional and cultural background of protests, major forms of protest, social groups involved, government responses, and social implications of various kinds of protests. The first part of the course will explore significant socio-economic changes since 1978 and the effects of these changes on China’s social structure and stratification. This part will also examine changes in governance and political systems in the reform era and review important theories of contentious politics. The second part will examine protests by distinct social groups, including peasants, workers, homeowners, and ethnic minority groups, pro-democratic activists, among others. This part will identify similarities and differences in the demands and actions of different groups, introduce the major forms of popular resistance, and explore how the state deals with them accordingly. The course will conclude with discussion of the outcomes of social protests in China and make a cross-national comparison between protests in China and other authoritarian states. By taking China as an example, this course will enhance students’ knowledge about forms of popular contention and government responses in an authoritarian regime as well as help students develop analytical and critical thinking skills with regard to contentious politics.
Instructor(s): Y. Li
Area: Social and Behavioral Sciences.

AS.310.334. Southeast Asia: Contestations, Continuities, Changes.
‘Southeast Asia’ designates a geographical region comprised of countries such as Thailand, Indonesia, Malaysia, Vietnam, the Philippines, and Singapore. These countries are often more different than alike, and their cultural, ethnic, religious and political diversity resists easy reduction. As such, this is not a survey course of the area. Rather, we will examine elements of the Southeast Asian experience that speak to contemporary debates on cultural, political, and religious diversity in globalization’s second wave, and what it can teach us about assimilation, acculturation, and acceptance. We will try to get a feel of the variegated texture of Southeast Asian societies through historically and theoretically oriented texts drawn from different disciplines. Specifically, we will concentrate on responses to European colonialism, nationalist identity formations, and the impact of these histories upon contemporary contentions over the role of religion in public life, migratory practices, and second-wave globalization.
Instructor(s): D. Kwek.

We will examine how major political events, players, norms and institutions have shaped US-Asia relations in the modern era.
Instructor(s): Staff
Area: Social and Behavioral Sciences.
This course explores how the concept of international relations was introduced, challenged, and negotiated in East Asia. Implicitly comparative, the course illuminates the divergent understanding of familiar terms such as order, hierarchy, history, community, border/territoriality, and law, in light of the East Asian modernity. Students will be asked to reflect on questions of identity in relation to China, Korea and Japan and to ponder the extent to which those identities may be translated and understood to Western categories. Specifically this course will consider the role played by Sino-centrism, the rise of Japan later, and Westernization in shaping international relations in East Asia.
Instructor(s): H. Koyama.

AS.310.600. Advanced Topics in East Asian Studies.
This interdisciplinary seminar gives graduate students in East Asian Studies opportunities to present and receive comments on their dissertation chapters, prospectuses, conference papers, and/or potential publications.
Instructor(s): E. Chung
Area: Humanities, Social and Behavioral Sciences.

Interdepartmental
This course will introduce students to basic concepts in economics, political science and sociology relevant to the study of social problems and the programs designed to remedy them. It will address the many inequalities in access to education and health care, unequal treatment in the criminal justice system, disparities in income and wealth, and differential access to political power. The focus will be on designing effective policies at the national and local level to address these pressing issues. This course is open to all students, but will be required for the new Social Policy Minor. The course is also recommended for students who are interested in law school, medical school, programs in public health, and graduate school in related social science fields.
Cross list with Sociology, Economics and Political Science. Freshman, Sophomore and Juniors only.
Instructor(s): B. Morgan; D. Schlozman; K. Edin
Area: Social and Behavioral Sciences.

This course will introduce students to quantitative methods for studying social policy problems. Topics to be covered include descriptive statistics and sampling, correlation and causation, simple and multiple regression, experimental methods, and an introduction to cost-benefit analysis. The emphasis will be on the selection, interpretation and practical application of these methodologies in specific policy settings, rather than with formal proofs. Skills will be reinforced by hands-on exercises using statistical software. Over the course of the semester, students will critically analyze policy reports and empirical research in a range of policy areas and learn how to present this research to a non-specialist audience. Finally, we will discuss the pros and cons of quantitative vs. qualitative methodologies. The course will conclude with group presentations that draw on all these skills. Enrollment restricted to Social Policy minors only.
Instructor(s): B. Morgan
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

AS.360.366. Public Policy Writing Workshop.
This workshop is designed to hone the analytical and communications skills necessary for effective formulation and advocacy of public policy. Topics include how to develop op-ed pieces and other forms of advocacy journalism, memoranda, position papers, and grant proposals. The workshop puts special stress on how to make a clear and persuasive exposition of complex or counter-intuitive policy arguments in the market place of ideas, including the challenges of writing for popular journals and communicating to specific audiences both in and out of government. Students receive intensive individual instruction, including close editing of their work and advice on how to publish or promote it in the public sphere. Enrollment restricted to Social Policy minors only.
Instructor(s): P. Longman
Area: Social and Behavioral Sciences.

AS.360.372. Poverty and Public Policy.
This course examines the causes and consequences of U.S. urban poverty, it's implications for health and wellbeing, and explores strategies for addressing it. We cover the major theoretical explanations scholars have advanced to explain the persistence of urban poverty including labor markets, residential segregation, welfare policy, family structure, and the criminal justice system. Within each topic area, students are introduced to a range of interventions aimed at alleviating urban poverty. Students will conduct a formal policy analysis of 20 pages and participate in a mock congressional hearing. Permission of instructor required.
Instructor(s): K. Edin
Area: Social and Behavioral Sciences.

This course analyzes the distinctive US welfare state in historical and comparative perspective. We begin with a survey of the policy context, an historical overview from the poorhouses through the Great Society, and a tour of welfare states across the rich democracies. We then survey developments – and explain the actual workings of policy – across jobs, education, welfare, pensions, and health care. We explore the institutional and political factors behind their divergent trajectories through conservative revival and the age of Obama. Students will write a seminar paper exploring policy development over time in a program or area of their choosing. Enrollment restricted to Social Policy minors only.
Instructor(s): D. Schlozman
Area: Social and Behavioral Sciences.

Program in Latin American Studies
This course proposes to look at various Latin American texts through an unconventional lens: that of dissent. Partly inspired by French philosopher Jacques Rancière (2001), we will take as a premise the idea of dissent not simply as a moment of protest or resistance, nor of the collective plea for rights, but the moment when already given or accepted ways of living and institutional forms are unexpectedly modified by subjects not previously recognized as political. We will draw from diverse materials, ranging from political theory texts, Latin American literature, the literature on development, to the experiences of various social movements in the region. Recommended Course Background: an introductory level course in International Studies, Political Science, Anthropology, or Sociology.
Instructor(s): T. Zille
Area: Humanities, Social and Behavioral Sciences.
This course explores the social and political history of third wave democracy in Latin America over the last three decades, including “neopopulism,” “delegative democracy” and “participatory democracy” and will compare fledgling democracies of the 1980s, neoliberal governments of the 1990s and radical populist regimes of recent years, with a special emphasis on Argentina’s populist tradition. Writing intensive. Cross-list with International Studies and Political Science.
Instructor(s): E. Cervone; S. Ellner
Area: Humanities, Social and Behavioral Sciences.

This course is designed to introduce students to the literary and artistic production originated by Peronismo and particularly by Evita. It explores the historical period that consolidated Peronismo and devotes great amount of time to the controversial figure of Evita. She has fed the popular imagination; her representations have reached far beyond the limits of Argentina. The materials will include different genres: biographical, historical, fictional, and documentary.

Center for Africana Studies

AS.362.175. Freshman Seminar: Remembering the Black Power Movement.
This course explores trends, developments, contradictions, and dilemmas related to the Black Power Movement. The objective of studying this historical movement is not to engage in nostalgia, but to think through and learn the lessons of this historic social movement. An active participant in the Black Power Movement as a university undergraduate and graduate student, I do not approach this subject merely as a set of interesting intellectual issues and dynamics that can be explored with complete dispassion and objectivity. Rather, I seek to examine critically some of the contradictions and dilemmas that I, too, was caught up in, seeking to come to grips with and clarify my own participation and activities. We study these historical events with the expectation of making a positive contribution to the future.
Instructor(s): F. Hayes
Area: Humanities, Social and Behavioral Sciences.

This course investigates the impact of white supremacy and anti-black racism, as a global system of power, on the political development of the United States of America.
Instructor(s): F. Hayes
Area: Social and Behavioral Sciences.

AS.362.344. Education Politics in Urban America.
This seminar analyzes trends, developments, and future challenges related to the politics of urban public schooling with a concentration on community political dynamics and the struggle for equal educational opportunity and quality education. The course emphasizes the impact of socioeconomic class inequality, racial/ethnic conflict, and gender politics on the changing character of public school reform since the 1954 Supreme Court decision of Brown v. Board of Education. Cross-listed with Africana Studies.
Instructor(s): F. Hayes
Area: Social and Behavioral Sciences.

Black existentialism is a branch of Africana philosophy—the philosophical tendencies that arose out of the experience of the African Diaspora. This course is a philosophical interrogation into the meaning of the lived experience of being black in the context of an anti-black world through addressing such existential questions as freedom, identity, anguish, dread, responsibility, embodied agency, evil, resentment, liberation, and nihilism.
Instructor(s): F. Hayes.

This seminar will pursue an in-depth, critical analysis of the history and philosophy of black nationalism and its relationship to other trends in black political thought. Readings from Alexander Crummell, Martin Delany, Frederick Douglass, W. E. B. DuBois, Marcus Garvey, Malcolm X, James Baldwin, and others.
Instructor(s): A. Culver
Area: Humanities, Social and Behavioral Sciences.

Study of Women, Gender, Sexuality

This course aims to familiarize students with a wide-range of feminist and queer conceptions of love as a political force. While reading theoretical texts and selections of poetry, students will be encouraged to interrogate the political implications of different conceptions of love, Eros, and desire.
Instructor(s): K. Glanz
Area: Humanities.

Where might one turn for intimacy if its available forms are dissatisfying? What happens when politics authorizes certain forms of intimacy but not others? How might intimacies and their discontents lack a language to do them justice? This course explores problems with normative intimacies such as monogamy, family, and intimate publics. It covers issues such as optimism, ambivalence, trauma, queerness, war, and longing. It also explores how authors try to describe intimacy through different genres, such as poems, aphorisms, novellas, essays, and scholarly articles.
Instructor(s): C. Shomura
Area: Humanities.

Psychological and Brain Sciences

Psychological and Brain Sciences are concerned with understanding the biological and psychological processes underlying animal and human behavior, and with the effects of environmental influences on behavior at all stages of development.

The undergraduate program leading to the baccalaureate degree is intended to provide students with a sound background in psychological and brain sciences and, at the same time, to prepare them for advanced study.

The program for doctoral students in psychological and brain sciences is scientifically oriented and emphasizes research methodology. The broad aims of the graduate program are to train students to become scientists rather than practitioners, and to provide them with the knowledge and skills they need to help solve the problems of contemporary society.
Facilities

The department’s offices and laboratories contain dozens of desktop computers (PCS and Macintoshes) and UNIX workstations used for experimental control and for computational studies, simulation, data analysis, and manuscript preparation.

The F. M. Kirby Research Center for Functional Brain Imaging houses 3.0T and 7.0T Philips research-directed MRI scanners for fMRI studies of human perception, memory, and cognition.

The cognitive psychology and cognitive neuroscience laboratories contain a wide range of computer equipment and special-purpose research equipment, including image-processing and large-format graphics systems, eye-movement monitors, speech recognition and analysis systems, stereoscopic graphic systems, video equipment, and other stimulus-presentation and response-collection devices.

The biopsychology laboratories have all the facilities necessary to conduct modern behavioral neuroscience research, including equipment for behavioral and operant testing, electrophysiology, histology, surgery, neurochemistry, and systems for the analysis and synthesis of audio signals.

The courses in psychological and brain sciences have four purposes:

1. to acquaint all interested students with a sampling of topics through a variety of introductory and advanced courses;
2. to prepare majors for graduate work in psychology and related disciplines through a program that meets the admission requirements of the outstanding graduate departments in the United States;
3. to offer a distribution of courses for a minor concentration in psychology as well as several fields of concentration for area majors in the social and behavioral sciences; and
4. to provide an honors track designed for exceptional students who want training beyond that provided by the standard undergraduate curriculum.

Psychology Major Requirements

Also see Requirements for a Bachelor's Degree. (p. 20)

General Requirement:
All classes taken for the major (including those for NQE credit) must be taken for a grade and be completed with a C- or better.

Specific Requirements:

- **Intro Level Course Requirement:** Three 100-level psychology courses. These are typically taken during Year 1 and Year 2.
- **Math/Science Requirement:** AS.110.106 Calculus I or AS.110.108 Calculus I, EN.550.111 Statistical Analysis I, EN.550.112 Statistical Analysis II, and AS.200.207 Research Methods in Experimental Psychology. Calculus is usually taken in Year 1, Stats 1 & 2 in Year 2, and Research Methods in fall of either Year 3 or Year 4.
- **Upper Level Course Requirement:** Five upper level psychology courses (200- or 300-level), three of which have to be at the 300-level. These are typically dispersed through Years 2-4.
- **Small Group Experience:** 3 credits of either research, internship, independent study or an additional 300-level psychology course with an enrollment cap of 19 students or less. Students who are interested in graduate work in psychology are encouraged to get involved in research/internship activity starting in Year 2 and to continue throughout their time at Hopkins.

- **9 NQE Credits:** Students must complete 9 additional NQE credits using courses not taught within the psychology department (AS.200.XXX) and not counting otherwise toward the psychology major (e.g., AS.110.106 Calculus I, AS.110.108 Calculus I, EN.550.111 Statistical Analysis I, EN.550.112 Statistical Analysis II, etc.).

Please note that not all courses offered by the Department of Psychological & Brain Sciences (AS.200.XXX) will fulfill the requirements of the Psychology Major/Minor (ex. AS.200.220 Discover Hopkins Health Studies: Application of Abnormal Psychology to Forensic Cases). Consult with your advisors to ensure appropriate progress toward degree completion.

I. Required Courses Outside the Department

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.110.106</td>
<td>Calculus I *</td>
<td>4</td>
</tr>
<tr>
<td>or AS.110.108</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>EN.550.111</td>
<td>Statistical Analysis I **</td>
<td>4</td>
</tr>
<tr>
<td>EN.550.112</td>
<td>Statistical Analysis II *</td>
<td>4</td>
</tr>
<tr>
<td>Nine credits of additional N, Q, or E courses ***</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

* AS.110.105 Introduction to Calculus may not be used for this requirement.
** These courses should be taken as early as possible as they are prerequisites for many psychology courses.
*** Courses instructed within the psychology department (AS.200.XXX) or counting toward the Psychology major may not be used for this requirement.

II. Required Courses Within the Department

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.200.207</td>
<td>Research Methods in Experimental Psychology (Fall Offering)</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three of the following: 9

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.200.101</td>
<td>Introduction to Psychology</td>
<td></td>
</tr>
<tr>
<td>AS.200.110</td>
<td>Introduction to Cognitive Psychology</td>
<td></td>
</tr>
<tr>
<td>or AS.050.101</td>
<td>Cognition</td>
<td></td>
</tr>
<tr>
<td>AS.200.132</td>
<td>Introduction to Developmental Psychology</td>
<td></td>
</tr>
<tr>
<td>AS.200.133</td>
<td>Introduction to Social Psychology</td>
<td></td>
</tr>
<tr>
<td>AS.200.141</td>
<td>Foundations of Brain, Behavior and Cognition</td>
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</tbody>
</table>

Research, internship, independent study, or a designated seminar course *

Five additional psychology courses distributed as follows: 15

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two additional courses at the 200-400 level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three additional courses at the 300-400 level</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The seminar course must have a maximum enrollment of 19 students. Courses used to fulfill the five upper-level course requirements may not be used to satisfy this requirement. Students may take 1-3 credits in any given semester to fulfill this requirement. All students are required to discuss their plans with their faculty advisor before junior clearance.
One upper level course in Cognitive Science may be used to satisfy these course credits with the approval of the director of undergraduate studies. Research, independent study, and internships may not be used to satisfy these course requirements.

Students who are planning advanced study in psychological and brain sciences are strongly encouraged to engage in psychological research and/or clinical internships.

### III. Sample Program

A typical path toward degree completion might include the following sequence of courses:

#### Freshman

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.200.101</td>
<td>3</td>
<td>AS.200.133</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Psychology (or another 100-level Psychology course)</td>
<td></td>
<td>Introduction to Social Psychology (or another 100-level Psychology course)</td>
<td></td>
</tr>
</tbody>
</table>

| AS.110.106  | Calculus I | 4 Electives to fulfill degree requirements |
| 9 Electives to fulfill degree requirements | 9 NQE elective for major |
| 13 Electives to fulfill degree requirements | 3 |

<table>
<thead>
<tr>
<th>Sophomore</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>EN.550.111</td>
<td>Statistical Analysis I</td>
<td>Statistical Analysis II</td>
</tr>
<tr>
<td>AS.200.141</td>
<td>Foundations of Brain, Behavior and Cognition (or another 100-level Psychology course)</td>
<td>Positive Psychology (or another 200- or 300-level Psychology course)</td>
</tr>
<tr>
<td>9 Electives to fulfill degree requirements</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AS.200.207</td>
<td>Research Methods in Experimental Psychology</td>
<td>Human Sexuality (or another 200- or 300-level Psychology course)</td>
</tr>
<tr>
<td>AS.200.403</td>
<td>Careers in Psychology - Juniors</td>
<td>Psychology Research - Juniors</td>
</tr>
<tr>
<td>AS.200.511</td>
<td>Psychological Research - Juniors</td>
<td>Electives to fulfill degree requirements</td>
</tr>
<tr>
<td>9 NQE elective for major</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AS.200.333</td>
<td>Advanced Social Psychology (or another 200- or 300-level Psychology course)</td>
<td>Theory &amp; Methods in Clinical Psychology (or another 200- or 300-level Psychology course)</td>
</tr>
<tr>
<td>AS.200.513</td>
<td>Psychological Research - Seniors</td>
<td>Psychological Research - Juniors</td>
</tr>
<tr>
<td>9 Electives to fulfill degree requirements</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

| Electives to fulfill degree requirements | 3 |
| 15 Electives to fulfill degree requirements | 13 |

Total Credits: 119

### Restrictions

No courses taken during Intersession or through the School of Education and the Carey Business School may be counted toward the requirements for the B.A. degree in Psychological and Brain Sciences (although a limited number of such courses may be counted toward the 120 credits required for graduation).

Most courses offered by Psychological & Brain Sciences (AS.200.XXX) through the Summer at Hopkins program will not count toward the Psychology major or minor. However, exceptions may include summer courses that are also offered and counted toward the major/minor during the Fall and Spring semesters. You may make an appointment with Dr. Stephen Drigotas, Director of Undergraduate Advising for Psychological & Brain Sciences, to ensure that your enrollments will be considered toward your academic progress in the manner you intend.

### Preparation for Graduate Work in Psychology

The Department of Psychological and Brain Sciences provides preparation for graduate training in all areas of psychology, including clinical and counseling. Virtually all psychology graduate programs, including those that provide training in clinical or counseling psychology, expect students to have a strong background in scientific psychology, including statistics. The department encourages students to obtain additional practical experiences outside the classroom, including research in a laboratory and/or an internship in a mental health care setting. These additional experiences are particularly salient to graduate school admission committees.

### Honors Program in Psychology

The B.A. degree with honors provides recognition for outstanding achievement in formal course work and research. The requirements for
a degree with honors include those for the regular B.A. degree, plus the following:

- A minimum grade point average of 3.5 in psychology courses (exclusive of independent study or research) through the fall semester of the student’s junior year.
- A formal application to be submitted to the director of undergraduate studies by March 31 of the student’s junior year. The application must include a copy of the student’s transcript, a brief description of the proposed honors research project, and written endorsement of the application by the student’s faculty sponsor. The sponsor must have a full-time faculty appointment at Johns Hopkins and either a primary or a joint appointment in the Department of Psychological and Brain Sciences. Admission into the Honors Program is not guaranteed.
- Completion of two 300- or 600-level psychology courses, in addition to those required for the regular B.A. degree. Neither of these can be research or reading courses. These additional courses are not in addition to the 120 credits required for graduation.
- Completion of an independent research project under the supervision of a member of the department’s faculty, culminating in a written honors thesis. The student will enroll in AS.200.519 Seniors Honors Research and AS.200.520 Seniors Honors Research during both semesters of the senior year. The honors thesis must be submitted no later than March 31 of the senior year and must be read and approved in writing by two members of the faculty.
- Students considering application to the honors program should begin discussing possible thesis research topics with a faculty sponsor no later than the fall semester of their junior year.

**Minor in Psychology**

A minor in psychology is available to undergraduates majoring in any department. Students electing to minor in psychology should declare their intention directly to the director of undergraduate studies in the Department of Psychological and Brain Sciences by the end of junior year. All classes taken for the minor must be taken for a grade and be completed with a C- or better. The minor requires successful completion of the following:

Select three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.200.101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>AS.200.110</td>
<td>Introduction to Cognitive Psychology</td>
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<tr>
<td>or AS.050.101</td>
<td>Cognition</td>
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<tr>
<td>AS.200.132</td>
<td>Introduction to Developmental Psychology</td>
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<tr>
<td>AS.200.133</td>
<td>Introduction to Social Psychology</td>
<td>3</td>
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<tr>
<td>AS.200.141</td>
<td>Foundations of Brain, Behavior and Cognition</td>
<td>3</td>
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</table>

One psychology course at any level 3

Two psychology courses at the 300-600 level * 6

**Total Credits** 18

* No course from the Carey Business School or School of Education may count toward the minor.

** No more than one research or readings course may count toward the minor.

**Undergraduate Academic Awards**

The Department of Psychological and Brain Sciences offers two undergraduate academic awards. The G. Stanley Hall Prize is awarded for outstanding achievement by an undergraduate in psychology. The Julian C. Stanley Award is given to the psychology major who most closely approximates Dr. Stanley’s personal and professional standards of excellence.

**Master of Arts in Psychology**

A student who has been admitted into the Ph.D. program can earn a Master of Arts degree in partial fulfillment of the requirements for the Ph.D. degree. Normally, candidates for the Ph.D. degree in psychology will qualify for the M.A. degree at the end of their second year, after having completed two area seminars and at least two courses in psychological research design and/or advanced statistics, provided that their performance is of the quality judged satisfactory for the M.A. level. There is no terminal master’s program.

**Requirements for the Ph.D. Degree**

The Department of Psychological and Brain Sciences emphasizes training and experience in the research methods essential to the development of new knowledge in the various fields of psychology. The core program for training doctoral students emphasizes scientific methodology and provides training in both pure research and research related to problems in the everyday world, with emphasis on the ways in which basic research methodology can be adapted to the study of applied problems. Each doctoral candidate is expected to become familiar with both a relatively narrowly defined area and a broad spectrum of knowledge related to the student’s topic of specialization.

In addition to general university requirements, the Department of Psychological and Brain Sciences has the following regulations:

**Statistics**

Most students will take AS.200.314 Advanced Statistical Methods during the first semester and AS.200.318 Quantitative Methods for Brain Sciences during the second semester. Students with exceptional statistical training should take two more advanced courses by arrangement with the director of graduate studies.

**Fundamentals and Core Topics in PBS**

AS.200.613 Fundamentals of Psychological & Brain Sciences, AS.200.654 Psychological & Brain Sciences Core Topics A, and AS.200.655 Psychological & Brain Sciences Core Topics B will offer an introduction to the fundamental principles of cognitive and physiological psychology and psychological and brain sciences. Students will read seminal and contemporary papers in topics that cover the breadth of the field.

**First-Year Research Report**

During the first year, the student, together with the faculty advisor, chooses a research project that will provide extended research experience. Normally, the student designs a study as a larger ongoing project. A project proposal must be submitted by April 15 of the first year; this presents the nature of the problem, reviews the relevant literature, and describes the study in detail, together with the anticipated data, means of analysis, and interpretations. A final report must be submitted by December 15 of the second year; this includes all the information appropriate for published work.
Advanced Examination
Each student must pass an in-depth examination in his/her chosen area. This examination, which includes both a written and an oral part, is graded by a committee of at least two faculty members. The student must pass the advanced examination by the beginning of the third year.

Advanced Study
Each student with a faculty advisor plans a course of study consisting of intermediate and advanced topical and research seminars.

Topical Seminars
One or more faculty members lead seminars on topics of special interest, such as cognitive processes, developmental psycholinguistics, neuro-physiological aspects of behavior, mathematical psychology, and information processing. Through these seminars a student gets intensive knowledge in particular specialties. Topics vary from semester to semester and are determined by the interests of both faculty and graduate students.

Research Seminars
Students and faculty engaged or interested in research in particular areas organize these seminars. Participants discuss their own research and other current research in the area.

Teaching Requirement
Teaching requirements are fulfilled by graduate students serving as teaching assistants to members of the department’s faculty, in courses taught in the School of Arts and Sciences. All graduate students are expected to TA a total of four semesters, as follows: second semester-first year students; first and second semester-second year students; first semester-third year students. A committee composed of graduate student representatives participates each semester in the selection of teaching assignments.

Advanced students may apply for a Dean’s Teaching Fellowship. A course is proposed by the student and is sponsored by a faculty member. These are highly competitive and prestigious awards. For details please visit http://krieger.jhu.edu/teachingfellowship/.

Literature Review
The literature review should be modeled on articles appearing in professional journals. Ordinarily the review provides a background for the thesis plan, but it may be prepared on a topic other than the one selected for the thesis. It is a separate document and is evaluated by the same committee that evaluates the thesis plan.

Thesis Plan
By the end of the third year or at least one calendar year before receiving the Ph.D. degree, each doctoral candidate must develop a plan for the dissertation research and present the plan before a departmental committee. With the committee’s approval, the student then prepares a dissertation.

Dissertation
The dissertation represents the student’s finest piece of scholarly work. It establishes the pattern for a research career and the basis for postgraduate employment. The Graduate Board of the University administers the final oral examination, a defense of the thesis. The doctoral dissertation must be in a form suitable for and worthy of publication.

Financial Aid
Financial support packages are available to all doctoral students, with 9-month stipends that are competitive with those of other universities. Financial support includes tuition remission. Summer research assistantships are available in the department.

For further information on graduate study in psychology, contact Academic Program Coordinator, Laura Dalrymple, Department of Psychological and Brain Sciences, 410-516-6175.

For current faculty and contact information go to http://pbs.jhu.edu/directory/

Faculty
Chair
Susan Courtney
Professor: cognitive neuroscience, functional neuroimaging, working memory, attention

Professors
Howard Egeth
perception & cognition, attention & attentional selectivity, memory, eyewitness testimony, psychology & law
Lisa Feigenson
cognitive development, numerical cognition
Michela Gallagher
Krieger-Eisenhower Professor: learning & memory, neurobiology of aging
Justin Halberda
cognitive & developmental psychology, reasoning, language acquisition
Peter Holland
Krieger-Eisenhower Professor: mechanisms of behavior, learning, memory, motivation, behavioral ecology
Patricia Janak
Bloomberg Distinguished Professor: behavioral & neurobiological mechanisms of associative learning, addiction
Cynthia Moss
auditory information processing, spatial attention & perception, learning & memory, memory & sensorimotor integration

Assistant Professors
Marina Bedny
brain development & plasticity, cognitive neuroscience, concepts
Jason Fischer
visual scene understanding using fMRI, psychophysics, computational modeling
Jonathan Flombaum
visual perception, attention, cognition
Shreesh Mysore
neural circuits for behavior (attention, decision-making, etc),
computational neuroscience, comparative approach to the design of
neural circuits

Associate Faculty
Richard Allen
Associate Professor; School of Medicine (Neurology): clinical & medical
psychology

Kirsten (Kisi) Bohn
Assistant Research Professor: acoustic communication, vocal
production, social behavior, neuroethology, evolution of vocal
complexity

Stephen Drigotas
Teaching Professor & Undergraduate Advisor: social psychology,
interpersonal relationships, friendship networks, intergroup behavior,
social dilemmas

David H. Edwin
Associate Professor; School of Medicine (Psychiatry & Behavioral
Sciences): clinical & medical psychology

Heather Roberts Fox
Senior Lecturer: industrial/organizational psychology

Linda Gorman
Teaching Professor: neuroscience

Paul J. Hofer
Adjunct Associate Professor; U.S. Sentencing Commission (Washington,
D.C.): law & psychology

Chelsea Howe
Lecturer: forensics, abnormal psychology, dual diagnosis, therapy,
assessment

Ann Jarema
Junior Lecturer: clinical psychology

Chris Kraft
Psychologist & Instructor; School of Medicine (Psychiatry & Behavioral
Sciences, Center for Marital & Sexual Health); Senior Lecturer: human
sexuality & behaviors

Meghan McGlaughlin
Junior Lecturer: clinical psychology

Alison Papadakis
Associate Teaching Professor: clinical & adolescent psychology,
developmental psychopathology of depression in adolescence

Lawrence Raifman
Adjunct Assistant Professor; Private Practice & Director of Forensic
Services (Springfield Hospital Center): forensic psychology, law
& decision-making, clinical applications of psychology & the law,
behavioral finance

Veit Stuphorn
Associate Professor; School of Medicine (Neuroscience):
neurophysiological studies of decision-making

Jason Trageser
Lecturer: neuroscience

Joint Faculty
Marilyn Albert
Professor & Director (Division of Cognitive Neuroscience; School of
Medicine): aging, cognition, memory

Arnold Bakker
Assistant Professor (Psychiatry; School of Medicine): psychiatric
neuroimaging

Greg Ball
Research Professor: biopsychology, behavioral neuroendocrinology,
neuroethology

Charles (Ed) Connor
Professor & Director (Mind/Brain Institute): neurophysiology of visual
perception & object recognition

Barry Gordon
Professor (Therapeutic Cognitive Neuroscience, Neurology & Cognitive
Science); Director (Cognitive Neurology/Neuropsychology): language
disorders, memory disorders, severe organic amnesia, focal amnesia,
retrograde amnesia

Steven Gross
Associate Professor (Philosophy): philosophy of language, philosophy of
mind, metaphysics

Stewart Hendry
Professor (Mind/Brain Institute): functional organization of primate visual
system, primate functional neuroanatomy

Alfredo Kirkwood
Associate Professor (Mind/Brain Institute): mechanisms of cortical
modification

James Knierim
Associate Professor (Mind/Brain Institute): behavioral neurophysiology of
the hippocampal formation

Barbara Landau
Dick & Lydia Todd Faculty Development Professor & Chair (Cognitive
Science): language acquisition, cognitive development, spatial
representation, acquisition of the lexicon

Hey-Kyoung Lee
Associate Professor (Mind/Brain Institute): cellular/molecular
mechanisms of synaptic plasticity underlying memory formation

Michael E. McCloskey
Professor (Cognitive Science): language, vision, memory, cognitive
neuropsychology, developmental cognitive deficits

Guy McKhann
Professor (Mind/Brain Institute): patterns of cognitive decline after
coronary artery bypass grafting

Ernst Niebur
Associate Professor (Mind/Brain Institute): computational neuroscience

Brenda C. Rapp
Professor (Cognitive Science): cognitive neuropsychology, attention,
reading & writing

Peter R. Rapp
Senior Investigative Chief (National Institute on Aging): Laboratory of Experimental Gerontology
Rudiger von der Heydt
Professor (Mind/Brain Institute): perceptual organization in visual cortex

Professor Emeritus
Bert F. Green jr.
psychological measurement, quantitative methods, and computer methods

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

AS.200.101. Introduction to Psychology.
This course surveys all the major areas of scientific psychology, including the physiological bases of behavior; sensation and perception; learning, memory and cognition; developmental, social, and personality psychology; and psychopathology.
Instructor(s): S. Drigotas
Area: Natural Sciences, Social and Behavioral Sciences.

AS.200.110. Introduction to Cognitive Psychology.
Introductory survey of current research and theory on topics in cognitive psychology. The course will cover a range of topics in perception, attention, learning, reasoning, and memory, emphasizing relationships among mind, brain, and behavior.
Instructor(s): J. Flombaum
Area: Natural Sciences, Social and Behavioral Sciences.

How does scientific psychology study aspects of human behavior that are seemingly unscientific, such as free will, consciousness, dreams, ESP, etc.? This course will provide a general overview of the recent work done by psychologists in all these topics. Students will read primary articles testing hypotheses about these "unscientific" domains and will discuss whether these can be studied as a science, and what the consequences are for science’s role in society.
Instructor(s): D. Odic
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

There will be 9 lecture topics related to reward mechanisms in the brain which include natural (e.g. food and maternal care) and non-natural (drugs of abuse) rewards. Reading materials will be given to students before each lecture, and will include literature in the field and peer-reviewed journal articles. Lecture topics will include: history and theory of the brain reward system, research models, drugs addiction, eating disorders, and mood disorders.
Instructor(s): A. Blouin; N. Liang
Area: Natural Sciences, Social and Behavioral Sciences.

AS.200.120. Your Lifestyle, Your Memory.
Variables affecting bodily function also affect brain function, one of the most critical being memory. The ability to form, store, and recall past events plays a critical role in guiding behavior in a complex and dynamic environment. Lifestyle choices involving diet, exercise, caffeine, stress and sleep processing related to memory function. This course will explore how these types of decisions affect the brain physiologically and the mind psychologically, specifically in regards to memory performance.
Area: Social and Behavioral Sciences.

AS.200.121. Moral Cognition.
How do we know what is good and what is evil? Do we have to learn right from wrong, or is it inborn? How does culture affect our moral sense? In this course, we’ll explore these questions through contemporary readings and class discussion. We’ll visit classic moral dilemmas and find out what people’s responses to these dilemmas can tell us about moral cognition.
Instructor(s): M. Kibbe
Area: Social and Behavioral Sciences.

AS.200.122. History of Evolutionary Thought.
This course will address century-old, and ongoing, controversies regarding the credibility and implications of evolutionary theory from two main perspectives: philosophy of science and biology. The first half of the course will focus on the oppositions encountered from the creationist movement. The second half of the course will discuss how much evolutionary biology can reveal about fundamental issues of human nature such as selfishness, altruism, free will, and foundations for ethical principles.
Instructor(s): O. iyilikci
Area: Humanities, Social and Behavioral Sciences.

How do the senses of smell and taste play a role in daily life? The course will begin with the basic neurobiology of the olfactory and gustatory systems to understand how cues in the environment get sent as signals to the brain to produce behavior. Topics will include conditioned taste aversion, loss of senses, and how the chemical senses interact with learning and culture. Reading materials will include peer-review scientific publications that use both human and non-human animal models.
Instructor(s): Y. Treesukosol
Area: Natural Sciences, Social and Behavioral Sciences.

This course focuses on various psychological factors involved in war and genocide, exploring the perspectives of all parties involved. Topics to be discussed include the psychology of killing, mental states of soldiers and prisoners of war, negotiation tactics and war strategies, post-genocide identity crises, using media as a tool of persuasion and war mongering, among others. Historical and current events will be used as case studies to put the material into context.
Area: Humanities, Social and Behavioral Sciences.

Infants are remarkably social creatures, even from birth. This course will review and synthesize findings in the emerging field of social cognitive development. Topics include infants’ recognition of social agents, understanding others’ intentions, production of helping behavior, development of moral reasoning, etc. The ultimate goal of this course is to understand the development of social knowledge and behavior, focusing on the first two years of life.
Area: Social and Behavioral Sciences.
This course is designed for psychology and cognitive science major students who are interested in programming for experimental tasks and data analysis. We will first cover some basic knowledge of Matlab, including matrix, arithmetic operations, conditional and iteration execution. Then we will cover some major functions of Psychtoolbox and start to develop full experimental tasks. Students will be able to independently realize experiment designs with Matlab Psychtoolbox. Students with different levels of programming background are welcome. Area: Natural Sciences, Social and Behavioral Sciences.

AS.200.128. Altered Perceptions.
We have learned a great deal about sensory processing and perception in healthy individuals through the neuropsychological study of special populations. This course will provide a survey of some conditions (i.e. phantom limbs, prosopagnosia, synesthesia, etc.) that have contributed to our understanding of human perception. Emphasis will be placed on the value of patient research for informing our understanding of difficult questions in cognitive psychology such as consciousness. Area: Social and Behavioral Sciences.

AS.200.129. Early Learning and Child Education.
This course is ideal for those who are interested in psychology, education, policy making, and application of scientific findings. There will be two main parts of the course. The first part will learn about topics in developmental, social and education psychology, as well as diverse early education models. During the second part, students will read about current advances in psychology and they will have discussions about their implications for education. Area: Natural Sciences, Social and Behavioral Sciences.

Despite the rich contents of our awareness, most of the computations in our mind/brain are achieved unconsciously. This course will introduce some unconscious computations spanning from perception to social cognition, and introduce how scientists study these hidden computations. We will start by examining unconscious processing in visual awareness, as exhibited in phenomena such as continuous flash suppression and inattentional blindness. This will be followed by more discussions about computations underlying different cognitive functions, such as language and math processing, decision-making, and social priming. We will talk about what is consciousness in the end, and discuss the how artificial intelligence affect the understanding of consciousness.
Instructor(s): F. Yang
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

AS.200.132. Introduction to Developmental Psychology.
An introductory survey of human development from the prenatal period through adolescence. The developing child is examined in terms of cognitive, social, emotional, motor, and language development.
Instructor(s): L. Feigenson
Area: Social and Behavioral Sciences.

AS.200.133. Introduction to Social Psychology.
An introductory survey of social psychology. Topics include social perception, social cognition, attitudes, prejudice, attraction, social influence, altruism, aggression, and group behavior.
Instructor(s): S. Drigotas
Area: Social and Behavioral Sciences.

In this 30 hour course students will discover the happiness as a direct experience and develop soft leadership skills through a special rhythmic breathing technique called Sudarshan Kriya Yoga (SKY), interactive work projects, games, subtle yoga, and meditation. SKY integrates mind, body and heart alleviating the effect of anxiety, anger, depression, impulsivity and stress. This program will benefit students achieving higher academic performance and improved well-being during their academic tenure and life.
Instructor(s): J. Stevenson; N. Goel
Area: Social and Behavioral Sciences.

AS.200.137. Profiling Mentally Ill Mass Murderers.
Mass Shootings by mentally ill are a scourge upon society. Factors like easy access to guns by dangerous mentally ill, inadequate commitment laws, the lack of treatment, the inability to predict dangerous behavior, and media frenzy, contribute to an increasing death toll. This course uses case studies to highlight the role played by diagnostic assessment (suicide by cop, psychopathic behavior, PTSD, major mental disorders), inadequate prevention and gun policy strategies, and stigmatization of the mentally ill as dangerous.
Instructor(s): L. Raifman.

AS.200.159. Freshmen Seminar: Evolutionary Psychology.
In this course we discuss evolutionary psychology, which is the idea that the mind can be understood as an adaptation to our ancestral environment by means of natural selection. Freshmen only.
Instructor(s): H. Egeth
Area: Social and Behavioral Sciences.

AS.200.161. Illusions, delusions, and other confusions: Why what you think you know about human nature is (largely) wrong.
This course is suitable for all, but would be especially useful for a student who does not expect to take many (or any) additional psychology or cognitive science courses. We will explore what modern psychology has uncovered about how our intuitions concerning human nature deceive us. Freshmen Only.
Instructor(s): H. Egeth
Area: Social and Behavioral Sciences.
AS.200.162. Childhood Disorders & Treatments: Online.
This is an online course. The class will meet for ten weeks from May 27 to August 1 and will follow the deadlines for Term I for add/drop/withdraw and grade changes. This course examines the psychological disorders that are usually first diagnosed prior to adulthood. Some of the specific disorders that will be discussed are Attention-Deficit and Disruptive Behavior Disorders, Pervasive Developmental Disorders, Learning Disorders and Mental Retardation. Students will become familiar with various diagnoses, etiologies, and methods of treatment.
Instructor(s): A. Jarema
Area: Social and Behavioral Sciences.

Freshman Seminar; This introductory class will highlight some of the key findings in neuroscience over the past century and a half that have revolutionized our understanding of how the brain works. The goal is to convey both the essence of, and the excitement surrounding, neuroscience breakthroughs that caused paradigm-shifts. We will also look at recent neuroscience-related headlines in popular media and unpack them from a scientific perspective. Topics covered will include “Is the brain just one big lump of tissue?”, “Telephones in the brain?”, “The frog with upside-down vision”, “Brains vs. hard-drives”, “Monkey see=monkey do neurons”, Epigenetics, “Changing the brain’s wiring diagram”, “Do ants have GPS?”, The science behind the movie ‘Memento’, “Implanting false memories into brains”, “My brain sees you, but I don’t”, etc. For each big question, we will first examine the thinking that previously existed, and then explore the shift in thinking.
Instructor(s): S. Mysore
Area: Natural Sciences.

The field of forensic psychology is focused on answering legal questions about the causes of human behavior. This survey course will explore the work that forensic psychologists do; their research, assessment, and clinical methods; and how their work influences lawyers, judges, and other legal practitioners. Specific topics will include mental capacity assessment, psychopathy, claims of mental distress, child custody evaluations, juvenile delinquency, forensic treatment, and forensic neuropsychological assessments.
Prerequisites: Students can only receive credit for AS.200.202 or AS.200.325, not both.
Instructor(s): L. Raifman
Area: Social and Behavioral Sciences.

AS.200.204. Human Sexuality.
Course focuses on sexual development, sexuality across the lifespan, gender identity, sexual attraction and arousal, sexually transmitted disease, and the history of commercial sex workers and pornography. Juniors and seniors only within the following majors/minors: Behavioral Biology, Biology, Neuroscience, Psychological & Brain Sciences, Public Health, and the Study of Women, Gender, & Sexuality. All registration will be done during the normal registration period and you must meet all requirements to register. Formerly taught as AS.200.302.
Prerequisites: Students may enroll in both AS.200.204 and AS.290.420, but cannot do so in the same semester.
Instructor(s): C. Kraft
Area: Social and Behavioral Sciences.

Formerly known as Lab in the Analysis of Psychological Data (LAPD), this course is an overview of research methods used in psychology, experimental designs, interpreting results in psychology, and research ethics. Each student will complete an individual research project on a topic of his/her choosing as part of the course training. The class is taught interactively through lectures and labs.
Prerequisites: EN.550.111 (Statistical Analysis I) or EN.550.112 (Statistical Analysis II)
Instructor(s): H. Egeth
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

Examines basic principles of animal behavior (orientation, migration, communication, reproduction, parent-offspring relations, ontogeny of behavior and social organization). Evolution and adaptive significance of behavior will be emphasized.
Prerequisites: Prereqs: AS.020.151 AND ( AS.110.106 OR AS.110.108)
Instructor(s): K. Bohn
Area: Natural Sciences, Social and Behavioral Sciences.

AS.200.209. Personality.
This is a survey course focused on theory and research on human personality. Topics include personality traits, motivation, unconscious processes, self-regulation, cognitive and behavioral aspects of personality, biological and evolutionary influences on personality, and dysfunctional manifestations of personality.
Instructor(s): C. Howe
Area: Social and Behavioral Sciences.

AS.200.211. Sensation & Perception.
A survey of the psychological and neurophysiological basis of seeing, hearing, touching, tasting, and smelling.
Instructor(s): S. Hendry
Area: Natural Sciences, Social and Behavioral Sciences.

AS.200.212. Abnormal Psychology.
A survey of the major syndromes of psychological disorders. Research and theory about the mechanisms, development, and diagnosis of psychopathology are emphasized.
Instructor(s): A. Papadakis
Area: Social and Behavioral Sciences.

This course examines popular “facts” about the brain and cognition, exploring the origins, how they are perpetuated in the media, and the empirical data that support or refute the claims. Recommended Course Background: One previous course in psychology or neuroscience.
Area: Natural Sciences, Social and Behavioral Sciences.

AS.200.218. Alcohol Use & Abuse: From Pub to Lab.
Alcohol is one of the oldest and most commonly used recreational drugs. This course will explore the use and abuse of alcohol, from societal implications to laboratory research designed to better understand the behavioral and neural processes underlying substance abuse. In particular, this course will focus on the roles of learning and motivation in alcohol-seeking, craving, and relapse. To this end, we will examine animal models used in alcohol research, connecting them to work done with human participants.
Instructor(s): J. Maddux
Area: Natural Sciences, Social and Behavioral Sciences.
This introductory course will examine the basic diagnostic psychology principles with special application to forensic psychology. The class will focus on investigating forensic psychology queries including: Does my client have a mental illness? Why did he or she act in such a self-defeating way? Does the law require special disposition? Should my client be punished or rehabilitated? We will explore the reasons behind why a movie star would shoplift or a famous athlete would engage in a series of extra marital relationships; why a policeman would commit a series of bank robberies in broad daylight; or why someone would shoot a Congresswoman and kill and wound many others in the process. As part of this course, students will visit with doctors and lawyers (including Judges), view and analyze video and movies about forensic cases, and participate in mock trial exercises.
Instructor(s): L. Raifman
Area: Social and Behavioral Sciences.

A Forensic Psychologist Confronts Criminality in the Internet Age: Profiling criminal behavior, assessing insanity, and counter-intuitive (self-defeating) motivations for criminal acts typically occupy forensic psychologists who work in the criminal justice system. This course initially looks into traditional forensic psychologist pursuits, and then expands the inquiry to new forms of criminality profiling for "relational aggression" crimes like cyber-bullying & sexual harassment, computer assisted crimes, hate crimes, child pornographers, as well as those high profile (media attention catching) crimes, e.g., spree killing, murder suicide, or terrorism due to political extremism and/or religious fundamentalism. Students will study with a practicing forensic psychologist and police detectives, forensic crime lab professionals, newspaper reporters, SWAT team members, mental health doctors, computer cyber crime investigators. Finally, valuable excerpts from "The Wire," and "Serial, the podcast" will supplement class discussion and analysis. Come prepared to analyze actual forensic cases.
Instructor(s): L. Raifman.
Area: Social and Behavioral Sciences.

AS.200.222. Positive Psychology.
The course will review the growing field of positive psychology and will review the research on positive human attributes such as optimism, happiness, hope, resiliency, self-esteem, altruism, empathy, and forgiveness. This course will explore the research on how such positive attributes are developed and how they relate to psychological and physical well-being.
Instructor(s): J. Halberda
Area: Social and Behavioral Sciences.

AS.200.223. Psychotic at the White House.
This introductory course focuses on the problem of delusional, morbidly depressed, and/or thought disordered persons who target federal officials or cites in Washington, DC. Contributing factors include: inadequate mental health commitment laws, an inability to successfully profile and prevent rarely occurring but potential dangerous behavior, pre trial commitment challenges, the insanity defense, problems associated with easy access to Federal buildings and inter agency rivalries, as well as the inevitable frenzied media response that leads to problems of copy cat behavior. Forensic psychological case studies will be featured, including presidential attempted assassin John Hinckley, Secret Service "White House cases," Miriam Carey's death following a car chase ending at the US Capitol, the Beltway sniper case, and others. Finally, the need for increased sensitivity to the problem of stigmatization of mentally ill non-dangerous persons will be included.
Instructor(s): L. Raifman
Area: Humanities, Natural Sciences, Social and Behavioral Sciences.

AS.200.226. Neurobiology of Food Intake and Overeating.
This course will examine the role of learning and its interaction in the regulation of body weight, food intake and overeating. Topics covered will include: the neurobiology of learning and motivation; the role of central and peripheral mechanisms in food intake; and biological and psychological factors that lead to overeating and obesity. In addition, students will be expected to complete a written exam.
Instructor(s): A. Johnson
Area: Humanities, Natural Sciences, Social and Behavioral Sciences.

AS.200.301. History Of Psychology.
A survey of leading figures, schools, and systems in the history of psychology. The course will emphasize the development of experimental psychology in late 19th century Germany and its establishment in America at Johns Hopkins, Harvard, Chicago, and Columbia. Special topics will include the development of clinical and applied psychology and psychological testing. Juniors and seniors only. Recommended Course Background: two prior Psychology courses.
Instructor(s): P. Hofer
Area: Humanities, Social and Behavioral Sciences.

Area: Natural Sciences, Social and Behavioral Sciences.

This course will survey the neural mechanisms of decision-making. Current experimental research and theory concerning selection, control, and evaluation of actions are examined in humans and animals. Topics will range from simple perceptual judgements to complex social behavior. The course involves a weekly lecture about a specific topic followed by a student presentation of a current research paper. Cross-listed with Neuroscience.
Prerequisites: AS.080.305 OR AS.080.205 OR AS.200.141
Instructor(s): V. Stuphorn
Area: Natural Sciences.

AS.200.306. Psychology in the Workplace.
Industrial-organizational (I-O) psychology is the scientific study of the workplace. Rigor and methods of psychology are applied to issues of critical relevance to business, including talent management, coaching, assessment, selection, training, organizational development, performance, and work-life balance.
Instructor(s): H. Roberts Fox
Area: Social and Behavioral Sciences.
AS.200.308. Neurobiology of Learning and Memory.  
This course is an advanced survey of the scientific study of learning and memory. An interdisciplinary approach is used to integrate the state of the field across levels from the cellular-molecular basis of synaptic plasticity to functional circuitry implicated in learning to memory systems in the brain. The course is designed to provide a deep understanding of the outstanding issues and current debates in learning and memory research with a specific emphasis on animal models. This is an interactive lecture/seminar course with active student participation. Recommended Course Background: AS.200.370 or AS.200.141 or AS.080.305/AS.080.306 or AS.020.306.  
Instructor(s): M. Yassa  
Area: Natural Sciences, Social and Behavioral Sciences.

This course examines the evolution of human adaptive behaviors. In particular it examines evolutionary contributions to behaviors concerned with problems of survival such as mating strategies, parenting, and group living. Recommended Course Background: AS.200.101.  
Instructor(s): H. Petri  
Area: Social and Behavioral Sciences.

This course examines the neural basis of “cognitive control”. What is happening in our brains that enables control our thoughts and behavior? What does it mean neurologically when we say someone has “lost control”? What contributions do the neural processes of attention, memory, habits and emotions make? This is a very active area of current research, and this upper-level seminar will make broad use of the primary cognitive and systems neuroscience literature.  
Prerequisites: AS.080.203 OR AS.050.203 OR AS.200.141 OR AS.200.305  
Instructor(s): S. Courtney-Faruqee  
Area: Natural Sciences.

AS.200.312. Imaging the Human Mind.  
Prerequisites: EN.550.111 AND (AS.080.203 OR AS.050.203)  
Instructor(s): S. Courtney-Faruqee  
Area: Natural Sciences, Social and Behavioral Sciences.

Topics in applied probability and statistical inference; analysis of variance; experimental design. Intended for graduate students in psychology. Recommended Course Background: one statistics course.  
Prerequisites: Statistics Sequence restriction: students who have completed any of these courses may not register: EN.550.211 OR EN.550.230 OR AS.280.345 OR AS.200.315 OR EN.550.310 OR EN.550.311 OR EN.560.435 OR EN.550.420 OR EN.550.430  
Instructor(s): L. Jager  
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

Second half of graduate statistics sequence, covering complex research design and analysis. Signature required for undergrad registration.  
Prerequisites: AS.200.314 or equivalent  
Instructor(s): A. Shelton  
Area: Quantitative and Mathematical Sciences.

AS.200.316. Thought and Perception.  
This year’s topic: Temporal Experience. Do we perceive time? If so, through what sense(s)? How long is the conscious “now”? Does the temporal order of our perceptions mirror the temporal order of what we perceive? Must the experience of a temporal duration itself be extended in time? What is the relation between the experience of time (for example, the experience of time’s passage) and memory? Does our experience of time accurately represent temporal features of reality, or is it actually illusory? How does attending to time’s passage affect its perceived rate of passage (and what is it to attend to time’s passage)? We will explore these and other questions through an examination of both psychological and philosophical work. [This course meets jointly with Professor Gross’s AS.150.476]  
Instructor(s): J. Flombaum; S. Gross  
Area: Humanities, Social and Behavioral Sciences.

AS.200.317. Interpersonal Relations.  
This course will investigate interpersonal processes ranging from attraction and courtship to relationship functioning and distress. Open to Psychology and Behavioral Biology majors only.  
Prerequisites: AS.200.133  
Instructor(s): S. Drigotás  
Area: Social and Behavioral Sciences.

Focus on frequently-used quantitative methods used in the study of brain sciences, including gaining conceptual understanding of techniques, analysis and summarization of data, extracting the process underlying a data set, explaining data as a function of variables, data visualization, etc. Enrollment is limited to undergraduate seniors and graduate students with instructor approval. Recommended Course Background: Probability & Statistics.  
Instructor(s): S. Mysore  
Area: Quantitative and Mathematical Sciences.

This course focuses on mental disorders in children and adolescents. The course begins with an exploration of the general models and theories for why psychopathology occurs in childhood. The second portion of the course provides a systematic review of the symptoms, course, risk factors, theories, and treatments for specific disorders, including mood disorders, anxiety disorders, autism, ADHD, eating disorders, and behavioral disorders.  
Prerequisites: AS.200.212  
Instructor(s): A. Papadakis  
Area: Social and Behavioral Sciences.

AS.200.325. Law Psychology: Clinical Application.  
Introduction to legal standards governing criminal forensic psychology assessments, e.g., competence to stand trial, criminal responsibility, mitigation of death penalty, negation of mens rea, and other criminal law forensic applications. Cross-listed with Behavioral Biology.  
Instructor(s): L. Raifman  
Area: Social and Behavioral Sciences.

AS.200.326. Law, Psychology and Public Policy.  
An introduction to applications of psychological research in policy analysis. Special emphasis is given to the use and misuse of psychology in Supreme Court advocacy and decision making in the areas of children’s rights, adult sexuality, and educational and employment opportunity. Recommended Course Background: Statistics & Regression Analysis  
Instructor(s): P. Hofer  
Area: Social and Behavioral Sciences.
A critical examination of the methods of observation, description, reasoning, inference, measurement and intervention that underlie the clinical practice of psychology and psychiatry. Cross-listed with Behavioral Biology. Open to Senior & Junior Behavioral Biology, Cognitive Science, Neuroscience, Psychology, and Public Health majors only OR with Instructor Approval.
Prerequisites: AS.200.212
Instructor(s): D. Edwin
Area: Social and Behavioral Sciences.

The recent world financial crisis has arguably been the most important event of the new millennium. Understanding the financial crisis requires knowledge of: “What happened & how the crisis unfolded?” “Why did it happen?” “How was the crisis eventually managed?” “Further, who were hurt?” “Who succeeded well?” And finally, “what policy decisions intended to protect markets by government officials succeeded to forestall further damage. Taking a behavioral finance focus, the course offers an analysis of heuristic decision errors that lead to bubbles and crashes in markets, and the failure of market models to avoid them. Instructor(s): L. Ralfman
Area: Social and Behavioral Sciences.

AS.200.332. Counseling Psychology.
This course provides an introduction to the field of counseling psychology. Professional identity and development, history, theories and processes of counseling are surveyed, as are a variety of specializations and settings in which counseling is practiced. Discussions, demonstrations, and exercises will give students an opportunity to explore counseling psychology as a career path. Recommended Course Background: AS.200.101
Instructor(s): C. Gasser
Area: Social and Behavioral Sciences.

The class is designed as a seminar including discussion of primary readings of social psychology articles ranging in topics from interpersonal relationship to behavior in large groups. Rising junior & senior Psychology majors only.
Prerequisites: AS.200.133
Instructor(s): S. Drigotas
Area: Social and Behavioral Sciences.

This is an advanced, discussion-based course covering the developmental, biological, environmental, and cultural bases of attentional, mood, psychotic, anxiety, trauma-based, eating, somatic, and personality disorders. Case formulations in class and review papers will be required.
Prerequisites: AS.200.212
Instructor(s): J. Neemann
Area: Social and Behavioral Sciences.

An interdisciplinary investigation into the innateness of concepts: perception, number, language, and morality, physics discussed. Evidence from animals, infants, patients, brains. Students collect data in sections investigating claims from the readings. Cross-listed with Cognitive Science and Philosophy.
Instructor(s): J. Halberda; L. Feigenson
Area: Social and Behavioral Sciences.

How do children acquire knowledge about the world? In this course, we will explore how children understand the world, looking at concepts of objects, number, space, and other people. Students will read both empirical and theoretical writing on these topics, participate in class discussions, and complete short critical writing assignments and final literature review paper.
Area: Natural Sciences, Social and Behavioral Sciences.

AS.200.341. Positive Psychology.
This course is graded S/U and does not count toward the psychology major. The course will review the growing field of positive psychology and will review the research on positive human attributes such as optimism, happiness, hope, resiliency, self-esteem, altruism, empathy, and forgiveness. This course will explore the research on how such positive attributes are developed and how they relate to psychological and physical well-being. Instructor(s): J. Neemann
Area: Social and Behavioral Sciences.

AS.200.343. Motivation.
Current biological, behavioral, and cognitive research and theory concerning the motivation of behavior are examined. Both human and non-human animal research is reviewed. Topics include the role of genetics, arousal, biological regulatory systems, incentives, expectancies, attributions, social processes and self-actualization in the general behavior. Recommended Course Background: AS.200.101 and AS.200.146 or instructor permission.
Instructor(s): H. Petri
Area: Social and Behavioral Sciences.

An examination of the effects of hormones on behavior in non-human and human animals. Topics will include the effects of hormones on sexual differentiation, reproductive behavior, parental behavior, homeostasis and biological rhythms, regulation of body weight, learning and memory. Cross-listed with Behavioral Biology and Neuroscience.
Prerequisites: Prereqs: ( AS.200.141 OR AS.080.305 ) OR (AS.020.151 AND AS.020.152) OR ( AS.020.305 AND AS.020.306 ) or instructor's permission
Instructor(s): K. Bohn
Area: Natural Sciences, Social and Behavioral Sciences.

The recent world financial crisis has arguably been the most important event of the new millennium. The course will initially answer: “What happened?” “Why did it happen?” “How was the crisis temporarily fixed?” “Who was hurt?” “Who succeeded?” Thereafter, the focus shifts to an analysis of the quality of decisions made by the market protectors who chose to intervene with policies to protect markets, and a comparison of investors who made winning compared with losing investment decisions. The final segment considers whether behavioral economic/cognitive psychological research best explains those decisions, and ways to lessen the risk inherent in current volatile recovering financial markets. In sum, the course will review the recent financial crisis by evaluating strategic investment decisions of the market protectors, winners, and losers.
Area: Social and Behavioral Sciences.
This course will apply insights from cognitive psychology decision-making research to the stock market. The course investigates whether investors can beat the market benchmarks by exploiting marketplace investor sentiment. Juniors and seniors only. Recommended Course Background: six credits of Psychology course work.
Area: Social and Behavioral Sciences.

The 2007-8 financial crisis, considered the most severe of its kind since the Great Depression, is our primary focus. The course will initially answer two critical questions: “What happened to bring about the financial crisis?” and “Who was hurt and who succeeded well?” We will then study specific crisis decisions to determine if a behavioral finance analysis contributes to a better understanding of decision making under conditions of uncertainty.
Instructor(s): L. Raifman
Area: Social and Behavioral Sciences.

The course is based upon an integrative strategy that focuses upon: (1) scientific research underlying forensic psychology expertise, (2) the formulation of expert opinions, and (3) the presentation of expert witness testimony in court cases. The course syllabus identifies examples from insanity defense that raises research questions answered by studies from psychology that focus on: battered spouse syndrome, sleep disorders/criminal behavior, pedophilia, settled psychosis, and the application of death penalty to juveniles or mentally ill persons.
Instructor(s): L. Raifman
Area: Social and Behavioral Sciences.

Psychological tests and measures are used in several settings including research, clinical, business, forensic, school and other applied settings. This course will consider the methodological and practical issues involved in test construction, the evaluation of instruments, and the uses of psychological tests across settings and for different purposes. Examples of assessments that may be discussed are aptitude and achievement tests; personality and behavioral inventories; neuropsychological tests, observations and interviews; and tests for employment and forensic use. Restricted to Junior & Senior Behavioral Biology, Cognitive Science & Psychology Majors.
Instructor(s): H. Roberts Fox
Area: Social and Behavioral Sciences.

How do nature and nurture shape the human mind? How does experience contribute to the development of visual perception, language and social reasoning? This course explores insights into these age-old questions from neuroscience and psychology. Studies of infant behavior reveal rich knowledge about objects and people in the first months of life. At the same time, experience has profound effects on behavior and neurobiology. For example, temporary absence of vision (i.e. blindness) during development permanently alters visual perception and the visual cortex. Key evidence also comes from studies of naturally occurring variation in human experience (e.g. blindness, deafness, socioeconomic and cultural differences). We will discuss what such studies of cognitive and neural function tell us about the origins of human cognition. This is a writing intensive course with weekly lectures and seminar style discussion of primary sources. Students will be required to write weekly responses to readings and a term paper.
Prerequisites: AS.200.141 OR AS.050.105 OR AS.080.105 OR AS.050.203 OR AS.020.312 OR AS.200.386 OR (AS.080.305 AND AS.080.306 ) OR AS.080.203
Instructor(s): M. Bedny
Area: Natural Sciences, Social and Behavioral Sciences.

How do children acquire knowledge about the world? In this seminar course, we will explore how children understand the world, looking at concepts of objects, number, space, and other people. Students will read both empirical and theoretical writing on these topics and complete writing assignments. Classes will primarily be discussion-based.
Instructor(s): M. Kibbe
Area: Social and Behavioral Sciences.

This course is designed to address the growing literature on the neurobiology of motivational behaviors, integrating studies from invertebrates to birds, rodents, primates and humans. The course will begin with a century old, yet ongoing, discussion on how researchers define ‘motivation’. Following this primary introduction, we will discuss the brain circuitry that underlies emotion, reward, and motivation, so that students attain the necessary foundations for understanding the neurobiology of motivated behavior. In particular, we will proceed with an in-depth exploration of an inherently motivated and naturally rewarding social interaction, sexual behavior, which will be discussed at multiple levels. Subsequent lectures will address literature on how humans activate the same brain reward systems artificially by using drugs of abuse. Drawing on these theoretical and empirical foundations, we will then explore the possible involvement of these motivational systems on distinctly human pleasures such as religious experience, visual arts, and music.
Prerequisites: AS.200.141 OR AS.080.105 OR ( AS.080.305 AND AS.080.306) OR Permission required.
Instructor(s): O. Iyilikci
Area: Natural Sciences, Social and Behavioral Sciences.
Episodic memory, or autobiographical memory, has been said to be a capacity that is uniquely human. Consisting of the what, when, and where components of our experiences, episodic memory is what makes each of us who we are. This course will explore each of these components individually—the psychology and neural underpinnings of each component—before discussing them in combination as episodic memory. Finally, we will visit one of the greatest ongoing debates in the memory literature: whether or not this ability is truly “uniquely human” or if our nonhuman animal counterparts also have this capacity. Throughout the course, we will draw on evidence from empirical articles based on studies in a variety of species including rodents, primates, and birds.
Prerequisites: AS.200.101 OR AS.200.141 OR AS.080.105 OR (AS.080.305 AND AS.080.306) OR Permission required.
Instructor(s): J. Asem
Area: Natural Sciences, Social and Behavioral Sciences.

AS.200.368. Sleep, Dreams, and Altered States of Consciousness.
Sleep, dreaming, resting and arousal to waking represent very different states of consciousness which differ dramatically both psychologically and physiologically. This course focuses on cognitive, psychological, physiological, biological and genetic aspects characterizing each of these states with some reference to other altered states. The course includes a focus on the major pathologies affecting sleep-wake states. Clinical cases will be considered. These inform about both psychological and biological aspects of these states. The relative biological functions of each state will be evaluated with particular attention to the mystery of why we have and apparently need REM and NREM sleep. Actual physiological recordings of sleep states will be reviewed and the student will learn how these are obtained and how to evaluate these. The circadian rhythms, ontogeny and evolution of these sleep-wake states will also be covered. This will include a review of information learned from non-human animal sleep. The change from sleep to full awakening reflects change toward increasing brain organization supporting consciousness. Understanding of the neurobiology of these states will be used to explore some of the more modern and scientific concepts of human self-awareness or consciousness.
Prerequisites: AS.080.203 OR AS.050.203 OR AS.200.101 or permission required.
Instructor(s): R. Allen
Area: Natural Sciences, Social and Behavioral Sciences.

This course will explore the neurobiological bases of motivated behavior, including eating, drinking, and reproduction, tracing the history of our understanding from early neuroscientific studies to the modern day, with a focus on mammalian model systems. We will discuss innate motivated behaviors, and well as how learning can guide the expression of these behaviors. Neural mediation of processes such as reward and aversion will be considered in depth, as well as applications of these findings to the understanding of addiction and other behavioral disorders. The course will be a mixed lecture/seminar format; we will read original research articles and scholarly reviews.
Prerequisites: AS.200.366. Exclude students who have taken AS.200.366.; AS.200.141 OR (AS.080.305 AND AS.080.306)
Instructor(s): P. Janak
Area: Natural Sciences.

This course examines the general organizing principles of the anatomy of the human central nervous system and how this anatomical organization relates to function, from the level of neural circuits, to systems, to behavior. Students will learn to identify neuroanatomical structures and pathways in dissections and MRI images through computerized exercises. Readings and lectures will emphasize general structure-function relationships and an understanding of the functional roles of particular structures in sensory, motor, and cognitive systems.
Prerequisites: AS.080.250 OR AS.080.305
Instructor(s): S. Courtney-Faruquee
Area: Natural Sciences, Social and Behavioral Sciences.

AS.200.372. The Aging Brain.
We will examine what current research can tell us about changes in mental abilities as we grow older, what biological changes in the brain during aging cause cognitive decline, and finally, how scientists are meeting the challenge of maintaining the functions of the mind into advanced old age.
Instructor(s): M. Gallagher
Area: Natural Sciences, Social and Behavioral Sciences.

AS.200.376. Psychopharmacology.
Designed to provide information about how drugs affect the brain and behavior. The course focuses on biological concepts underlying structures and functions of the brain that relate to mental disorders. An introduction to neurobiology and brain function is presented as it applies to the interaction of various classes of drugs with the individual neurotransmitter systems in the brain. A brief historic review is followed by a discussion of clinical relevance. Cross-listed with Behavioral Biology and Neuroscience.
Prerequisites: AS.200.141 OR (AS.020.312 AND AS.020.306) OR (AS.080.305 AND AS.080.306) or permission required.
Instructor(s): H. Adwanikar; L. Gorman
Area: Natural Sciences, Social and Behavioral Sciences.

A comparative and evolutionary approach to understanding the neural underpinnings of biologically relevant behaviors in vertebrate and invertebrate animals.
Prerequisites: AS.020.151 or equivalent
Instructor(s): C. Moss
Area: Natural Sciences.

A small group exploration of current issues in clinical psychology, aimed at developing students’ empirical research skills. Following critical analysis of the empirical literature, students develop research proposals for novel research and/or conduct research and author research reports. Topics vary by semester. In the current offering, the topic will be stress, coping, emotion-regulation, peer relationships, and psychopathology among adolescents and emerging adults.
Prerequisites: AS.200.212
Instructor(s): A. Papadakis
Area: Social and Behavioral Sciences.
The complexity of human behavior surpasses even our closest primate relatives. Only humans communicate through language, build complex technology, devise legal system and wage war. What neurobiological capacities set humans apart from other animals? This course will explore the neurobiology of cognition, focusing on cognitive domains that are particularly developed in the human species: language, social cognition, number, executive function and concepts. The course format will consist of lectures and in class workshops.
Instructor(s): M. Bedny
Area: Natural Sciences, Social and Behavioral Sciences.

This course reviews the major models of psychotherapy, including psychodynamic, cognitive, behavioral, interpersonal, and family therapy, with a focus on modern and empirically supported treatments. The application of the models through the analysis of clinical case studies is emphasized. Restricted to Junior & Senior Psychology Majors & Minors.
Prerequisites: AS.200.212
Instructor(s): A. Papadakis
Area: Social and Behavioral Sciences.

A cross-disciplinary investigation of space representation and navigation in a broad range of animal species. Topics will include sonar orientation, landmark use, the role of dead reckoning, spatial memory, long-distance migration, and map-making.
Prerequisites: AS.200.141 OR (AS.080.305 AND AS.080.306) or equivalent.
Instructor(s): C. Moss
Area: Natural Sciences.

Examine relations between brain, mind, and behavior in nonhuman animals, focusing on topics such as learning, memory, attention, decision-making, navigation, communication, and awareness. We will take a variety of approaches, including behavioral, computational, evolutionary, neurobiological, and psychological perspectives.
Prerequisites: (AS.200.141 OR AS.200.208 OR AS.290.101) OR permission of instructor.
Instructor(s): P. Holland
Area: Social and Behavioral Sciences.

We tend to feel that we are thinking the hardest in social situations. In contrast, we barely feel the complicated processing that produces our vivid and salient visual experiences; in fact, we cannot even access most of this processing directly. This course will explore the relationship between visual perception and social cognition, especially the ways that the visual system supplies crucial raw materials for more elaborate social processing, and the ways that our social agendas may, in turn, influence vision. Topics will include what we find physically attractive in mates (and why); the quick formation of social impressions; the neural, cognitive, and evolutionary basis of aesthetic perception; and the extent to which perception might be socially constructed (i.e. whether vision can be influenced from the 'top-down'). All readings will come from primary scientific literature, and students should have some experience reading this kind of material. Limited to juniors, seniors, and graduate students.

AS.200.388. Occupational Health Psychology.
Occupational Health Psychology (OHP) concerns the application of psychology to improving the quality of work life, and to protecting and promoting the safety, satisfaction, health, and well-being of workers. This course will consider a broad range of topics in OHP including the role of work on well-being, job stress and burnout, diversity and work, safety climate, work-family balance, conflict, and counterproductive work behaviors. The emphasis will be on drawing connections between OHP theory and OHP practice and at the relationship between individual and organizational health and well-being. This class should be of interest to students interested in industrial/organizational psychology, social psychology, health psychology, clinical psychology, human factors, public health, preventive medicine, and industrial engineering.
Instructor(s): H. Roberts Fox
Area: Social and Behavioral Sciences.

This course is designed to address the increasing gap in our knowledge on sex differences in the brain and cognitive abilities and how hormones play a pivotal role. Dean's Teaching Fellowship. Recommended Course Background: AS.200.101 or AS.020.151
Area: Natural Sciences, Social and Behavioral Sciences.

AS.200.401. Careers in Psychology - Freshmen.
An introduction to the varied career paths offered across the field of psychology, hosting a diverse representation of speakers from various Johns Hopkins institutions and the local Baltimore community.
Instructor(s): J. Halberda
Area: Social and Behavioral Sciences.

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Instructor(s): J. Halberda
Area: Social and Behavioral Sciences.

AS.200.501. Psychological Research - Freshmen.
S/U grading only.
Instructor(s): Staff.

AS.200.502. Psychology Research-Freshmen.
Instructor(s): Staff.

AS.200.503. Psychological Research - Sophomores.
S/U grading only
Instructor(s): Staff.

AS.200.504. Psychology Research-Sophomores.
Grading Satisfactory/ Unsatisfactory only.
Instructor(s): Staff.
AS.200.505. Psych Readings - Fr.
Instructor(s): Staff.

Instructor(s): Staff.

Instructor(s): Staff.

AS.200.509. Internship-Psychology.
S/U grading only.
Instructor(s): Staff.

AS.200.510. Psychology Internship.
Grading Satisfactory/ Unsatisfactory only.
Instructor(s): Staff.

S/U grading only.
Instructor(s): Staff.

AS.200.512. Psychology Research-Juniors.
Grading Satisfactory/ Unsatisfactory only.
Instructor(s): Staff.

AS.200.513. Psychological Research - Seniors.
The student chooses some research problem with the advice and approval of a faculty member. S/U grading only.
Instructor(s): Staff.

AS.200.514. Psychology Research-Seniors.
Instructor(s): Staff.

AS.200.517. Psych Readings - Srs.
Instructor(s): Staff.

AS.200.519. Seniors Honors Research.
Seniors working on the honors thesis enroll with the approval of the undergraduate coordinator.
Instructor(s): Staff.

AS.200.520. Seniors Honors Research.
Instructor(s): Staff.

AS.200.538. Indep Study - Sophomores.
Instructor(s): Staff.

AS.200.539. Indep Study - Juniors.
Instructor(s): Staff.

AS.200.540. Independent Study-Seniors.
Instructor(s): Staff.

Instructor(s): Staff.

AS.200.542. Independent Study - Sophomores.
Instructor(s): Staff.

AS.200.570. Independent Study.
Instructor(s): L. Raifman; S. Drigotas.

AS.200.572. Research-Intersession.
Instructor(s): A. Shelton; H. Egeth; P. Holland; S. Drigotas.

AS.200.574. Psychology Internship.
Instructor(s): H. Egeth; S. Drigotas.

AS.200.595. Internship.
Instructor(s): Staff.

AS.200.597. Psychology Research.
Instructor(s): Staff.

AS.200.599. Independent Study.
Instructor(s): Staff.

This is a journal club examining recent literature in the field related to the hippocampus and the medial temporal lobe memory system. Discussions are heavily based on animal models and theoretical accounts of the hippocampus' role in learning and memory. Graduate students only.
Instructor(s): J. Knierim; M. Yassa
Area: Natural Sciences, Social and Behavioral Sciences.

AS.200.605. Topics in Attention and Cognition.

AS.200.606. The Semantics & Psychology.

Graduate course designed to address the increasing gap in our knowledge on sex differences in the brain and cognitive abilities, and how hormones play a pivotal role. Advanced undergraduates may attend with permission.

This graduate seminar will survey recent theory and research concerning the functional organization of prefrontal cortex for working memory, decision making, and cognitive control. Graduate students only.

An introduction to the fundamental principles of cognitive and physiological psychology. Required course of first-year graduate students. Graduate students only.
Instructor(s): L. Feigenson
Area: Natural Sciences, Social and Behavioral Sciences.

Graduate students only or permission required.
Instructor(s): K. Blacker.

Graduate student only.
Instructor(s): K. Blacker.

AS.200.616. Thought and Perception.
This year's topic: Temporal Experience. Do we perceive time? If so, through what sense(s)? How long is the conscious “now”? Does the temporal order of our perceptions mirror the temporal order of what we perceive? Must the experience of a temporal duration itself be extended in time? What is the relation between the experience of time (for example, the experience of time’s passage) and memory? Does our experience of time accurately represent temporal features of reality, or is it actually illusory? How does attending to time’s passage affect its perceived rate of passage (and what is it to attend to time’s passage)? We will explore these and other questions through an examination of both psychological and philosophical work. [This course meets jointly with Professor Gross’s AS.150.476]
Instructor(s): J. Flombaum; S. Gross.

Often, languages are described as sets of expressions. But in acquiring a language, a child acquires a procedure that generates expressions. If Linguistic expressions pair pronunciations with mental representations, then one task shared by linguists and psychology is to specify the forms of these representations. This seminar explores this relationship in detail.
AS.200.627. Graduate Seminar: Memory.
Instructor(s): S. Courtney-Faruqee.

Instructor(s): A. Shelton.

AS.200.632. Topics: Spatial Cognition.
Graduate students only.
Instructor(s): A. Shelton.

AS.200.640. Review of Recent Literature in Biopsychology.
Instructor’s approval required.
Instructor(s): G. Ball.

Current biological, behavioral, and cognitive research and theory concerning the motivation of behavior are examined. Both human and non-human animal research is reviewed. Topics include the role of genetics, arousal, biological regulatory systems, incentives, expectancies, attributions, social processes and self-actualization in the general of behavior. Course will meet with AS.200.343.
Instructor(s): H. Petri.

This two-semester course will provide an overview of clinical, neuropsychological, imaging and neuropathological approaches to the study of cognitive systems altered in aging, AD and other neurodegenerative disorders. It will consider research using animal models as well as human subjects and clinical populations. The course is intended for graduate students and is open to advanced undergraduates only with permission of the professor.
Instructor(s): M. Albert; M. Gallagher.

AS.200.649. Aging, Cognition, and Neurodegenerative Disorders II.
Second part of a two-semester course. Course will provide an overview of clinical, neuropsychological, imaging and neuropathological approaches to the study of cognitive systems altered in aging, AD and other neurodegenerative disorders. It will consider research using animal models as well as human subjects and clinical populations. The course is intended for graduate students and is open to advanced undergraduates only with permission of the professor. Predoctoral and Postdoctoral students from A&S, SPH and SOM students participating in the NIA Training Program on Age-Related, Cognitive and Neuropsychiatric Disorders are required to take this course; meets concurrently with PH.330.802(01)
Instructor(s): M. Albert; M. Gallagher.

AS.200.654. Psychological & Brain Sciences Core Topics A.
This course is designed to introduce students to core topics in psychological and brain sciences. Students will read seminal and contemporary papers in topics that cover the breadth of the field. Graduate students in Psychological & Brain Sciences.
Instructor(s): L. Feigenson.

AS.200.655. Psychological & Brain Sciences Core Topics B.
This course is designed to introduce students to core topics in psychological and brain sciences. Students will read seminal and contemporary papers in topics that cover the breadth of the field. Graduate Students in Psychological & Brain Sciences.
Instructor(s): L. Feigenson.

AS.200.661. Topics in Psychological & Brain Sciences.
An introduction to postdoctoral activities (e.g., grant applications, journal article submission, meeting presentations, the politics of psychology and American science) for Ph.D. candidates in psychology.
Instructor(s): L. Feigenson.

AS.200.662. Psychological and Brain Sciences: Career Development.
Instructor(s): S. Courtney-Faruqee.

How do children acquire knowledge about the world? In this seminar course, we will explore how children understand the world, looking at concepts of objects, number, space, and other people. Students will read both empirical and theoretical writing on these topics and complete writing assignments. Classes will primarily be discussion-based.
Instructor(s): M. Kibbe.

This seminar will cover advanced topics in vision from the perspectives of several disciplines. Topics include human visual psychophysics, perception and cognition, and computational vision. Graduate students only. Cross-listed with Neuroscience.
Instructor(s): H. Egeth; J. Flombaum; J. Halberda.

Instructor(s): S. Courtney-Faruqee.

A cross-disciplinary investigation of space representation and navigation in a broad range of animal species. Topics will include sonar orientation, landmark use, the role of dead reckoning, spatial memory, long-distance migration, and map-making. Contact instructor for enrollment approval.
Instructor(s): C. Moss.

AS.200.701. Graduate Seminar: fMRI.
Instructor(s): Staff.

AS.200.801. Research Seminar: Learning and Memory.
This laboratory meeting is for graduate students studying learning and memory mechanisms, alterations with age or neurologic disease, and advanced neuroimaging methods. Meetings will focus on experimental design, presentation of data, analytical techniques. Undergraduates allowed to add the course with permission as Satisfactory/Unsatisfactory only. Recommended Course Background: AS.200.370 or AS.200.141 or AS.080.305/AS.080.306 or AS.020.306.
Instructor(s): M. Yassa.

AS.200.804. Topics in Neurocognitive Aging.
This seminar will cover advanced topics in neurocognitive aging. Topics will include animal models of memory loss in normal aging and in Alzheimer’s disease (AD), including both behavioral and neurobiological findings. Special attention will be given to the relation between such findings and the effects of aging and AD on memory and the brain in man. Similar comparative analysis in other cognitive domains (e.g. attentional processes) will also be considered.
Instructor(s): M. Gallagher.

AS.200.805. Topics in Attention and Cognition.
Instructor(s): J. Flombaum.
Guided independent readings. The class is designed as a seminar including discussion of primary research articles of cognitive aging. Specific topics include human imaging and animal models of memory, aging, and neurodegenerative disease.
Instructor(s): R. Haberman.

AS.200.810. Research in Psychology.
Students plan and execute original research under guidance of advisers. Results are usually prepared in a form suitable for publication. Graduate students only.
Instructor(s): S. Courtney-Faruqee; Staff.

Instructor(s): H. Egeth.

Instructor(s): L. Feigenson.

Instructor(s): J. Halberda.

Instructor(s): P. Holland.

Instructor(s): L. Feigenson.

Instructor(s): V. Stuphorn.

Instructor(s): J. Halberda.

Guided independent readings and research in special fields. Graduate Students only.
Instructor(s): Staff.

Graduate students only.
Instructor(s): F. Madison; G. Ball.

Graduate students only.
Instructor(s): E. Fortune.

Graduate students only.
Instructor(s): C. Moss; M. Gallagher; P. Holland; P. Janak.

Graduate Students Only
Instructor(s): M. Bedny.

Graduate only.
Instructor(s): S. Yantis.

Graduate Students Only
Instructor(s): S. Mysore.

AS.200.830. Readings in Psychology.
Graduate students only.
Instructor(s): J. Flombaum; J. Halberda.

Graduate Students Only
Instructor(s): C. Moss.

Graduate Students Only.
Instructor(s): P. Janak.

Graduate students only. Permission Required.
Instructor(s): S. Courtney-Faruqee.

Instructor(s): S. Courtney-Faruqee.

AS.200.848. Current Advances in Psychological and Brain Sciences.
Introduces advanced research topics to graduate students (as well as faculty) through a series of speakers and discussions.
Instructor(s): J. Flombaum.

AS.200.849. Teaching Practicum.
All candidates are required to obtain special experience in various aspects of undergraduate teaching. Graduate students only.
Instructor(s): Staff.

AS.200.850. Advanced Teaching Practicum.
Instructor(s): J. Halberda; L. Feigenson.

AS.200.899. Psychology Internship/Practicum.
The Ph.D. program in Psychological & Brain Sciences trains students in psychological science through general and advanced seminars in the various subdisciplines of psychology and by active engagement in research. Registration in this course will be accompanied by the student's participation in an internship/practicum experience.
Instructor(s): L. Feigenson.

Cross Listed Courses

Cognitive Science

AS.050.102. Language and Mind. 3 Credits.
Introductory course dealing with theory, methods, and current research topics in the study of language as a component of the mind. What is to “know” a language: components of linguistic knowledge (phonetics, phonology, morphology, syntax, semantics) and the course of language acquisition. How linguistic knowledge is put to use: language and the brain and linguistic processing in various domains. This course is restricted to freshmen and sophomores. Juniors and seniors must seek instructor approval to enroll. Cross-listed with Neuroscience and Psychology.
Instructor(s): A. Omaki
Area: Natural Sciences, Social and Behavioral Sciences.

AS.050.204. Visual Cognition.
Vision is central to our daily interactions with the world: we can effortlessly navigate through a city, comprehend fast movie trailers, and find a friend in a crowd. While we take the visual experience for granted, visual perception involves a series of complicated cognitive processes beyond just opening our eyes. The goal of this course is to provide an introduction to visual cognition, including existing theoretical frameworks and recent research findings. We will explore questions such as: How do we see the stable world when our eyes are constantly moving? What is the relationship between seeing and knowing? Do Infants see the world the same way as adults do? What are the neural mechanisms underlying visual perception?
Instructor(s): S. Park
Area: Natural Sciences, Social and Behavioral Sciences.
This course is an advanced seminar and research practicum course. It will provide the opportunity to learn about fMRI methods used in the field of vision science and for students to have hands-on experience to develop, design and analyze a research study on topics in the cognitive neuroscience field of high-level vision. In the first part of the course students will read recent fMRI journal papers and learn about common fMRI designs and analysis methods; in the second part of the course students will conduct a research study as a group to address a research question developed from readings. Students are expected to write a paper in a journal article format at the end of the course and to present their results in front of the class. Research topics will vary but with special focus on topics in object, scene and space recognition. Cross-listed with Neuroscience and Psychology, instructor's permission required.
Instructor(s): S. Park
Area: Natural Sciences, Social and Behavioral Sciences.

Vision is central to our daily interactions with the world: we can effortlessly navigate through a city, comprehend fast movie trailers, and find a friend in a crowd. While we take the visual experience for granted, visual perception involves a series of complicated cognitive processes beyond just opening our eyes. The goal of this course is to introduce students to the field of visual cognition, including existing theoretical frameworks and recent research findings. We will explore questions such as: How do we see the visual world? Do we see and remember correctly what’s in the physical world? How many items can we keep track of and remember at a time? How is the visual system structured and what are the neural mechanisms underlying visual perception? Meets with AS.050.619.
Prerequisites: AS.200.101 OR AS.050.101 OR AS.080.203 OR AS.050.203
Instructor(s): S. Park
Area: Natural Sciences, Social and Behavioral Sciences.

This is a survey course in developmental psychology, designed for individuals with some basic background in psychology or cognitive science, but little or none in development. The course is strongly theoretically oriented, with emphasis on issues of nature, nurture, and development. We will consider theoretical issues in developmental psychology as well as relevant empirical evidence. The principle focus will be early development, i.e., from conception through middle childhood. The course is organized topically, covering biological and prenatal development, perceptual and cognitive development, the nature and development of intelligence, and language learning. Also listed as AS.050.639. Cross-listed with Neuroscience. Instructor’s approval required.
Instructor(s): J. Yarmolinskaya
Area: Natural Sciences, Social and Behavioral Sciences.

Instructor’s permission required. (Also offered as AS.050.312.)
Instructor(s): S. Park
Area: Natural Sciences, Social and Behavioral Sciences.

Neuroscience
This course investigates numerous types of brain injuries and explores the responses of the nervous system to these injuries. The course’s primary focus is the cellular and molecular mechanisms of brain injury and the recovery of function. Discussions of traumatic brain injury, stroke, spinal cord, and tumors, using historical and recent journal articles, will facilitate students’ understanding of the current state of the brain injury field. Cross-listed with Psychological and Brain Sciences and Behavioral Biology.
Prerequisites: ( AS.080.305 AND AS.080.306) OR (AS.020.312 OR AS.020.306) OR (200.141 and 020.306) OR Permission of Instructor
Instructor(s): L. Gorman
Area: Natural Sciences.

Sociology
AS.230.302. Class Stratification & Personality.
230.302 (S) CLASS, STRATIFICATION, AND PERSONALITY (3) Kohn Limit 30 Juniors/Seniors only or instructor’s consent An intensive examination of the research literature, much of it based on survey research carried out by the instructor and his international collaborators, on the relationships of social class and social stratification with personality. The course will examine the links between people’s positions in the class structure and the stratification hierarchy of their society and their more proximate conditions of life, particularly their job conditions, and how these conditions, in turn, affect (and are affected by) such basic dimensions of personality as intellectual flexibility, self-directedness of orientation, and feelings of well-being or distress. The research has been conducted principally in the United States, Japan, Poland when it was socialist, Poland and Ukraine during their transitions from socialism to nascent capitalism, and (in the instructor’s current research) China during its very different transformation. Cross-listed with Psychological & Brain Sciences
Instructor(s): M. Kohn
Area: Social and Behavioral Sciences.

Behavioral Biology
This course will examine the historical and current theories of sexual orientation and sexual variation development by examining the biological, psychological and social contributing factors that influence the development of sexual orientations and variations along with treatment and modification of problematic sexual behaviors. Limited to Juniors and Seniors with PBS, Neuroscience, Public Health, Behavioral Biology, and Biology majors, or Juniors and Seniors with PBS or Women’s Studies minors.
Prerequisites: Students may enroll in both AS.200.204 and AS.290.420, but cannot do so in the same semester.
Instructor(s): A. Jarema; C. Kraft
Area: Social and Behavioral Sciences.

Public Health Studies
Public Health combines a prevention orientation with a population perspective in pursuit of better health for all members of society. Public health professionals deal with critical large-scale issues such as access to health care; chronic disease control; mapping, predicting, and containing outbreaks of infectious disease; as well as researching factors that contribute to health outcomes such as gender, poverty, and
education. Public Health has close ties with medicine through research, clinical practice, and formulating policy.

The Public Health Studies Program offers undergraduates a major that links them to the world of public health through core courses taken on the Homewood campus, as well as electives taken at the Johns Hopkins Bloomberg School of Public Health (JHSPH).

Core course work at Homewood includes Fundamentals of Epidemiology, Environment and Your Health, Fundamentals of Health Policy and Management, Biostatistics, Social and Behavioral Health, as well as a year of Biology and Calculus I. Students will select additional public health coursework from a range of options that include the natural sciences, health economics, medical anthropology, disparities in health and access to health care, the history of science and medicine, and demography. The major is flexible and easily adapted to further course work in the natural sciences and historically about two-thirds of Public Health Studies majors complete the premedical core curriculum.

Public Health Studies majors also complete the Public Health Applied Experience as part of their undergraduate degree requirements. This involves a supervised, hands-on experience working with public health professionals. The goal of the applied experience requirement is to ensure that students have practical public health exposure in a clinical, research, or community setting. Find more information at http://krieger.jhu.edu/publichealth/academics/AE-Main.

The Johns Hopkins Bloomberg School of Public Health is the oldest and largest school of public health in the United States. Although its primary function is as a graduate school, seniors majoring in public health studies take a semester’s worth of courses there in fulfilling their B.A. degree requirements. Many students get involved in ongoing research projects at JHSPH such as developing malaria vaccine, investigating hospital patient safety protocols or assessing the links between poverty and poor health.

Available course work at JHSPH includes the following areas: health education, environmental health sciences, epidemiology, health finance and management, health policy, human genetics, immunology and infectious diseases, international health, maternal and child health, mental health, nutrition, occupational medicine/health protection and practice, population studies, toxicology, and tropical medicine, among others.

An honors option is available to Public Health Studies seniors with a major GPA of 3.3. Public Health Honors students work in a research capacity under the supervision of a JHU faculty member and with the guidance of the Director of the Public Health Studies program. Students register for 280.495 Honors in Public Health Seminar in the fall and 280.499 in the spring. Interested students should discuss their plans with the Director of the Public Health Studies program in the spring of their junior year.

Many Public Health Studies students have pursued international public health internships and study abroad opportunities both during the academic year and over the summer. In addition to a wide array of general options available through the JHU Office of Study Abroad, the PHS program has established two public-health specific annual programs: Intersession (3 1/2 weeks) in Uganda and Summer (7 weeks) in South Africa. Each includes both academic and applied components and allows students to earn graded JHU credits which can be used toward the Public Health Studies major. The Uganda program compares health issues in urban and rural settings, while the South Africa program closely investigates the impact of the HIV epidemic on prevention measures and healthcare delivery in that country. For more information, go to krieger.jhu.edu/publichealth/academics/study-abroad/

The Public Health Studies office is located in the 3505 North Charles Building second floor, adjacent to the Homewood campus. Public Health Studies advisors may be consulted about the various courses, careers, and graduate programs in public health on a walk-in basis or by appointment. Information can also be obtained by emailing phstudies@jhu.edu or at http://krieger.jhu.edu/publichealth.

Bachelor of Arts/Masters Program

The Bachelor of Arts/Master of Health Sciences (BA/MHS) and Bachelor of Arts/Master of Sciences in Public Health (BA/MSPH) programs are a coordinated academic collaboration between the Krieger School of Arts and Sciences and the Johns Hopkins Bloomberg School of Public Health. It enables talented and committed Public Health Studies Program majors to complete a BA and master’s degree from the School of Public Health in five to six years.

The Department of Environmental Health Sciences, Department of Epidemiology and Department of Mental Health will consider JHU undergraduates majoring in Public Health Studies for admission to the BA/MHS program. The Department of Environmental Health Sciences also offers a BA/MSPH in Occupational and Environmental Hygiene. The Department of Health Policy and Management offers a BA/MSPH in Health Policy.

Public Health Studies students apply for early admission during their junior year. Admitted students must complete the BA degree before formally enrolling in the graduate school, but up to 16 of the public health credits earned inter-divisionally toward the BA may also apply toward the MHS or MSPH degree. In addition, students in this program will receive co-advising from both schools to optimize their academic experience. Find more information at http://krieger.jhu.edu/publichealth/academics/.

Public Health Studies Program Advisory Board

The Public Health Studies Program Advisory Board reviews the progress and status of the Public Health Studies Program. Members provide advice and guidance on issues that are vital to a successful program, such as faculty appointments, curriculum reviews, utilization of university resources, and new funding opportunities.

One designated Public Health Studies Alumni serves a 2-year term on the committee.

Board Members

Krieger School of Arts and Sciences

Joel Schildbach; Vice Dean for Undergraduate Education; Professor (Biology)
Richard Cone; Professor (Biophysics); Advisory Board Chair
Steven David; Professor (Political Science)
Andy Cherlin; Professor (Sociology); Benjamin H. Griswold III Professor of Public Policy
Adam Sheingate; Associate Professor (Political Science)
Johns Hopkins Bloomberg School of Public Health

Stephen Gange; Senior Associate Dean for Academic Affairs; Professor (Epidemiology)
Marie Diener-West; Abbey-Merrell Professor of Biostatistics; Chair, Master of Public Health Program
John Groopman; Anna M. Baetjer Professor in Environmental Health Sciences
Ellen MacKenzie; Fred and Julie Soper Professor in Health Policy and Management
James Yager; Edyth H. Schoenrich Professor in Preventive Medicine; Professor; Deputy Chair (Environmental Health Sciences)
Scott Zeger; Professor (Biostatistics); Professor (Epidemiology)

Requirements for the B.A. Degree

Also see Requirements for a Bachelor’s Degree (p. 20).

All major requirements must be taken for a letter grade. Course taken satisfactory/unsatisfactory do not apply towards the major with some exceptions for the applied experience requirement. Major requirements are as follows:

Courses at Homewood

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.110.106</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>or AS.110.108</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>AS.280.335</td>
<td>The Environment and Your Health</td>
<td>3</td>
</tr>
<tr>
<td>AS.280.340</td>
<td>Fundamentals of Health Policy &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>AS.280.345</td>
<td>Public Health Biostatistics</td>
<td>4</td>
</tr>
<tr>
<td>AS.280.350</td>
<td>Fundamentals of Epidemiology</td>
<td>4</td>
</tr>
</tbody>
</table>

Select two courses in biology and one corresponding lab:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.020.151 &amp; AS.020.153</td>
<td>General Biology I and General Biology Laboratory I</td>
<td>9-10</td>
</tr>
<tr>
<td>AS.020.152 &amp; AS.020.154</td>
<td>General Biology II and General Biology Lab II</td>
<td></td>
</tr>
<tr>
<td>AS.020.305 &amp; AS.020.315</td>
<td>Biochemistry and Biochemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>AS.020.306 &amp; AS.020.316</td>
<td>Cell Biology and Cell Biology Lab</td>
<td></td>
</tr>
</tbody>
</table>

Select two introductory social science courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.070.132</td>
<td>Invitation to Anthropology</td>
<td>6</td>
</tr>
<tr>
<td>or AS.140.105</td>
<td>History of Medicine</td>
<td></td>
</tr>
<tr>
<td>or AS.140.106</td>
<td>History of Modern Medicine</td>
<td></td>
</tr>
<tr>
<td>or AS.150.219</td>
<td>Introduction to Bioethics</td>
<td></td>
</tr>
<tr>
<td>or AS.180.101</td>
<td>Elements of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>or AS.180.102</td>
<td>Elements of Microeconomics</td>
<td></td>
</tr>
<tr>
<td>or AS.200.132</td>
<td>Introduction to Developmental Psychology</td>
<td></td>
</tr>
<tr>
<td>or AS.200.133</td>
<td>Introduction to Social Psychology</td>
<td></td>
</tr>
<tr>
<td>or AS.230.101</td>
<td>Introduction Sociology</td>
<td></td>
</tr>
<tr>
<td>or AS.230.150</td>
<td>Issues in International Development</td>
<td></td>
</tr>
<tr>
<td>or AS.271.107</td>
<td>Introduction to Sustainability</td>
<td></td>
</tr>
</tbody>
</table>

Select one course to satisfy the core competency in the social and behavioral aspects of public health:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.230.341</td>
<td>Sociology of Health and Illness</td>
<td>3</td>
</tr>
<tr>
<td>or AS.280.215</td>
<td>Understanding Behavior Change: Theory and Application</td>
<td></td>
</tr>
<tr>
<td>or AS.280.360</td>
<td>Clinical &amp; Public Health Behavior Change</td>
<td></td>
</tr>
</tbody>
</table>

or AS.280.375 | Cultural Factor Of Public Health |

Three public health courses at the 200-400 level offered on the Homewood campus 9

Ten credits of courses at the Bloomberg School of Public Health * 10

Applied clinical or community-based experience ** 0-3

Total Credits 55-59

* Requirements at JHSPH
Fifteen (15) units of courses are taken at the Johns Hopkins Bloomberg School of Public Health in the student’s fourth year. This is equivalent to 10 Homewood credits. Within the 15, students must create an 8 unit focus in one particular area, topic, or department. Other courses may be taken in any department. These courses may not be independent research/special study, taken S/U or online.

** Applied Experience
Public health studies majors will complete one (1) approved applied clinical or community-based experience. A minimum of 80 hours of applied work is required along with a synthesizing assignment. Additional information about this requirement is available here (http://krieger.jhu.edu/publichealth/academics/AE-Main).

Honors in Public Health Studies
An honors option is available to Public Health Studies seniors with a major GPA of 3.3. Public Health Honors students work in a research capacity under the supervision of a JHU faculty member and with the guidance of the Director of the Public Health Studies program. Students register for AS.280.495 Honors in Public Health - Seminar in the fall and AS.280.499 Honors in Public Health in the spring. Interested students should discuss their plans with the Director of the Public Health Studies program in the spring of their junior year.

For current faculty and contact information go to http://krieger.jhu.edu/publichealth/directory/

Faculty
Program Director
Kelly Gebo
M.D., M.P.H.; Professor (Medicine, Epidemiology, Public Health Studies).

Associate Director
Mieka Smart
DrPH.; Lecturer (Public Health Studies); Academic Advisor.

Assistant Director
Lisa Folda
M.H.S.; Lecturer (Public Health Studies); Academic Advisor.

Academic Advisor
Joseph Balabis
M.P.H; Academic Advisor (Public Health Studies).

Faculty
Stanley Becker
Professor (Population, Family, and Reproductive Health).

Peter Beilenson
Associate (Public Health Studies).

David Bishai
Professor (Population, Family, and Reproductive Health).
Lee Bone
Associate Professor (Health, Behavior, and Society).
Joseph Bressler
Professor (Environmental Health Sciences).
Lawrence Cheskin
Associate Professor (Health, Behavior, and Society).
Carolyn Furr-Holden
Associate Professor (Mental Health).
Leah Jager
Assistant Scientist (Biostatistics).
Thomas LaVeist
Professor (Health Policy and Management).
Philip Leaf
Professor (Mental Health).
Darcy Phelan-Emrick
Assistant Scientist (Epidemiology).
Jennifer Schrack
Assistant Professor (Epidemiology).
Donald Steinwachs
Professor (Health Policy and Management).
Margaret Taub
Assistant Scientist (Biostatistics).
Michael Trush
Professor (Environmental Health Sciences).
Peter Winch
Professor (International Health).
Scott Zeger
Professor (Biostatistics and Epidemiology).
Barry Zirkin
Professor (Biochemistry and Molecular Biology).

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

AS.280.100. Public Health in Film and Media.
This course uses film to explore and question the cultural landscape of public health in today's society. Public health is a richly diverse field that reaches not only into many areas of daily life, but into our cultural imagination as well. The purpose of this class is to examine how public health matters such as epidemic disease, access to health care, health and the law, bioethics, neglected tropical diseases and other topics are portrayed in feature films and documentaries. Each week students will view and discuss a film or documentary that addresses a public health issue. Freshmen Only. S/U Grading Only.
Instructor(s): M. Smart
Area: Social and Behavioral Sciences.

An overview of the major concepts and themes in Public Health utilizing the social and natural science disciplines in populations world-wide.
Instructor(s): M. Alexander
Area: Social and Behavioral Sciences.

AS.280.103. Public Health, Policy and Politics: A Primer.
Combining basic tenets of public health with real-life examples of public health practice in Baltimore, the course will provide an introduction to the field of public health. Throughout the course a major effort will be made to expose students to the wide array of opportunities that are available to those pursuing a career in public health.
Instructor(s): P. Beilenson
Area: Social and Behavioral Sciences.

This course will introduce students to the intricate mechanisms behind institutional food service. Students will be given a background of Hopkins' commitment to source more local, ecologically sound, fair, and humane food, and how this fits into the broader context of the growing farm-to-institution movement. Tours and discussions with producers, dining managers, and food service workers will highlight different perspectives on these trends, and their roles in creating a healthier food system.
Area: Social and Behavioral Sciences.

AS.280.105. JUMP: Pathway to Success.
This course for sophomores provides important aspects of medicine including interviewing skills, historical and environmental factors affecting health, and team work in a health care system. Students will have an opportunity to practice simulated medicine at the Johns Hopkins School of Medicine's Simulation Center and through the CPR training office. A key part of the course is also having a variety of physicians from different specialty areas share their journeys to medicine, why they love medicine, and be available for questions. There will be faculty speaker at the end of the class on almost every day. Lastly, to simulate patient interviewing, student teams will interview and video record current Hopkins medical students. Similar to a patient history, students will have to generate a medical student oral history about their pathway to medicine. Final oral histories are presented the last day of class.
Instructor(s): D. Teraguchi
Area: Social and Behavioral Sciences.

This course introduces first-year students to the connections between undergraduate education and the pursuit of medicine and other health related careers. Each class will focus on a specific content area related to the pathway to medicine such as professionalism, teamwork, public health, biomedical research, and communication. Because the course is located at the Johns Hopkins Medical Institutions campus (East Baltimore), medical and graduate students will play a vital role in the course. In the last hour of class, medical students will share their research or activities, which are particularly meaningful to them and insights from their undergraduate experiences that prepared them for the rigors and intensity of medical school. By the end of the course, students will be exposed to variety of components of medicine and perspectives on the life at Hopkins Medicine. JUMP Freshmen Only.
Instructor(s): D. Teraguchi.
AS.280.110. Evidence in Epidemiology and Popular Culture. 3 Credits.
The past year, we have witnessed a broad range of controversial issues: from Ebola to anti-vaxers; protests in Ferguson and New York; the legalization of marijuana and Obamacare. Often the theories of health that experts develop and promote don’t resonate with the public they are intended to serve. Often times, different people interpret the same piece of evidence in very different ways. This course will teach students how to think critically about theories of health and disease and to develop communication skills to talk about public health in everyday conversation.
Instructor(s): A. Buttress
Area: Humanities, Social and Behavioral Sciences.

Freshmen Seminar: Should overweight individuals pay more for health insurance like many smokers do? When is it appropriate to quarantine people during an infectious disease outbreak? Do we owe citizens universal access to quality, affordable health care? We will explore these questions, among others, through the lens of public health ethics.
Freshmen Only.
Instructor(s): J. Leider
Area: Social and Behavioral Sciences.

AS.280.120. Lectures on Public Health and Wellbeing in Baltimore.
An introduction to Urban Health with Baltimore as a case study: wellbeing, nutrition, education, violence and city-wide geographic variation. Lectures by JH Faculty, local government/service providers and advocates.
Instructor(s): P. Leaf
Area: Social and Behavioral Sciences.

AS.280.121. Chemical Karma: From Pollution to Disease.
This course follows several pollutants from their industrial sources to their human health outcomes, and teaches how to rigorously/systematically search for and synthesize concepts in environmental health literature. Term paper. E²SHI Fellowships.
Instructor(s): M. Gribble
Area: Natural Sciences.

Please note, class will meet Saturday, Jan. 24 in the event of inclement weather. This course is for freshmen ONLY. This course looks closely at the environment of Baltimore City’s complex food systems and what it would take to improve these systems to assure widespread access to nutritious, adequate, and affordable food. Students will gain hands-on experience through visiting a supermarket, a corner store, and an emergency food distribution center. The in-class sessions are structured primarily as discussion seminars based around the readings and trips, supplemented with some lectures and guest lectures.
Prerequisites: Students may enroll in one B’More course only. AS.371.189 AND AS.270.119 AND AS.270.118 AND AS.060.153 AND AS.060.126 AND AS.100.197 AND AS.300.100 AND AS.360.176 AND AS.220.116 AND AS.230.114 AND AS.220.190 AND AS.220.194
Area: Social and Behavioral Sciences.

AS.280.207. I Have My Public Health Degree, So Now What???.
The goal of the course is to introduce students to and enthuse them about the vast array of public health practice careers, as well as foster individual career growth and development. Case studies will be presented and discussed to highlight a range of public health professional roles and responsibilities, as well as the skills and competencies required for effective public health practice. THE COURSE WILL INCLUDE TWO ALL DAY FIELD TRIPS TO PUBLIC HEALTH AGENCIES, NON-PROFITS, PRIVATE SECTOR, AND COMMUNITY BASED ORGANIZATIONS IN D.C. AND BALTIMORE SCHEDULED FOR JAN 7 & 8. A mandatory trip meeting and resume workshop will be held in early December in the Career Center Library, Garland Hall, 3rd floor. Course/trip attendees made by faculty selection and applications will be due to the JHU Career Center on November 14 by noon.
Instructor(s): B. Resnick; M. Gourdine
Area: Social and Behavioral Sciences.

AS.280.208. Sexually Transmitted Infections - An Exercise in Public Health.
This course introduces students to an overview of sexually transmitted infections (STIs) with a focus on upstream intervention by applying the Public Health problem solving paradigm. To simulate the real world, students are divided into small groups to tackle a STI problem in the community and demonstrate the mastery of public health concepts by successfully collaborating on a final paper with a descriptive analysis of an STI, its magnitude and determinants, exploration of the different intervention strategies and a defense of the intervention of choice.
Instructor(s): K. Mok
Area: Natural Sciences, Social and Behavioral Sciences.

Intersession Abroad Program. The course examines Childhood, Health and Disease in Uganda.
Instructor(s): M. Smart
Area: Social and Behavioral Sciences.

AS.280.211. Health Care, Housing and Homelessness.
Homelessness is bad for one’s health, and demonstrates deep social ills and policy failures. This course introduces issues fundamental to the modern phenomena of homelessness in the United States - and the connection between disparate health and desperate inequality. Through presentations and discussions with community experts - including people who have experienced homelessness - we will examine the causes of homelessness, as well as strategies for addressing the immediate health needs of homeless individuals and changing the social structures responsible for creating it.
Area: Social and Behavioral Sciences.

Infectious disease outbreaks are relatively common occurrences and outbreak investigations are a fundamental aspect of public health. The purpose of this course is to introduce students to the science of outbreak investigations and to provide an opportunity to apply these principles and basic epidemiological concepts in discussing recent outbreaks. To simulate a real world experience, students will be placed in the role of investigators during classroom discussions.
Instructor(s): K. Griffith
Area: Natural Sciences, Social and Behavioral Sciences.
How do U.S. military activities affect global and domestic public health? The course will explore the perspective that specific policies governing U.S. military activities exert broad influences on the public’s health, both in peace and war, and that in better understanding these influences, students will be positioned to recognize their significance in various public health settings, including international health, drug and vaccine development, and in the provision of mental healthcare to U.S. veterans.
Instructor(s): R. Nevin
Area: Social and Behavioral Sciences.

This course focuses on the importance of immunizations for child health. Students learn about vaccine-preventable illnesses that affect children; disease-tracking in Baltimore; and, strategies for getting child illness rates under control. Local immunization initiatives will be discussed, including Baltimore City’s model immunization program which made history in 1996 when it increased child immunization coverage to 99 in just 3 months. Through lectures, discussions and field trips, we explore methods and strategies that have helped Maryland maintain one of the top immunization coverage rates in the nation.
Instructor(s): J. Lam
Area: Natural Sciences, Social and Behavioral Sciences.

This course will begin by exposing students to a variety of theories of behavior change - why and how we do it, and why we often don't. From there they will apply this knowledge to, part of a semester-long group project, develop a health communication campaign designed to encourage changing a behavior among their peers. They will practice the skills necessary to analyze a problem, develop a campaign strategy, create persuasive materials, and implement and monitor that campaign. Some elements of impact evaluation will also be covered in this course.
Sophomores Only. Recommended Course Background: AS.280.101
Instructor(s): L. Folda
Area: Social and Behavioral Sciences.

This course looks historically at the relationship of public health to animal agriculture. We will track the co-evolution of the two disciplines over 200 years, with a focus on North America. Progressing through the changes animal agriculture underwent in this time span, students will use readings, film and radio to understand how public health was involved in these changes, and how they led to the present entanglement over sustainability, animal welfare, overgrazing, and bacon.
Instructor(s): J. DeBruicker
Area: Natural Sciences, Social and Behavioral Sciences.

This course examines bullying and aggression among school-aged youth from a public health perspective. We will explore the prevalence of bullying, theories about its etiology, and recent prevention efforts.
Instructor(s): J. Duong
Area: Social and Behavioral Sciences.

Health in Complex Humanitarian Emergencies (CHE) introduces students to the fundamentals of humanitarian response. This course explores a range of topics including: gender and vulnerable populations, war and health, refugees and internally displaced persons (IDPs), infectious diseases, water, sanitation and hygiene (WASH), risk communications, and the emerging field of digital humanitarianism. This course also examines the unique challenges of global climate change, health systems reconstruction in Haiti, and the Ebola outbreak in West Africa. All topics are presented with respect to their relation to complex humanitarian emergencies, and students are provided the opportunity to learn new skills and apply them to the complex issues of humanitarian response.
Instructor(s): J. Freeman
Area: Social and Behavioral Sciences.

AS.280.219. Breaking in Baltimore: HIV and AIDS.
Breaking in Baltimore is a week-long immersion experience where students explore social justice issues by engaging greater Baltimore through direct service and educational sessions. The HIV/AIDS program explores Baltimore’s healthcare infrastructure and the challenges facing diagnosed and vulnerable Baltimoreans. Students will participate in classroom sessions as well as service learning projects in greater Baltimore with local agencies. Student participation begins at noon on Saturday the 17th, through noon on the 23rd, and participate full-time, including some evening programming. Must apply through Center For Social Concern x6-4777. Application due Early November. Fee: Approx. $125
Instructor(s): A. Neyenhouse
Area: Social and Behavioral Sciences.

AS.280.220. Baltimore and The Wire: A focus on major urban issues.
Playing off the themes raised in the HBO series "The Wire", this course will provide an introduction to major issues confronting Baltimore and other American urban centers through a series of lectures by policy makers in the region.
Instructor(s): P. Beilenson
Area: Social and Behavioral Sciences.

AS.280.221. The Sciences Behind HIV: Is eradication imminent?.
Students will obtain a fundamental understanding of HIV biology, including a review of its origin, routes of infection, host defenses and viral evasion strategies, and HIV treatment. Special focus will be on the evaluation of HIV prevention strategies including vaccines and microbicides. Recommended Course Background: one year of general biology, AS.020.151, AP Biology, or equivalent. This is a Public Health Teaching Prize Course.
Area: Natural Sciences.
**AS.280.223. Health and the Internet.**
This course will examine how the internet and web based applications influence individual and societal health. Health information is one of the most searched for subjects online, yet despite the proliferation of health related sites, there is still a need for quality, accurate and useable information. Blogs and online communities can bring patients together and aid in treatment and recovery. However, many Web 2.0 applications such as social networking sites, wikis and mobile technology that have the potential to increase interactivity and collaboration have yet to reach their full potential in healthcare delivery and promotion. Indeed, as the internet and new technologies hold great promise, there are also pitfalls such as spread of inaccurate or potentially dangerous information. This course will provide an overview of how the internet has changed health care and how new technologies will continue to influence our health.
Instructor(s): M. Massey
Area: Humanities, Social and Behavioral Sciences.

**AS.280.224. Health, Homelessness & Social Justice.**
Homelessness is bad for one’s health, and its existence, persistence, and growth demonstrate deep policy failures and social ills. This course examines issues fundamental to the modern phenomena of homelessness in the U.S. - and the connection between disparate health and desperate inequality. There are ethical values and dimensions to the decisions we make about health policy - and public policy generally. Life, liberty, the pursuit of happiness, equality, justice, community, democracy, human rights, and human flourishing; there are many values that we might prioritize – both individually and collectively – as we develop and assess programs, policies, and systems. In this course, we will consider these and other values together with issues of health and homelessness. We will also examine tools of policy analysis and political action, and how those committed to changing the world can use those tools to engage that system critically.
Instructor(s): A. Schneider
Area: Social and Behavioral Sciences.

**AS.280.225. Population, Health and Development.**
This course will cover the major world population changes in the past century as well as the contemporary situation and projections for this century. Topics include rapid population growth, the historical and continuing decline of death and birth rates, contraceptive methods as well as family planning and child survival programs, population aging, urbanization, population and the environment and the demographic effects of HIV/AIDS.
Prerequisites: Students who have taken AS.230.225 may not take AS.280.225.
Instructor(s): S. Becker
Area: Social and Behavioral Sciences.

**AS.280.226. Mini-Term: Urban Environments and Public Health.**
Introduction to physical and social environmental systems issues affecting the health of several marginalized populations (e.g. immigrants, impoverished and homeless). The course will primarily use Baltimore as the field for experiential learning, and will incorporate cross-cultural discussions, a variety of readings, and guest lecturers from Hopkins faculty and industry experts. Course will meet for two weeks: from July 7th through 18th.
Instructor(s): A. Rule
Area: Social and Behavioral Sciences.

**AS.280.227. Medical Geography.**
This week long seminar-style course will explore the question of “Why place matters?” through lectures, readings and in-class discussion of geographic processes that influence individual- and community-level health status. Case study examples will be drawn from both local and global contexts. Students will engage in how to apply the geographic perspective to current and emerging global health issues.
Instructor(s): K. Shelley
Area: Social and Behavioral Sciences.

**AS.280.230. Public Health, Sexual Orientation, and Gender Identity.**
In recent years, lesbian, gay, bisexual, transgender(LGBT) health issues have become important public health concerns. This course will focus on key issues in LGBT health, including the health consequences of homophobia and heterosexism, racial and ethnic minorities and LGBT health, globalization, healthcare systems and services. Specific health topics to be addressed include mental health, substance use, violence, sexually transmitted infections, and access to health care. During this course, students will develop a greater understanding of health disparities among LGBT populations.
Instructor(s): T. Poteat
Area: Humanities, Social and Behavioral Sciences.

**AS.280.302. GIS as a Public Health Tool.**
This course provides an introduction to Geographic Information Systems (GIS) and presents its utility in the various fields of public health such as Epidemiology, Environmental Health and International Health. Provides exposure to GIS as a tool for describing the magnitude of health problems and for supporting health decision making. Course topics include a historical overview of the intersection between geography and public health; current epidemiological use of GIS; and, GIS applications in identifying public health problems such as the current Ebola outbreak. This course is ideal for students who desire exposure to the vast utility of GIS as it applies to public health.
Instructor(s): J. Ferguson
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

**AS.280.303. Responding to Disasters: From Earthquakes to Ebola.**
Responding to Disasters: from Earthquakes to Ebola introduces students to the fundamentals of humanitarian and disaster response. The course is divided into four topic areas: (1) fundamentals of humanitarian emergencies, (2) methods in humanitarian emergency settings, (3) refugee health, and (4) emerging issues in humanitarian response.
Instructor(s): J. Freeman
Area: Social and Behavioral Sciences.

**AS.280.304. Transforming Disease: HIV/AIDS and the production of chronic illness.**
Drawing primarily on public health, anthropology, and sociology literature, the course critically examines debates surrounding the production of chronic illness, and resulting contestations as practices, laws, and policy are transformed.
Instructor(s): M. Philbin
Area: Social and Behavioral Sciences.

**AS.280.310. Nutrition, Behavior, and Mental Health.**
What’s the relation between food and mood? This course will journey through topics as diverse as micronutrients, caffeine, and eating behaviors to seek nutrition’s connection to behavior and mental health. Recommended Course Background: AS.280.345 and/or AS.280.350
Area: Natural Sciences, Social and Behavioral Sciences.
How do doctors decide what to prescribe? How do clinical studies, elected officials, drug companies, personal beliefs, and insurance companies influence those decisions? This will not be on your MCATs. Recommended Course Background: course in Introductory Statistics or Biostatistics. Deans Teaching Fellowship Course.
Instructor(s): A. Turnbull
Area: Social and Behavioral Sciences.

This writing intensive course will encourage students to consider what counts as evidence among public health professionals as well as popular audiences. Using case studies from the field of epidemiology, now emblematic of the field, students will learn about historical changes in theories of population health and disease. Through a series of writing assignments, students will interrogate the formal structure of scientific arguments and gain practice in synthesizing and communicating complex ideas to a lay audience. Juniors/Seniors Only
Prerequisites: Prerequisite/Corequisite: AS.280.350
Instructor(s): A. Buttress
Area: Humanities, Social and Behavioral Sciences.

AS.280.313. The Germ Theory in Literature.
The Germ Theory in Literature is a writing course for science and public health majors, and for writing majors interested in science and public health. We examine the use of germs in popular literature, from 1900 to the present (with works by Paul de Kruif, Sinclair Lewis, Milton Silverman, Berton Roueché, Richard Preston, Laurie Garrett and John Barry). Students examine what happens to science when it is popularized in mainstream literature, and learn to write essays and opinion pieces using crisp, clear and purposeful prose. This course includes a writing workshop.
Instructor(s): K. Masterson
Area: Humanities.

Nutrition is a fundamental component of human health and a challenging science, with individual and societal factors that span the country and the world. The primary objective of this course is to provide a fundamental understanding of human nutrition and its role in public health by addressing multiple components including the core micro- and macro- nutrients, and food choices and their implications for personal health. The secondary objective is to examine many of today's nutrition controversies, both scientific and societal. Accordingly, this course will encourage students to think about nutrition and its critical contribution to public health on individual, societal, and global levels. A fundamental knowledge of biology and/or anatomy and physiology is recommended.
Instructor(s): B. Ha; J. Scharack; Z. Chowdhury
Area: Social and Behavioral Sciences.

This course explores an array of questions related to nutrition, food access, socioeconomic and demographic factors that affects individuals, communities, and public policy. Students will seek answers through field trips, guest lectures, and discussion seminars. Deans Teaching Fellowship Course.
Instructor(s): S. Lee
Area: Social and Behavioral Sciences.

The course provides an in-depth overview of current challenges related to water, sanitation, and hygiene (WASH) in the developing world with an emphasis on the links between WASH and epidemiology, climate change, population, gender, equity, and policy. Juniors and seniors Only.
Area: Natural Sciences, Social and Behavioral Sciences.

Seminar combines lectures from AS.280.120 with additional readings and discussion to more deeply address urban health issues. If you register for this course you do NOT register for AS.280.120. Course is open to Sophomores and Juniors only, or by instructor's permission.
Instructor(s): P. Leaf
Area: Social and Behavioral Sciences.

AS.280.325. Public Health in South Africa.
This course provides an in-depth overview of Public Health in South Africa, including material on the political climate, health care services, and the impact of the HIV/AIDS epidemic. Course is taught in Cape Town, South Africa.
Instructor(s): L. Folda
Area: Social and Behavioral Sciences.

AS.280.326. Community-Based Learning in South Africa.
3 Credit course taught in Cape Town, South Africa. This course may be used to satisfy the Public Health Applied Experience requirement. Students will participate in a community-based service learning program with a local NGO in Cape Town.
Instructor(s): L. Folda
Area: Social and Behavioral Sciences.

AS.280.329. The Good, the Bad and the Ugly: Scientific Literature.
This course covers how to conduct a literature review, and interpret and evaluate scientific literature that focuses on public health. In addition, this course will provide students with fundamental skills of writing a scientific manuscript. Skills obtained in this course will prepare students for advanced-level senior year classes at Bloomberg and other graduate institutions.
Prerequisites: AS.280.350;AS.280.345
Instructor(s): R. Thorpe
Area: Social and Behavioral Sciences.

AS.280.335. The Environment and Your Health.
This course surveys the basic concepts underlying environmental health sciences (toxicology, exposure assessment, risk assessment), current public health issues (hazardous waste, water- and food-borne diseases), and emerging global health threats (global warming, built environment, ozone depletion, sustainability). Public Health Studies, Global Environmental Change and Stability, and Earth and Planetary Science majors have 1st priority for enrollment. Your enrollment may be withdrawn at the discretion of the instructor if you are not a GECS, PHS, or EPS major.
Prerequisites: (Students may not have taken AS.270.320)
Instructor(s): J. Bressler; M. Trush
Area: Natural Sciences.

Through lectures and small group discussions, students will develop a framework for analyzing health care policy problems and gain familiarity with current issues including managed care, Medicare and the uninsured.
Instructor(s): D. Steinwachs
Area: Social and Behavioral Sciences.
AS.280.345. Public Health Biostatistics.
Using problem-based learning focusing on public health topics, students learn to describe & summarize data, make inferences regarding population parameters, & test hypotheses. Recommended Course Background: Four years of high school math.
Prerequisites: Statistics Sequence restriction: students who have completed any of these courses may not register: EN.550.211 OR EN.550.230 OR AS.280.314 OR AS.280.315 OR EN.550.310 OR EN.550.311 OR EN.560.435 OR EN.550.420 OR EN.550.430
Instructor(s): L. Jager; M. Taub
Area: Quantitative and Mathematical Sciences.

AS.280.346. Advanced Biostatistics Laboratory.
As a complementary course to 280.345, Public Health Biostatistics, this course teaches R programming skills necessary for conducting independent data analyses, beyond those presented in the main course. No programming experience is necessary, but a willingness to learn independently and work with other students is indispensable.
Prerequisites: Corequisite: AS.280.345
Corequisites: AS.280.345
Instructor(s): L. Jager; M. Taub
Area: Quantitative and Mathematical Sciences.

AS.280.347. Health Data Analysis Practicum.
Students will learn to formulate precise scientific and policy questions, design exploratory and confirmatory statistical analyses to address the questions, conduct appropriate analyses using the statistical package R, and communicate their findings through graphical and tabular displays that are presented in writing and in person. The course will be run seminar style in which students conduct data analysis to present to one another in one meeting per week. Evaluation will be through class participation and a final project in which students will analyze their own data set to address a question of their choice.
Instructor(s): S. Zeger
Area: Quantitative and Mathematical Sciences.

A practical introduction to epidemiology focusing on the principles and methods of examining the distribution and determinants of disease morbidity and mortality in human populations. Juniors and seniors only.
Instructor(s): D. Phelan-Emrick; I. Saldanha
Area: Quantitative and Mathematical Sciences.

This course explores the theory and practice of changing the health behaviors of individuals, and the public health and medical impact of doing so. Theoretical concepts are integrated with practical clinical applications, especially in the areas of diet and fitness. Skill building in persuasive, health-related communication will be included in smaller group discussions.
Instructor(s): L. Cheskin
Area: Social and Behavioral Sciences.

This course covers the influence of culture on public health, health policy, management and practice. It also provides background on disparities in health in the US with a particular focus on race, place, and poverty. Guest speakers include healthcare providers, managers, and policy-makers.
Instructor(s): C. Furr-Holden; T. Laveist
Area: Social and Behavioral Sciences.

Global health addresses the staggering global disparities in health status, drawing on epidemiology, demography, anthropology, economics, international relations and other disciplines. We review patterns of mortality, morbidity and disability in low and middle income countries, starting with malnutrition, infectious diseases and reproductive health, and continuing to an emerging agenda including mental health, injury prevention, surgical care, chronic diseases, and health impacts of climate change. Gender, health systems and health workforce challenges, and career trajectories in global health are also discussed. Recommended course background: Minimum of one prior course in Public Health.
Instructor(s): P. Winch
Area: Social and Behavioral Sciences.

AS.280.399. Community Based Learning - Practicum Community Health Care.
This course is designed to expose students to urban health with focus on Baltimore City through lectures, class discussions, and experiential learning. Students will select a community-based organization (CBO) according to their expressed interests and schedule in order to complete 45 hours of service based learning. Grades are based on participation, completion of service learning project, presentation, and papers. Open to Senior and Junior Public Health Studies majors only. Others by permission of instructor.
Instructor(s): J. Balabis; L. Bone
Area: Social and Behavioral Sciences.

AS.280.401. Alcohol, Media & Health.
Students will critically examine the public health impact of alcohol marketing and assess the consequences of the resulting change in patterns of alcohol use. Gordis Teaching Fellowship course. Public Health Majors only or permission required.
Instructor(s): S. Cukier
Area: Social and Behavioral Sciences.

AS.280.402. HIV, Behavior and Society.
This class will examine the behaviors associated with the HIV epidemic. We will explore the importance of behavior and context that affect the transmission, prevention, and treatment of HIV. Gordis Teaching Fellowship course. Public Health Majors only or permission required.
Instructor(s): C. Sun
Area: Social and Behavioral Sciences.

This course provides an introduction to the public health implications of intimate partner violence and the spectrum of activities used to understand and combat it - from measurement to intervention. This course will cover a variety of topics, focusing on both research and programming, including: qualitative and quantitative research methods, individual- and community-level interventions, ethical challenges, and populations of interest. Gordis Teaching Fellowship course. Public Health Majors only or permission required.
Instructor(s): A. Robinson
Area: Social and Behavioral Sciences.
AS.280.404. Immunity and Infectious Diseases of Public Health Importance.
Provides an overview of innate and adaptive immunity as they relate to the control of infection and the development of treatment and vaccination strategies for pathogens of public health significance. Gordis Teaching Fellowship course.
Prerequisites: AS.020.151 AND AS.020.152 or AP Biology
Instructor(s): J. Craig
Area: Natural Sciences.

This course explores the links between public health and human rights, applies human rights frameworks to public health policies, and explains why the human rights have been called “The conscience of public health.” Gordis Teaching Fellowship course. Public Health Majors only or permission required.
Instructor(s): W. Davis
Area: Social and Behavioral Sciences.

How does U.S. military policy impact global and national public health? Do U.S. military missions promoted as humanitarian assistance, such as those in Africa and Afghanistan, compromise global development and independent humanitarian action programs? Did the CIA’s covert use of a vaccination program in Pakistan as cover for intelligence gathering threaten the success of global immunization campaigns? How have vaccines and drugs developed for U.S. military use benefited global public health? These topics and much more will be the focus in this seminar that explores consequences within conflict zones and the developing world, and among military personnel and veterans. Gordis Teaching Fellowship course. Juniors and Seniors Public Health Studies majors only.
Instructor(s): R. Nevin
Area: Social and Behavioral Sciences.

This course will introduce students to the public health component of preparedness and response to common emergencies, including the public health implications of such situations and the role of public health agencies and practitioners. The course will employ an all-hazard perspective, including emerging infections, natural disasters, and terrorism. Students will understand the public health community’s role in preparing for and responding to disasters through case studies, discussion, debate, and material related to the national public health preparedness infrastructure. Juniors and seniors Public Health Studies majors only. Gordis Teaching Fellowship course. Recommended Course Background: AS.280.335
Instructor(s): N. Errett
Area: Social and Behavioral Sciences.

Examines the causes, consequences, and prevention of violence committed by or against young people through a public health lens. Interrupts prevailing notions about crime and punishment and shifts the discourse to encompass an ecological and developmental understanding of the problem. Media representations and other case studies of youth violence, including mass shootings, child soldiers in armed conflict, interpersonal violence, bullying, suicide, and gang violence, provide the basis for in-class, interactive analysis applying current theories. Introduces effective prevention strategies, underscoring the important role of youth leadership and advocacy to prevent violence. Juniors and seniors Public Health Studies majors only.
Gordis Teaching Fellowship course. Recommended Course Background: AS.280.350
Instructor(s): J. Bottiani
Area: Social and Behavioral Sciences.

AS.280.409. Health Systems Challenges from Chronic Diseases in Low and Middle Income Countries.
This course provides a multidimensional health systems approach to chronic diseases, presently the largest population health burden in low and middle income countries. Learning tools include patient interviews, in-class debates, and country case studies. Recommended course background: AS.280.350: Fundamentals of Epidemiology. Gordis Teaching Fellowship course open to junior and seniors only.
Instructor(s): M. Socal
Area: Social and Behavioral Sciences.

Through a series of historical case studies we will explore the changing ideas and assumptions that have shaped our struggles to understand and improve health in the United States. Juniors and Seniors Public Health Studies majors only. Gordis Teaching Fellowship course. Recommended Course Background: AS.280.350
Instructor(s): A. Buttress
Area: Humanities, Social and Behavioral Sciences.

This course will critically examine the impact of place of residence on health outcomes, and on racial/ethnic health disparities. This will be accomplished by examining different definitions and levels of “place”, and assessing the impact of each on various health outcomes and racial/ethnic disparities. The role of “place” will be examined in the development of interventions targeting racial/ethnic health disparities. Juniors and seniors Public Health Studies majors only. Gordis Teaching Fellowship course.
Instructor(s): C. Bell
Area: Social and Behavioral Sciences.
Students will gain an understanding of the epidemiology of HIV/AIDS that will serve as basis for illustrating modern epidemiologic theory, methods, and practice. Topics will include a review of the natural history and pathogenesis of HIV/AIDS, the spread and current geography of the disease, contemporaneous prevention strategies, and the impact of antiretroviral therapies at the individual and population level. Throughout, a focus on the methods and mindset of epidemiologic enquiry will be emphasized. This will include how epidemiological approaches for characterizing populations, measurements, and inference can be used to build the evidence for public health action. Students will learn through critical analysis and discussion of the peer-reviewed literature coupled with evaluations using short quizzes and a final group presentation. Gordis Teaching Fellowship course.
Recommended Course Background: AS.280.345
Prerequisites: Prerequisite/Corequisite: AS.280.350
Instructor(s): P. Rebeiro
Area: Natural Sciences, Social and Behavioral Sciences.

AS.280.413. Information Communication Technology (e/mHealth) for Health Systems Strengthening.
This course explores the emerging landscape of information and communication technology in public health, such as e/mHealth, through concepts and frameworks of health systems research with a focus on low and middle income countries (LMICs). It is designed to comprehensively address various aspects of e/mHealth including policy aspects of health systems governance, community aspects of health service delivery, economic aspects of the healthcare market, technological aspects of health information infrastructure, and individual aspects of self-monitoring/management. Multidisciplinary approaches will be encouraged to understand complex public health challenges and to suggest creative yet feasible solutions in low resource settings. Successful e/mHealth use cases across countries with various health system contexts will be introduced and discussed. The course is intended for undergraduate students interested in how information and communication technology is likely to affect health care in the future. Gordis Teaching Fellowship course open to Junior and Senior Public Health Majors only.
Instructor(s): Y. Jo
Area: Social and Behavioral Sciences.

AS.280.414. Leading Health Care Organizations.
This seminar course is designed for students who seek an understanding of how to manage health care organizations including management processes, organizational structures, types of governance models and management issues of health care delivery systems. This course is designed to provide participants with an understanding of leadership and organizational behavior within health care organizations (HCOs). In this course, students will become skilled at identifying the forces that challenge the effective management of HCOs at multiple levels – individual, group and organization. Moreover, they will become skilled at developing and analyzing efforts to improve HCOs’ performance. Through case studies, readings, in-class exercises and class discussions, participants will learn analytic frameworks, concepts, tools and skills necessary for leading and management organizational learning, innovation and overall performance improvement in health care organizations. Gordis Teaching Fellowship course open to junior and seniors only.
Instructor(s): K. Hayes
Area: Social and Behavioral Sciences.

AS.280.415. Comparative Health Systems and Health Reform.
The course explores the structural components of modern health care systems through a comparative approach. Students will develop a toolkit for analyzing how the financing, payment, and organization of health service provision determine system performance. Student teams will analyze a health system component and develop health reform recommendations for advancing the often-competing goals of improved population health, financial protection, and public satisfaction. They will also learn how to enhance the political feasibility of technically rigorous reforms through rational design and political stakeholder analysis. Theoretical frameworks utilized by international aid organizations and think tanks will be supplemented by case studies, hands-on class activities, and team projects to encourage active student learning. Gordis Teaching Fellowship course open to Junior and Senior Public Health Majors only.
Instructor(s): N. Done
Area: Social and Behavioral Sciences.

AS.280.416. Nutrition and Immunology in Chronic Disease.
This course provides an overview of basic immunology and nutrition through the review of published chronic disease research. By careful reading and critique of published literature, students will learn to interpret scientific studies on nutrition and chronic disease. This course will cover a variety of globally important chronic diseases such as type II diabetes, heart disease and cancer. Course sessions will include lectures on the basics of nutrition and immunology, seminar sessions to critically evaluate published research findings and group presentations. Recommended prerequisite: Introductory Biology. Gordis Teaching Fellowship course open to junior and seniors only.
Instructor(s): J. Fontes
Area: Natural Sciences.

This course will serve as an introduction to mental health in humanitarian emergencies. The course focuses both on mental health disorders (PTSD, anxiety, depression and substance abuse) and well-being (functionality, self-esteem, hope, and pro-social behavior). Assessment of mental health in humanitarian emergencies will include identification of risk factors and protective factors that impact mental health disorders and promote well-being. Coursework will include exploration of ways gender, age, political climate, environmental factors, and social and cultural norms impact mental health. Furthermore, the course will consider development of mental health interventions for specific cultural contexts and evaluation of the effectiveness of interventions in meeting mental health needs in the short and long-term. Class sessions will be built around case studies from various countries and include contexts of natural disasters, armed conflict and complex emergencies. Gordis Teaching Fellowship course open to junior and seniors only.
Instructor(s): M. Cherewick
Area: Social and Behavioral Sciences.
**AS.280.418. Introduction to Public Health Genomics.**
Advances in genomic medicine and technology have presented both opportunities and challenges for public health. Through lectures and case studies, the first half of the course will provide an historical overview and raise contemporary issues related to genomics at the individual, public and policy level. In the second half of the course, students will critically analyze psychosocial, behavioral, ethical and legal issues arising from increasingly widespread access to genetic technologies and information. Topics will cover the use of routine testing (prenatal testing, newborn screening and predictive testing for adult-onset conditions) and emerging technologies capable of whole genome sequencing, direct-to-consumer marketing of various kinds of genetic testing, pharmacogenomics and personalized medicine. Gordis Teaching Fellowship course open to junior and seniors only.
Instructor(s): Y. Guan
Area: Social and Behavioral Sciences.

**AS.280.419. Introduction to Practical Data Analysis in Medicine and Public Health.**
The course is designed to introduce undergraduate public health majors to the methodology of data analysis, such as how to apply previously learned statistical methods in the performance of data analysis in medical and public health research. This course is unique in that it focuses on all parts of the data analysis process, from formulating a research question to synthesizing the results. While the emphasis is placed on developing and implementing various methods of data analysis, the course will also address interpreting and evaluating the strengths and limitations of existing data analyses. Students’ understanding will be solidified through small in-class activities that explore the data analysis process and evaluations of data analyses in the scientific literature, culminating in an independent data analysis project relevant to their own areas of expertise for the purpose of incorporating knowledge gained from the course into their research. Gordis Teaching Fellowship course open to sophomore, junior, and seniors who have taken AS.280.345: Public Health Biostatistics.
Prerequisites: **AS.280.345**
Instructor(s): T. Usher
Area: Quantitative and Mathematical Sciences.

**AS.280.420. Global Food and Nutrition Security.**
This course examines food insecurity in low and middle income countries from a public health nutrition perspective. Students will explore food insecurity as a complex phenomenon linked to important issues in global development and public health. Recommended prior course, either Issues in International Development or Global Health Principles & Practices. Gordis Teaching Fellowship course open to junior and seniors only.
Instructor(s): B. Caswell
Area: Social and Behavioral Sciences.

**AS.280.421. Telling Public Health Stories through Maps.**
Maps play an increasingly central role in conceptualizing, investigating, and communicating many types of public health concerns. This semester-long course is intended for undergraduate students in their junior or senior year who are familiar with epidemiology and biostatistics. This course will develop the skills needed to create and manipulate spatial information for public health research and communication. The course also prepares students to critically evaluate spatial data and to identify the common pitfalls of map-making. Through a blend of lectures, student seminars, and lab exercises, students will examine and appreciate the history of map-making, its current uses in public health, and future directions of spatial analysis. This course involves active student participation during discussions, short responses to the readings, and culminates in an independent spatial analysis project involving Geographic Information Systems (GIS) software. Basic knowledge of biostatistics and epidemiology are recommended prerequisites. Juniors/Seniors Only. Gordis Teaching Fellowship course
Instructor(s): B. Davis
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

**AS.280.422. Health Equity and Disparities: Addressing Complex Global Health Challenges.**
In this course, students will be supported and challenged to develop a personal understanding of and perspective on global health equity and disparities, and acquire a toolbox of frameworks and strategies to use in addressing them. Students will have the opportunity to be exposed to numerous examples and case studies to gain experience in assessing and addressing issues of equity in the complex, real-life problems such as those they will be facing as public health professionals. Students will review major historical and contemporary global and national initiatives to address equity issues in the health sector, including global declarations and reports as well as policies and programs that have been developed to achieve improvements in health equity in specific contexts. Application of this historical and practical knowledge and their own perspectives to new and complex situations will be fostered throughout the course. Basic knowledge of biostatistics and epidemiology and courses on global health or international public health issues recommended pre-requisites. Juniors/Seniors Only. Gordis Teaching Fellowship course
Instructor(s): M. Schleiff
Area: Social and Behavioral Sciences.

**AS.280.423. Data Visualization for Individualized Health.**
This course will explore how biostatistics and data visualization can be used to improve patient care and health outcomes. Students will learn and apply key concepts of effective data visualization to applications in individualized medicine. Teams of students will work with clinician-partners of the Hopkins Individualized Health Initiative (http://hopkinsinhealth.jhu.edu) to produce interactive web applications (http://shiny.rstudio.com) that support clinical decision-making by communicating a patient’s health state, prognosis, or expected treatment outcomes. R programming experience (AS.280.419, AS.280.346, or R programming course in coursera (https://coursera.org/course/rprog)) is necessary before the start of this course.
Prerequisites: Prereq: **AS.280.345**
Instructor(s): R. Coley
Area: Quantitative and Mathematical Sciences.
AS.280.424. The Quest for Effective Universal Health Coverage in Low and Middle Income Countries.
This course examines the movement to achieve effective universal health coverage with a particular focus on LMICs. It provides foundational grounding on health systems thinking to understand the key components of effective UHC and accordingly analyzes country cases to demonstrate lessons from health reforms in five LMICs.
Instructor(s): A. Bhadelia
Area: Social and Behavioral Sciences.

An elective for upper-level public health studies students with a strong biology background that reviews the basics of immunology and cancer biology, and then delves into how treatments at the interface are sparking a paradigm shift in how we understand and treat cancer. Special interest will be taken in the public health repercussions of this change in thinking and treatment. Students apply this knowledge by analyzing topics of current and potential immunotherapies such as cancer vaccinations, adoptive cell transfer therapies, immune checkpoint inhibitors, and more. Course format will be a combination of lecture and active learning activities such as facilitated discussions, case study analysis, and role-plays of system actions. Juniors/Seniors only.
Prerequisites: AS.020.151 OR AS.020.152 OR AS.020.243 OR AS.020.123 OR AP Biology
Instructor(s): J. Gordy
Area: Natural Sciences.

This course introduces undergraduate PHS students to ethical issue of obesity prevention in public health, and how these issues have influenced the success or failure of past and current intervention efforts. Students explore the multiple perspectives of each issue, and use an ethical framework to learn how to address the ethical challenges associated with the development of obesity intervention programs and policy. Juniors/Seniors only.
Instructor(s): L. Redmond
Area: Social and Behavioral Sciences.

Science communication is challenging. Experts are seldom trained to translate jargon in everyday language. In this course students will expand their knowledge of the biology basics of several public health issues, develop the critical thinking needed to assess health science reporting, and practice science communication skills.
Prerequisites: Prereq: AS.020.151 OR AS.020.152 OR AS.020.243 OR AS.020.123 OR AP Biology.
Instructor(s): N. Martin
Area: Humanities, Natural Sciences.

AS.280.495. Honors in Public Health - Seminar.
Using lectures, oral presentations, and writing assignments, this seminar is designed to assist Public Health Studies majors in writing a senior thesis. Students will formulate their topics, develop research skills, and address issues of professional ethics. Participating in this seminar is required for students pursuing honors in Public Health Studies. Permission Required.
Instructor(s): J. Schrack; K. Gebo
Area: Social and Behavioral Sciences.

A research methods seminar to prepare students doing honors in Public Health Studies. Permission Required.
Instructor(s): J. Schrack; K. Gebo
Area: Social and Behavioral Sciences.

AS.280.500. Applied Experience-PH.
This is a supervised, hands-on experience working with public health professionals. Students will complete 80 hours of applied work and will submit a synthesizing assignment at the end of the term. Please contact your PHS Advisor for complete details. Permission Required. Public Health Majors Only.
Instructor(s): J. Balabis; L. Folda; M. Smart.

Permission Required. Public Health majors only
Instructor(s): J. Balabis; K. Gebo; L. Folda; M. Smart.

Permission Required. S/U only.
Instructor(s): J. Balabis; L. Folda; M. Smart.

Instructor(s): K. Gebo; M. Smart.

Permission Required.
Instructor(s): K. Gebo; M. Smart.

Public Health majors only. Permission Required.
Instructor(s): L. Folda; M. Smart; R. Shingles; Staff.

Consult the public health studies adviser for procedure. Permission Required.
Instructor(s): J. Balabis; K. Gebo; L. Folda; M. Smart.

Instructor(s): K. Gebo; M. Smart.

Restricted to public health studies majors. Consult the public health studies adviser for procedure. Permission Required.
Instructor(s): K. Gebo; M. Smart.

AS.280.519. Public Health Practice.
Specialized training course/experience for students who have been selected to become members of the PEEPs (Preventative Education and Empowerment for Peers), a peer education group based out of the Center for Health Education and Wellness (CHEW). The experience will focus on knowledge, skill and application of college health issues including: health promotion theory, body image, sexual health, alcohol and other drugs, and stress management. Permission Required. S/U Only.
Instructor(s): B. Schubert.
AS.280.520. Public Health Practice.
This course is a specialized training course/experience for students who have been selected to become members of PEEPs (Preventative Education and Empowerment for Peers), a peer education group based out of the Center for Health and Wellness (CHEW). The experience will focus on knowledge, skill and application of college health issues including: health promotion theory, body image, sexual health, alcohol and other drugs, and stress management. Permission Required. S/U only.
Instructor(s): B. Schubert.

AS.280.530. Community Based Learning - Advanced Practicum in Community Health.
This course is designed to enable students who have already been volunteering in a community health placement either through 280.399 or an Applied Experience to build on this experience in the spring semester. Students eligible to enroll in this course will have previously completed a semester-long volunteering experience and have already made arrangements with that site to continue to volunteer for a minimum of 60 hours in spring 2014 semester. All students meet as a group every other Monday from 5:00-6:30 pm, starting January 27, 2014. By that meeting all students will be expected to have confirmed with their placement sites that they will be continuing. Class time will be used for reflections, training exercises, oral presentations, and group projects. Attendance at the first session is mandatory and registration forms will be completed at this time. Instructor Permission Required.
Instructor(s): J. Goodyear; L. Bone.

AS.280.570. Internship-Public Health.
Instructor(s): J. Balabis; K. Gebo; L. Folda; M. Smart.

Instructor(s): K. Gebo; M. Smart.

Instructor(s): K. Gebo; M. Smart.

Instructor(s): J. Balabis; M. Smart.

AS.280.590. Internship-Summer.
Instructor(s): J. Goodyear; K. Gebo; L. Folda; M. Smart.

AS.280.596. Independent Study-Summer.
Instructor(s): J. Goodyear; L. Folda; M. Smart.

Instructor(s): G. Ball; J. Goodyear; K. Gebo; R. Pearlman.

Instructor(s): B. Morgan; J. Goodyear; K. Gebo; T. Schroer.

Cross Listed Courses

Anthropology
Metaphors of health and illness; individual and social. The body in pain and the body politic. Ethnographies of historical memory vis-à-vis medicine, epidemics, sacredness, shamanism, terror, humanitarianism, truth and reconciliation.
Instructor(s): J. Obarrio
Area: Humanities, Social and Behavioral Sciences.

The course critically examines the techniques, practices, and experiences of global health policies and programs worldwide, and the effects they have on individuals, families, communities, and states.
Dean's Teaching Fellowship Course
Instructor(s): L. Reynolds
Area: Humanities, Social and Behavioral Sciences.

Area: Humanities, Social and Behavioral Sciences.

AS.070.327. Poverty's Life: Anthropology of Health & Economy.
Medicine, economics, and ethics have profoundly shaped debates on poverty. This course analyzes these debates and tracks the relationships between body, economy, and the everyday. How can anthropological reasoning and methods inform approaches to health and economic scarcity and insecurity?
Instructor(s): C. Han
Area: Humanities, Social and Behavioral Sciences.

AS.070.329. Care and Affliction in the Everyday.
How are illness, suffering, and potentials for well-being shaped through our everyday relations? In this seminar, we will explore how relations of care make and unmake lives in contexts of inequality and precariousness. We examine how a multiplicity of social ties, from kinship to neighborhood networks, articulates with institutional margins, and mediates violence, scarcity, and material realities of disease and illness. Cross-listed with Public Health Studies
Area: Humanities, Social and Behavioral Sciences.

History
AS.100.333. Global Public Health Since World War II.
Globalization has dramatically reshaped the world economy, providing great advantages to some but leaving poor nations to struggle with hunger, disease and death on a daily basis. This course explores the impact of globalization on public health in the developed and the developing nations since 1945. Cross-listed with Public Health Studies
Instructor(s): B. Morgan; L. Galambos
Area: Humanities, Social and Behavioral Sciences.

AS.100.411. Readings in the History of Public Health in the 20th and 21st Centuries.
The students will read major and some minor works in the history of global public health and will each develop their own concept of how and why the major institutions, professions, and practices associated with public health have evolved over the past long century. To help the students focus on their ideas, they will write three essays on particular aspects of the history.
Instructor(s): L. Galambos
Area: Humanities, Social and Behavioral Sciences.

History of Science Technology
AS.140.105. History of Medicine.
Course provides an overview of the medical traditions of six ancient cultures; the development of Greek and Islamic traditions in Europe; and the reform and displacement of the Classical traditions during the Scientific Revolution.
Instructor(s): G. Pomata; M. Hanson
Area: Humanities, Social and Behavioral Sciences.
AS.140.106. History of Modern Medicine.
The history of Western medicine from the Enlightenment to the present, with emphasis on ideas, science, practices, practitioners, and institutions, and the relationship of these to the broad social context. Instructor(s): J. Greene
Area: Humanities, Social and Behavioral Sciences.

AS.140.146. History of Public Health in East Asia.
This course examines the history of disease, epidemics, and public health responses in East Asia from the 17th-20th centuries. This public health history emphasizes the interactions, connections, and comparisons among China, Japan, Korea, and Taiwan. Instructor(s): M. Hanson
Area: Humanities, Social and Behavioral Sciences.

AS.140.304. Medicine for and by Women in Early Modern Europe.
This course will examine women’s role in early modern European medicine through the reading of early modern medical texts written for or by women. The course is meant for students interested in women’s history, the history of medicine, European history. Instructor(s): G. Pomata
Area: Humanities, Social and Behavioral Sciences.

Explores historical and current problems relating to the environment and human health, with emphasis on the Chesapeake region and Baltimore. Students write research papers. Instructor(s): S. Kingsland
Area: Humanities, Social and Behavioral Sciences.

Philosophy

AS.150.219. Introduction to Bioethics.
Introduction to a wide range of moral issues arising in the biomedical fields, e.g. physician-assisted suicide, human cloning, abortion, surrogacy, and human subjects research. Cross-listed with Public Health Studies. Instructor(s): H. Bok
Area: Humanities, Social and Behavioral Sciences.

Economics

AS.180.252. Economics of Discrimination.
This course examines labor market discrimination by gender, race and ethnicity in the United States. What does the empirical evidence show, and how can we explain it? How much of the difference in observed outcomes is driven by differences in productivity characteristics and how much is due to discrimination? How have economists theorized about discrimination and what methodologies can be employed to test those theories? What has been the impact of public policy in this area; how do large corporations and educational institutions respond; and what can we learn from landmark lawsuits? The course will reinforce skills relevant to all fields of applied economics, including critical evaluation of the theoretical and empirical literature, the reasoned application of statistical techniques, and analysis of current policy issues.
Prerequisites: AS.180.102
Instructor(s): B. Morgan
Area: Social and Behavioral Sciences.

Application of economic concepts and analysis to the health services system. Review of empirical studies of demand for health services, behavior of providers, and relationship of health services to population health levels. Discussion of current policy issues relating to financing and resource allocation.
Prerequisites: AS.180.102
Instructor(s): D. Bishai
Area: Social and Behavioral Sciences.

AS.180.390. Health Economics & Developing Countries.
Prerequisites: AS.180.301
Instructor(s): M. Gersovitz
Area: Social and Behavioral Sciences.

Political Science

AS.190.354. Politics of Health Policy.
Traces the evolution of the American Health care system, emphasis on the political forces that shape public and private provision of health care in the United States.
Instructor(s): P. Longman
Area: Social and Behavioral Sciences.

Public Policy

AS.195.477. Intro To Urban Policy.
Perm. Req’d. 195.477 & 195.478 must be taken together by undergraduates Cross-listed with Political Science, Sociology, Public Health Studies, and Geography and Environmental Engineering
Instructor(s): S. Newman
Area: Social and Behavioral Sciences.

195.478 & 195.477 must be taken together by undergraduates Cross-listed with Political Science, Sociology, Public Health Studies, and Geography and Environmental Engineering
Instructor(s): S. Newman.

German Romance Languages Literatures

AS.211.416. Visual Languages in Medical Knowledge.
This interdisciplinary course, co-taught by professor Veena Das (Anthropology) and Research professor and filmmaker Bernadette Wegenstein (German and Romance Languages and Literatures) will track the mediation of images in the making of medical knowledge and show how sensory knowledge is incorporated or transformed in the process. Co-listed with 214.616 and 070.416
Instructor(s): B. Wegenstein; V. Das
Area: Humanities.
AS.214.616. Visual Languages in Medical Knowledge.
This interdisciplinary course, co-taught by professor Veena Das (Anthropology) and Research professor and filmmaker Bernadette Wegenstein (German and Romance Languages and Literatures) will track the mediation of images in the making of medical knowledge and show how sensory knowledge is incorporated or transformed in the process. Co-listed with 211.416 and 070.416
Instructor(s): B. Wegenstein; V. Das
Area: Humanities.

Writing Seminars
AS.220.309. Writing Healthy Baltimore.
Students will explore public health issues in Baltimore and then write about them first in short pieces, and then in longer, polished works. The framework will be the mayor’s Healthy Baltimore 2015 initiative - launched in 2011 to address the city’s top-10 public health problems, including obesity, smoking, drug and alcohol abuse, STIDs, cancer, and environmental health hazards. Students will study the initiative and its historical context; examine data sets; explore where and how the initiative intersects with public health practitioners and advocacy groups at the neighborhood level; and write what they learn in different formats, including essays, breaking news, and substance analysis. Students will then “workshop” each other’s papers.
Instructor(s): K. Masterson
Area: Humanities.

Sociology
AS.230.150. Issues in International Development.
Why do billions of people continue to suffer from poverty? Who is most likely to change this situation, what strategies should they follow, what kinds of institutions should they put into place, and what kinds of obstacles stand in the way? This course will introduce the main theoretical perspectives, debates, and themes in the field of international development since the mid-20th century. It has three sections. The first section focuses on debates about the optimal conditions and strategies for generating economic growth and on the relationship between growth, inequality, and human welfare. The second section presents micro-level assessments of various development interventions. The third section considers the role of civil society and political movements in shaping development and social change in the 21st century. Freshmen and sophomores only.
Instructor(s): M. Levien
Area: Social and Behavioral Sciences.

This course will cover the major world population changes in the past century as well as the contemporary situation and projections for this century. Topics include rapid population growth, the historical and continuing decline of death and birth rates, contraceptive methods as well as family planning and child survival programs, population aging, urbanization, population and the environment and the demographic effects of HIV/AIDS.
Instructor(s): S. Becker
Area: Social and Behavioral Sciences.

This course introduces students to medical sociology, which is the application of the sociological perspective to health and health care. Major topics include stress, social epidemiology, and the social organization of health care.
Instructor(s): E. Agree
Area: Social and Behavioral Sciences.

Earth Planetary Sciences
AS.270.107. Introduction to Sustainability.
Will introduce interactions between global environment and humans, discuss meaning of sustainability, and introduce use of tools to attain sustainability such as policy, law, communication, marketing, research, advocacy, international treaties.
Instructor(s): C. Parker
Area: Natural Sciences.

This course explores the distribution and abundance of organisms and their interactions. Topics include dynamics and regulation of populations, population interactions (competition, predation, mutualism, parasitism, herbivory), biodiversity, organization of equilibrium and non-equilibrium communities, energy flow, and nutrient cycles in ecosystems. Field trip included. Permission of instructor.
Prerequisites: AS.270.103 or permission of instructor
Instructor(s): K. Slaevets
Area: Natural Sciences.

This course will investigate the policy and scientific debate over global warming. It will review the current state of scientific knowledge about climate change, examine the potential impacts and implications of climate change, explore our options for responding to climate change, and discuss the present political debate over global warming.
Prerequisites: AS.270.103 or permission
Instructor(s): B. Zaitchik
Area: Natural Sciences.

AS.271.107. Introduction to Sustainability.
Will introduce interactions between global environment and humans, discuss meaning of sustainability, and introduce use of tools to attain sustainability such as policy, law, communication, marketing, research, advocacy, international treaties.
Instructor(s): C. Parker
Area: Natural Sciences.

Prereq: 270.103 or permission of instructor. This course will investigate the policy and scientific debate over global warming. It will review the current state of scientific knowledge about climate change, examine the potential impacts and implications of climate change, explore our options for responding to climate change, and discuss the present political debate over global warming.
Instructor(s): B. Zaitchik; D. Waugh
Area: Natural Sciences.
Interdepartmental

With the creation of President Barack Obama’s Task Force on Childhood Obesity, there is finally a national focus on the importance of childhood nutrition. First Lady Michelle Obama spearheads the “Let’s Move!” initiative, dedicated to the goal of eradicating childhood obesity through an emphasis on diet and physical activity. This class will tackle the issue of food, nutrition and health from the ground up; looking at multiple behavioral, cultural, and environmental factors that influence what and why we eat. We will also look at how our food systems and eating habits impact the health of individuals, communities, our country, and the world. In this two week session students will have a variety of experiences including trips to a Baltimore City urban farm, the Maryland Food Bank, farmer’s markets, one of Baltimore’s traditional public markets, and a sustainably-sourced restaurant (the famed Woodberry Kitchen). Students will hear a variety of guest speakers from the academic and government sectors.
Instructor(s): A. Khamrahs; N. Budd
Area: Social and Behavioral Sciences.

AS.360.121. Discover Hopkins Health Studies.

Center for Africana Studies

AS.362.325. The Role of “Place” in Racial Ethnic Health Disparities.
This course will introduce students to racial/ethnic health disparities, the need to examine the role of “place”, give different definitions of “place”, how the characteristics of where people live affect an individual’s health, and how this leads to racial/ethnic health disparities. The course will first examine large-scale measures of place, then down to smaller scale measures. Students will discuss various theories generally associated with racial/ethnic health disparities, as well as, the extension of “place” theories to this topic. Students will apply this knowledge through various assignments and activities about racial/ethnic health disparities of interest. These activities include class discussions, group assignments and development of interventions and solution-focused policy recommendations. This course is being offered for sophomores, juniors and seniors who have completed a statistic course or who have received permission from the instructor.
Prerequisites: Students may receive credit for AS.280.411 or AS.362.325, but not both.
Instructor(s): C. Bell
Area: Humanities.

AS.362.371. The Public Health Crisis in Africa. 3 Credits.
This course examines the historical and current public health crises in Africa. Topics covered include infectious diseases and viral outbreaks, water and food access, sanitation, education, behavioral health, gender equality, health care and health care access, as well as the link between culture, economics and health. Introduction to Epidemiology is recommended but not required.
Instructor(s): C. Furr-Holden
Area: Humanities, Social and Behavioral Sciences.

Geography Environmental Engineering

EN.570.108. Introduction Environmental Engineering.
Overview of environmental engineering including water/air quality issues, water supply/ wastewater treatment, hazardous/solid waste management, pollution prevention, global environmental issues, public health considerations/environmental laws, regulations and ethics.Cross listed with Public Health Studies.
Instructor(s): H. Alavi
Area: Engineering.

Entrepreneurship and Management

So many big and seemingly intractable problems inhibit progress and diminish quality of life especially in and around urban communities. Surely there are ways to begin to tackle some of these problems, if we approach them from a multi-disciplinary perspective. This course provides that opportunity as students, who work primarily in teams, apply theory and ingenuity to investigate problems, propose solutions or invent devices that address some of these problems. Class time is spent in lecture, discussion, and applied community projects to master content. Time will be spent participating on teams and working in community organizations in addition to class.
Area: Social and Behavioral Sciences.

Social Policy

Social policy is the study of policy solutions to the problems of education, inequality, poverty, crime, and other issues faced by society’s families and children. It is an interdisciplinary field to which the disciplines of economics, sociology, and political science contribute in equal measure. It is a basic-science field with a strong applied-research focus that can prepare students for careers in government, nonprofits, and the private sector. Students who undertake the social policy minor will work with faculty who are experts in the study of poverty, the labor market, social demography, family structure, educational inequality, political participation, organizational dynamics, and health and welfare policy. They will be strongly grounded in social science training and will apply that training to real-world applications and policies. In the minor, students will be motivated to think about how knowledge translates into policy solutions, making this an appropriate specialization for young people who plan to attend law school, programs in public health, or graduate school in the constituent social science field.

Requirements of the Minor

A social policy minor is offered jointly by the Departments of Economics, Political Science, and Sociology. To complete the minor, students must take an introductory course, Introduction to Social Policy and Inequality: Baltimore and Beyond; a 300-level social policy elective in one of the three departments; an intensive semester in either Baltimore or Washington; and a senior capstone course to be taken after the intensive semester is completed. The preferred sequence is for students to take the introductory course in their sophomore year, the elective in the fall of their junior year, the intensive semester in Washington or Baltimore in the spring of their junior year, and the capstone course in their senior year. However, modifications in the sequence will be considered. The intensive semester in Washington or Baltimore will involve course work focusing on urban and national social policy problems coupled with an internship in a governmental agency or non-governmental organization that is involved with some
aspect of social policy, or as a research assistant to a faculty member conducting research on social policy. The capstone course will involve discussion and research among students who have completed the intensive semester and is intended to build up experiences in that semester.

Enrollment in the intensive semester will be limited to 30 students and requires application and admission. The social policy minor is grounded in the three disciplines and priority will be given to students who are majoring in economics, political science, or sociology, but other students who are not majors and who have taken a large number of social science courses will be considered.

A list of electives to be used to fulfill the 300-level social policy elective for the intensive semester programs is available on their website (http://krieger.jhu.edu/socialpolicy).

Students interested in the minor should speak to an advisor in the Economics, Political Science, or Sociology departments.

All courses must be taken for a letter grade and a grade of C- or better must be earned in all minor requirements.

### Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.360.247</td>
<td>AS.360.247 Introduction to Social Policy: Baltimore and Beyond</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One 300- or 400-level approved social policy elective course from the Economics, Sociology, or Political Science Department</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Junior year intensive semester</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Senior year social policy capstone requirement</td>
<td></td>
</tr>
</tbody>
</table>

### Faculty

**Professors**

Andrew Cherlin  
Benjamin H. Griswold III Professor (Sociology).

Kathy Edin  
Bloomberg Distinguished Professor (Sociology & Public Health)

Robert Moffitt  
Krieger-Eisenhower Professor (Economics).

**Associate Professors**

Stefanie DeLuca  
Associate Professor (Sociology).

Adam Sheingate  
Associate Professor (Political Science).

Steven Teles  
Associate Professor (Political Science).

**Assistant Professors**

Nicholas Papageorge  
Assistant Professor (Economics).

Daniel Schlozman  
Assistant Professor (Political Science).

**Senior Lecturer**

Barbara Morgan

### Sociology

The Department of Sociology concentrates on two broad areas at the graduate and undergraduate levels: Global social change, which focuses on cross-national, comparative research; and social inequality, which primarily focuses on family, education, work, race, gender, policy, and immigration.

These concentrations trace back to the department’s founding in 1959 by renowned American sociologist James Coleman. The department has since earned a reputation as one of most selective, personalized sociology departments in the U.S. Currently home to 17 faculty members including 2 Bloomberg Distinguished Professors, 36 graduate students, and roughly 50 undergraduates, the department offers a uniquely intimate scholarly atmosphere in which faculty and students interact and collaborate frequently.

Scholars in the department share a wide variety of interests and interdisciplinary partnerships. Students are given flexible parameters for their study, and several faculty members have been honored with joint appointments in other Johns Hopkins schools and divisions. The department shares a unique relationship with the Bloomberg School of Public Health, which offers faculty and students access to first-rate collaborations in fields such as population and demography, mental health and mental hygiene, and healthcare organization. The department is also proudly partnered with the Department of Applied Mathematics and Statistics and is committed to building and maintaining strong foundations in quantitative research methods.

### Major in Sociology

A major in sociology offers undergraduates a variety of post-graduation opportunities. Graduates from the department have found positions in financial institutions, education, non-governmental organizations focusing on international development, research departments of major corporations, and local government social service agencies. Others continue to graduate school in sociology, public health, law, urban planning, and education. A major in sociology can also be combined with the pre-medical course sequence, resulting in a medical school candidate who is well versed in the hard science of the human body and the social science of the human experience. For more details, please visit http://soc.jhu.edu/undergraduate/.

### Requirements for a B.A. Degree

(Also see Requirements for a Bachelor’s Degree (p. 20).)

The required courses for a major in sociology provide students with a fundamental understanding of sociological theory, methods, and social statistics. Beyond these core requirements, elective courses are offered on a range of important sociological themes, including gender and family, social structure and personality, education, race and ethnicity, immigration, political sociology, international development, and the evolution of a world social system.

### Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.230.101</td>
<td>Introduction Sociology</td>
</tr>
<tr>
<td>AS.230.205</td>
<td>Introduction to Social Statistics</td>
</tr>
<tr>
<td>AS.230.202</td>
<td>Research Methods for the Social Sciences</td>
</tr>
<tr>
<td>AS.230.213</td>
<td>Social Theory</td>
</tr>
</tbody>
</table>
Global Social Change and Development Track

The Global Social Change and Development (GSCD) Track (http://krieger.jhu.edu/arrighi/undergraduate/gscd) is geared towards students interested in understanding critical issues surrounding contemporary processes of globalization and international development. The track provides students with a sophisticated set of research and critical-thinking skills, prepares students for twenty-first century professions and helps them to become thoughtful global citizens. Ultimately, students pursuing the Global Social Change and Development track will receive a double major in both International Studies and Sociology.

### Sociology Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two sociology courses at any level</td>
<td>6</td>
</tr>
<tr>
<td>Four sociology electives at the 300-level or above</td>
<td>12</td>
</tr>
</tbody>
</table>

### Additional Social Science Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three non-sociology courses at any level carrying a social and behavioral sciences area designator in at least two other departments or programs</td>
<td>9</td>
</tr>
</tbody>
</table>

* One elective course may be fulfilled by combining 1 or 2 credit courses for a total of at least 3 credits. All other elective courses must be at least 3 credit courses. Up to two of the six sociology electives and one of the three other social science electives may be independent study or independent research courses (at least 3 credits) supervised by Hopkins faculty. Only one course taken in the summer at JHU may apply towards the sociology electives.

All courses must be taken for a letter grade and a grade of C or better is required.

Foreign language study is strongly encouraged for majors, especially those considering graduate or professional study.

### Senior Honors Program

The senior year Honors Program affords highly motivated and qualified students the opportunity to pursue, with faculty guidance, a research project of their own design. The Honors Program culminates in an honors thesis; a substantial work of original scholarship. Prerequisites and requirements for the program are as follows:

- All the requirements of a traditional major in sociology.
- Minimum 3.5 GPA in all sociology core curriculum courses.
- Declaration of intention to enroll in Senior Honors Program to faculty advisor by the end of the junior year.
- At least two 300-level courses in sociology by the end of the junior year.
- Completion and faculty approval of honors thesis.

For more information on the Senior Honors Program, contact your faculty advisor.

### Social Policy Minor

The Social Policy minor (p. 769) brings an interdisciplinary focus to the many social problems facing a city such as Baltimore and the nation as a whole, and encourages the search for policy solutions to those problems.

### Global Social Change and Development Track

The Global Social Change and Development (GSCD) Track (http://krieger.jhu.edu/arrighi/undergraduate/gscd) is geared towards students interested in understanding critical issues surrounding contemporary processes of globalization and international development. The track provides students with a sophisticated set of research and critical-thinking skills, prepares students for twenty-first century professions and helps them to become thoughtful global citizens. Ultimately, students pursuing the Global Social Change and Development track will receive a double major in both International Studies and Sociology.

### Alpha Kappa Delta (AKD) Honor Society

In spring 2006, the Sociology department was awarded a chapter of the AKD sociology honor society. The chapter welcomed eleven new initiates that year, two faculty members, two new graduate students, and seven undergraduates.

AKD is an open, democratic, international society of scholars dedicated to the ideal of Athropon Katamanthanein Diakonesein or “to investigate humanity for the purpose of service.” AKD seeks to acknowledge and promote excellence in scholarship in the study of sociology, the research of social problems, and other social and intellectual activities that will lead to improvement of the human condition.

AKD was founded at the University of Southern California in 1920 and affiliated with the Association of College Honor Societies in 1967. There are more than 97,000 lifetime members and over 600 chapters of the Society. These are persons with academic records showing excellence in sociology.

Initiates receive a chapter pin, a certificate of membership, and a membership activation form. Members who submit completed activation forms receive a one-year subscription to Sociological Inquiry, the official journal of the Society, the Alpha Kappa Delta Newsletter, election materials, and other services. In addition, the Society sponsors student paper contests, provides honoraria for initiation speakers, provides funds for student travel to regional sociological meetings, funds research symposia, sponsors a distinguished lecture series at the Annual Meeting of the American Sociological Association, and contributes annually to the ASA Minority Scholarship Fund. AKD members wear AKD honor cords at graduation ceremonies. AKD chapters are important in the academic, professional, and social lives of student and faculty members. They provide opportunities for initiating and sharing activities in keeping with the purposes of the Society. Our local chapter affords the opportunity for faculty, graduate students, and undergraduate students to interact informally and to plan together events to enrich the intellectual and social life of the Department.

To be eligible for membership, majors must have at least junior year standing, an overall GPA of at least 3.0, a sociology GPA of at least 3.5, and have taken at least four courses in sociology.

Election to Alpha Kappa Delta is without regard to race, creed, or national origin. For more information, interested students should contact the AKD Faculty Chapter Representatives: Meredith Greif (mgreif1@jhu.edu) & Katrina McDonald (kmcdon@jhu.edu).

### James S. Coleman Award

This award was established by the Department of Sociology in 1994 in honor of Dr. James S. Coleman, first chair of the department. The award is for outstanding academic achievement by a senior majoring in sociology and is presented at graduation.

The department's primary educational goal is to train first-class sociology Ph.D.'s. The sociology graduate experience at Johns Hopkins is best characterized as a research apprenticeship – a careful blend of formal instruction, faculty-directed individual study, and supervised
as well as self-initiated research. The department’s small size and specific concentrations yield a personalized course of study and close relationships with faculty members and fellow graduate students. The social climate is informal, and the mix of students and faculty, drawn from a wide variety of geographic and social backgrounds, constitutes a rewarding intellectual community. For more details, please visit http://soc.jhu.edu/graduate/.

Admissions

Applicants must submit an application fee, personal statement, GRE scores, all college transcripts, at least two (preferably three) letters of recommendation, and a sample of written work. International applicants must also submit a TOEFL score and a financial statement (FS-1G Form: Graduate International Student Notification [F-1]/-1). Applicants should have a broad background in social science, especially sociology, economics, and psychology. Training in mathematics is encouraged. The department gives greatest weight to an applicant’s demonstrated ability and past performance. For more details, please visit http://soc.jhu.edu/graduate/admissions/.

Requirements for the Ph.D. Degree

Core Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>AS.230.600</td>
<td>Introduction to Social Statistics</td>
</tr>
<tr>
<td>AS.230.602</td>
<td>Theories of Society</td>
</tr>
<tr>
<td>AS.230.603</td>
<td>Contemporary Social Theory</td>
</tr>
<tr>
<td>AS.230.604</td>
<td>Linear Models for the Social Sciences</td>
</tr>
<tr>
<td>AS.230.608</td>
<td>Proseminar In Sociology *</td>
</tr>
<tr>
<td>AS.230.643</td>
<td>Sociological Analysis</td>
</tr>
</tbody>
</table>

Students are also required to take one of the following three methods courses as part of their core course requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.230.636</td>
<td>Research Designs for Causal Inference and Mixed Methods</td>
</tr>
<tr>
<td>AS.230.649</td>
<td>Qualitative Research Methods: Domestic and International Fieldwork</td>
</tr>
<tr>
<td>AS.230.650</td>
<td>Macro-Comparative Research</td>
</tr>
</tbody>
</table>

* This fall semester course is taken during the first year. Faculty presentations introduce students to the substantive interests, research and professional background of the sociology faculty. It is graded pass/fail.

To count toward degree requirements, core curriculum courses other than the Trial Paper Research series of courses must be passed with a grade of B- or higher. After the core course requirement is satisfied, additional methods courses from the list above may be used to fulfill the nine-elective course requirement.

Electives

In addition to the core curriculum, graduate students must enroll in nine additional graduate-level courses, up to four of which may be taken outside of the department. All must be passed with a grade of B- or higher. While students are free to select these courses, the department strongly recommends that they be taken from diverse fields of specializations so as to maximize the breadth of exposure to core areas of sociology and other disciplines.

Teaching Assistantships

As part of their preparation for future academic work, graduate students are required to register for AS.230.811 Teaching Assistantship and serve as a teaching assistant for at least one semester.

Foreign Language

One of the requirements for the Ph.D. degree in sociology at Johns Hopkins University is a reading knowledge of a language other than English, and no student is exempt from this requirement. For a language to be eligible the student must show that

1. a body of social scientific literature exists in the language, or
2. the student must use this language to carry out dissertation field work or archival research for the dissertation.

The language test will evaluate comprehension of a social science document. Students are encouraged to complete the language requirement as soon as possible, but no later than the end of their third year.

Residence

A minimum of two consecutive semesters of full-time residence is mandatory for all degrees. However, at least six semesters of full-time residence is recommended by the department for completion of the core curriculum, electives, and completion of a research apprenticeship and a trial research paper. By the end of the fourth year in the program, the student is expected to have written a dissertation proposal and have defended it successfully before the appropriate examining committees.

Research Apprenticeship

AS.230.801 and AS.230.804

Students are required to develop practical research expertise through professional-level participation (data analysis, literature searches/reviews, non-routine data processing or coding, preparation and refinement of research instruments, and data/file management). This requirement is fulfilled by satisfactorily completing a Research Apprenticeship, which is required during the student’s first year of full-time graduate study in the department. The standard for certification is substantial research accomplishment as judged by the faculty supervisor.

Trial Research Paper


The Trial Research Paper (TRP) affords students the experience of planning and executing a research project that leads to a scholarly paper. The TRP is expected to be a serious, complete work of scholarship, suitable for conference presentation or journal submission. By the end of the fall semester of their second year, students should invite a faculty sponsor to supervise the design and execution of the TRP project. A TRP proposal must be approved by the faculty sponsor by the end of the spring semester of the second year. By the end of the fall semester of the third year, the faculty sponsor must approve a draft of the paper which will then be reviewed by another department faculty member. The faculty sponsor, at her or his discretion, may extend this deadline to the end of the intersession period following the fall semester. The faculty reviewer will evaluate the paper and, if necessary, recommend revisions that should be made before the paper is certified. The faculty sponsor will determine required revisions and
must certify a final TRP by the end of the spring semester of the third year.

Dissertation
The student must propose and conduct original research presented in a dissertation suitable for publication. The department administers an oral examination which must be passed before the student is allowed to defend before a university board. The dissertation must then be defended either at a Graduate Board preliminary oral examination, based on the dissertation proposal, or at a Graduate Board final oral examination, based on the completed dissertation.

Special Programs
The department offers two special programs that coordinate activities in its two areas of concentration. Doctoral students may affiliate with one or both of these programs at their discretion. These programs function as fields of doctoral specialization within the Department of Sociology.

Program on Global Social Change (PGSC)
This concentration of graduate study focuses on cross-national, comparative research and long-term, world-scale social change. The goal of the program is to give students knowledge of the various theoretical perspectives in these areas, experience in data collection and analysis, and expertise in one or more substantive fields.

The program does not focus on a particular geographic area, although faculty members have conducted extensive research on Latin America, Africa, Asia, the Middle East, and Eastern and Southeastern Europe. Instead of a geographical approach, the emphasis is on issues of development and social change that cut across different countries and world regions. Examples are globalization and regionalization, labor and development, city systems and urban primacy, social movements and revolutions, state violence, migration and labor force formation, family structure and change, social structure and personality, and national and international stratification. Students enroll in a sequence of courses and seminars and participate actively in ongoing faculty projects dealing with one or more of the above issues.

In addition, the interdisciplinary character of graduate education at Johns Hopkins offers students ample opportunity to enroll in courses or collaborate in research of faculty in other departments. Faculty associates of the program include distinguished scholars in anthropology, economics, geography, history, political science, and public health.

A graduate concentration is not required of Ph.D. students.

Program on Social Inequality (PSI)
This concentration of graduate study focuses on the causes and consequences of social inequality, the social processes that sustain it, and how social policies can reduce it. These questions are addressed in terms of class, gender, race, ethnicity, and immigration status/citizenship.

The program is designed to train students in the sociological analysis of social inequality among individuals and groups. This training includes course work in areas such as social stratification, the sociology of the family, the sociology of education, sociology of immigration, social structure and personality, social policy, and research design and methods. Students in the PSI program enroll in a sequence of courses and seminars and participate actively in ongoing faculty projects dealing with one or more of the above issues.

In addition, the interdisciplinary character of graduate education at Johns Hopkins offers students ample opportunity to enroll in courses or collaborate in research with faculty in other departments. Faculty associates of the program include distinguished scholars in anthropology, economics, geography, history, political science, and public health.

A graduate concentration is not required of Ph.D. students.

Joint Program: Doctorate in Sociology and Master’s in Applied Mathematics and Statistics
The Department of Sociology, Krieger School of Arts and Sciences, and the Department of Applied Mathematics and Statistics, Whiting School of Engineering, announce a joint program leading to a Ph.D. in Sociology and an M.A. or M.S.E. in Applied Mathematics and Statistics. The purpose of the joint program is to offer Sociology doctoral students an opportunity to acquire advanced statistical knowledge and applied research skills.

The joint program requirements include all the Ph.D. requirements in Sociology and the specially designed requirements for an M.A. or M.S.E. in Applied Mathematics and Statistics. For Sociology Ph.D. requirements, see the Sociology Ph.D. Students Handbook. Applied Mathematics and Statistics courses may substitute for AS.230.600 Introduction to Social Statistics and AS.230.604. Two options for fulfilling the requirements are available for an M.A. or M.S.E. in Applied Mathematics and Statistics. For both options, students are required to meet the Applied Mathematics and Statistics department’s computing requirement (fulfilled through EN.550.413 Applied Statistics and Data Analysis), the purpose of which is to ensure that students are able to effectively use computers to solve mathematical problems.

Note: All Joint Program students are required to complete Responsible Conduct of Research (RCR) training, which is in addition to the HIPPA training required for the sociology Ph.D.

For more information, please visit http://soc.jhu.edu/graduate/jointprogram/.

Facilities
Each resident graduate student is provided office or desk space to conduct his or her studies and research. In addition, the department has a computer lab with a network of computers and printers for graduate student use. Close working relationships exist with the Center for Social Organization of Schools and the Institute for Policy Studies, which provide excellent opportunities for research training.

Financial Aid
The department strives to provide five years of financial aid for all students who are in good academic standing. Eligibility for financial aid in the fifth year ordinarily requires successful oral defense of the dissertation proposal by May 31, following their fourth year in the Ph.D. program.

The department has a number of assistantships that are awarded each year to graduate students in the Ph.D. program. Opportunities are also available for graduate students to work as salaried research assistants.
with members of the Sociology faculty and staff at associated research centers.

For current faculty and contact information go to http://soc.jhu.edu/directoryindex/faculty/

Faculty
Chair
Beverly J. Silver
Historical capitalism, comparative and world-historical research methods, global inequality and development, labor and social movements.

Professors
Andrew J. Cherlin
Benjamin H Griswold III Professor of Public Policy; sociology of the family, demography, social policy.

Kathryn Edin
Bloomberg Distinguished Professor; poverty, inequality, social policy.

Lingxin Hao
Sociology of the family, public policy, immigration, social inequality, sociology of education, quantitative methodology.

Stephen L Morgan
Bloomberg Distinguished Professor; education, inequality, demography, and methodology.

Associate Professors
Rina Agarwala
International development, gender, labor, migration, globalization, India.

Joel Andreas
Post 1949 Chinese society, transitions to and from socialism, industrial democracy, education and class reproduction.

Stefanie A. DeLuca
Sociology of education, sociology of neighborhoods, life course studies.

Ho-Fung Hung
Global political economy, contentious politics, nationalism, and social theory.

Katrina Bell McDonald
Sociology of the family, gender/ethnic identity, race and social class.

Assistant Professors
Julia Burdick-Will
Urban sociology, education, stratification.

Ryan Calder
Economic sociology, political sociology, political economy, Middle East, Southeast Asia, Globalization, finance, Islamic banking, Islamic jurisprudence.

Meredith Greif
Race, urban sociology, and health in developing countries.

Michael Levien
Political and developmental sociology.

Professors Emeriti
Karl L. Alexander
Academy Professor in The Academy at JHU/KSAS, sociology of education, social stratification

Melvin L. Kohn
Academy Professor in The Academy at JHU/KSAS; social structure and personality, cross-national comparative analysis, social class and stratification, sociology and social psychology of work.

Joint Appointments
David M. Altschuler
Adjunct Associate Professor (Institute for Policy Studies) Bloomberg School of Public Health; de-institutionalization and community-based services, delinquency and criminal justice, voluntary organizations and philanthropy, social policy.

Stanley Becker
Professor, Bloomberg School of Public Health; demography.

Joyce Epstein
Research Professor, School of Education (Center for Social Organization of Schools); sociology of education, evaluation research, social psychology.

Kelly Gebo
Adjunct Assistant Professor, School of Medicine; medical sociology and mental health.

Gail Geller
Professor, School of Medicine; ethical, social and cultural implications of genetic advances in the adult, pediatric and family contexts.

Thomas A. LaVeist
Professor, Bloomberg School of Public Health; medical sociology, mortality, health services, aging.

Vicente Navarro
Professor, Bloomberg School of Public Health; health and social policy, international health, health care policy.

Katherine Smith
Associate Professor, Bloomberg School of Public Health; social determinants of health behavior.

Marc Stein
Assistant Professor, School of Education; neighborhoods, school choice, academic achievement.

Research Professor/Lecturers
Emily Agree
Research Professor; gerontology demography.

Magda von der Heydt
Senior Lecturer (Latin American Studies Program); socio-economic history of Latin America, developmental processes.

Huei-ying Kuo
Senior Lecturer/Assistant Research Scientist; Chinese diasporic business networks, Japanese and British imperialism, as well as Chinese nationalism in East and Southeast Asia.

Sydney van Morgan
**Courses**

**AS.230.101. Introduction Sociology.**
Introduces students to basic sociological concepts and perspectives, and applies them to a variety of topics including family, work, and the dynamics of class, gender, and racial/ethnic inequalities in the United States and globally.
Instructor(s): A. Cherlin
Area: Social and Behavioral Sciences.

**AS.230.109. Freshman Seminar: Hot Topics in Education.**
This course examines current school reform initiatives and the controversies surrounding them through a sociological lens. Freshmen Only
Instructor(s): J. Burdick-Will
Area: Social and Behavioral Sciences.

**AS.230.113. Politics and Development of Baltimore.**
This course will examine the development of Baltimore and its impact in the 21st century through the complex role of economic, political, and social dynamics. We will address the relationship between development and politics and the impact this has on the social and economic conditions of Baltimore from the development of the Great Parks to the redevelopment of Downtown and East Baltimore.
Instructor(s): D. Pasciuti
Area: Social and Behavioral Sciences.

**AS.230.116. B'More: Studying Innovation and Change Through Charm City.**
Please note, class will meet Saturday, Jan. 24 in the event of inclement weather. This course is for freshmen ONLY. Ideas that changed the world originated from Baltimore. We will examine the innovations rooted in B'More and discuss how they were born, how they spread, and how they succeeded or failed. Our in-class activities will provide general insight into how entrepreneurs and activists promote change. Our field trips will inform class conversations about technological and cultural innovations along with the societal and economic consequences of those changes.
Prerequisites: Students may enroll in one B'More course only.
AS.371.189 AND AS.270.119 AND AS.270.118 AND AS.060.153 AND AS.060.126 AND AS.100.197 AND AS.300.100 AND AS.360.176 AND AS.220.116 AND AS.280.205 AND AS.220.190 AND AS.220.194
Area: Social and Behavioral Sciences.

**AS.230.123. Trust and Altruism: Existence and Forms in Theory and Practice.**
Trust is often cited as necessary to the successful functioning of small groups, formal organizations, and democratic society. Altruism is a concept that is debated regarding its very existence - whether there is a sociological, biological, or other basis for saying it exists. Through interdisciplinary readings - primarily from sociology but also evolutionary biology, psychology, and philosophy - we will consider theories of trust and altruism, as well as claims about other mechanisms that can secure mutually beneficial cooperation. Case studies from families, education, neighborhood ecology, and on-line communities are featured. Freshmen only.
Instructor(s): S. Plank
Area: Social and Behavioral Sciences.

**AS.230.127. Freshmen Seminar: Social Interaction.**
This course introduces students to ways of seeing social interaction, from mundane acts like conversation and riding the bus to extraordinary events like riots, escape panics and battlefield atrocities. The course will employ a “hands on” approach in which students will DO and not just read about sociology. Locations in and around campus will serve as laboratories to observe (and instigate) interactions for analysis. Freshman Only.
Instructor(s): T. Nelson
Area: Social and Behavioral Sciences.

**AS.230.129. Extreme Poverty in the United States.**
Is it possible that there is a level of poverty in the United States so deep that no one even knew it existed - until now? New research from Edin and Shaefer (2015) makes this case. Join a Hopkins’ graduate student on Edin and Shaefer’s team to dig into this exciting and controversial work. Particular focus will be given to possible public policy responses and qualitative research design challenges when studying hard-to-reach populations.
Instructor(s): R. Francis
Area: Social and Behavioral Sciences.

**AS.230.137. Special Opportunities in Undergraduate Learning: Exploring Baltimore: An Introduction to Urban Studies.**
Through an exploration of urban topics, this course will introduce students to data collection and analysis methods used in the social sciences. Students will discuss relevant research published by Johns Hopkins faculty in urban studies. Students will also gain an introduction to their adopted home, Baltimore, by collecting data and conducting field observations in different neighborhoods.
Instructor(s): M. Reese.

**AS.230.138. Be More Organic, Be More Local.**
Urban farming is the practice of cultivating, processing and distributing food in or around a city, proponents argue that it improves access to fresh produce and improves community cohesion. Baltimore is an exciting case study for different types of urban farm operations. Through academic literature, field trips to winter farms and discussions with farmers and residents, students will explore the potentials of urban farming and community building in Baltimore.
Instructor(s): W. Chen
Area: Social and Behavioral Sciences.
AS.230.142. Integrating Spaces.
Diversity has rapidly increased in the US with Census 2010 reporting more integrated areas than the previous 40 years. What does integration mean, where is it occurring, and why? This course will examine the process of integration occurring in neighborhoods and schools. We will explore what drives integration and unpack its consequences. Students will identify integrated schools or neighborhoods in the Baltimore/Washington area to research as case studies of the social process of integration.
Instructor(s): S. Warkentien
Area: Social and Behavioral Sciences.

AS.230.147. Introduction to Islam and Islamicate Societies since 1800.
This course is an introduction to contemporary Islam and Muslim societies from approximately 1800 to the present. Key themes will include the colonial encounter, state formation and reform, revolution, Islamic revival, and globalization. Reflecting Islam’s status as a world religion, the course will touch on developments around the Muslim-majority world and in the West.
Instructor(s): R. Calder
Area: Social and Behavioral Sciences.

AS.230.150. Issues in International Development.
Why do billions of people continue to suffer from poverty? Who is most likely to change this situation, what strategies should they follow, what kinds of institutions should they put into place, and what kinds of obstacles stand in the way? This course will introduce the main theoretical perspectives, debates, and themes in the field of international development since the mid-20th century. It has three sections. The first section focuses on debates about the optimal conditions and strategies for generating economic growth and on the relationship between growth, inequality, and human welfare. The second section presents micro-level assessments of various development interventions. The third section considers the role of civil society and political movements in shaping development and social change in the 21st century. Freshmen and sophomores only.
Instructor(s): M. Levien
Area: Social and Behavioral Sciences.

AS.230.152. Housing and Schools: The Social Contexts of Inequality.
Where families live is still a major determinant of the quality of children’s schools, and this connection between residential location and educational opportunity plays a significant role in the perpetuation of social inequality. This course will examine recent research in housing and education to develop a critical understanding of the role of social inequality, public policy, and individual choices in shaping housing and school opportunities for families. The course will focus on the intersection of residential and educational choices, by examining housing and school interventions across a host of American cities, with a particular focus on how these issues operate in our own city of Baltimore at the end of the semester.
Instructor(s): A. Rhodes
Area: Social and Behavioral Sciences.

Significant gaps in academic achievement persist among students from different socioeconomic groups and have actually widened over the past fifty years. Through a sociological lens, we will identify the sources of these gaps and consider recent intervention efforts to narrow them. Students will use multiple data sources to explore the causes of underachievement in one Baltimore neighborhood and will design a targeted intervention to improve the academic outcomes of students in that neighborhood.
Instructor(s): B. Condliffe
Area: Social and Behavioral Sciences.

AS.230.165. Sociology of Mental Illness.
What we now consider mental illness has historically been seen as everything from demon possession to a gift of rare insight. Using sociological theories of symbolic interaction, social construction, and intersectionality, we will consider how culture, privilege, disadvantage, and context affect definition, diagnosis, and treatment. This class will employ fiction and film as well as empirical studies and theory in the exploration of the social meanings of mental illness.
Instructor(s): C. Cross-Barnet
Area: Social and Behavioral Sciences.

This interdisciplinary course applies theories of economic sociology to examine the effects of Chinese overseas migration on modern world economy from the sixteenth century to the contemporary era. It examines the contribution of overseas Chinese to the development of capitalism in the following junctures: the East-West economic integration in the pre-modern era, China’s modern transformation after the Opium War (1839-1842), the making of US national economy in the early twentieth century, as well as the postwar economic miracles in the Pacific Rim, among others. Special Note: Fulfills History requirement for GSCD track students.
Instructor(s): H. Kuo
Area: Social and Behavioral Sciences.

AS.230.175. Chinese Revolutions.
This course introduces the origins, operation and impacts of five major revolutions in modern China between 1850 and 1950. These include the Taiping Rebellion, the republican revolutions, federalist and southern automatic movements, labor strikes as well as peasant rebellions. It draws on the existing historiography that examines China’s transition from an empire to a republic, impacts of western and Japanese influences to China, as well as the continuity and change of Chinese social organizations. Cross list with International Studies and East Asian Studies. Fulfills IS History requirement.
Instructor(s): H. Kuo
Area: Social and Behavioral Sciences.

An overview of the criminal justice system including court watching and riding with a police officer (optional). Class includes guest visits, field trips, and term projects.
Instructor(s): S. Harris
Area: Social and Behavioral Sciences.

The purpose of this course is to provide a sound introduction to the overall process of research and the specific research methods most frequently used by sociologists and other social scientists. Required for Sociology majors and IS GSCD track students.
Instructor(s): L. Hao
Area: Social and Behavioral Sciences.
AS.230.205. Introduction to Social Statistics.
This course will introduce students to the application of statistical techniques commonly used in sociological analysis. Topics include measures of central tendency and dispersion, probability theory, confidence intervals, chi-square, anova, and regression analysis. Hands-on computer experience with statistical software and analysis of data from various fields of social research. Special Note: Required for IS GSCD track students.
Prerequisites: Statistics Sequence restriction: students who have completed any of these courses may not register:
EN.550.211 OR EN.550.230 OR EN.550.112 OR EN.550.310 OR
EN.550.311 OR EN.550.413 OR EN.550.420 OR EN.550.420 OR
EN.550.420 OR EN.560.435 OR AS.280.345 OR AS.200.314 OR
AS.200.315; Statistics Sequence Restriction: Students who have completed EN.550.111 OR EN.550.113 may not enroll.
Instructor(s): D. Pasciuti
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

AS.230.208. Introduction to Race and Ethnicity.
This course offers an historical overview of race and ethnicity in American society, and the processes that have led to ethnic and racial boundaries. We explore the social dynamics of racial/ethnic hostility and racial/ethnic protest movements. In addition, we examine how race and ethnicity have been used to justify segregation, domination and genocide, but also to create a sense of community, shared responsibility and belonging. Cross-listed with Africana Studies
Instructor(s): K. McDonald
Area: Social and Behavioral Sciences.

Piketty’s Capital in the Twenty-First Century is a lengthy (700 pages) but accessible synthesis of the author’s rigorous research on income inequality. This research has informed social scientists and politicians as well as social movements such as Occupy. Yet Piketty’s theories of the causes of rising inequality and his proposed solutions have been controversial. In this course, we will read and critically assess this major work.
Instructor(s): D. Thompson
Area: Social and Behavioral Sciences.

AS.230.211. Women and Work.
This class will examine American women and work over the past century and will assess how power, work, and gender are connected. It will also consider the ways in which class and race relate to working women. We will look at how women and men divide time between family and work; explanations for the gender differences in employment, occupation choice, and earnings; gender and low-wage work; and how policy affects the experience of working women.
Instructor(s): E. Talbert
Area: Social and Behavioral Sciences.

AS.230.213. Social Theory.
This course provides an introduction to classical sociological theories (with an emphasis on Marx, Weber, and Durkheim). Contemporary theoretical perspectives on social inequality, conflict, and social change are also explored. Emphasis is placed on understanding the theoretical constructs as well as applying them in the analysis of current social issues. Special Note: Required for IS GSCD track students.
Instructor(s): J. Andreas
Area: Social and Behavioral Sciences.

This course examines the topics of Chinese overseas migration after the long sixteenth century. It investigates the following themes: First, the making of Chinese maritime frontier in the longterm trade and migration across the South China Sea and beyond; Second, economic functions of Chinese overseas networks in the East-West integration from the early modern era to the ongoing wave of globalization; Third, politics of identity and heritage in Chinese overseas communities. Course may not be taken by students that previously took AS.230.166.
Prerequisites: Course may not be taken by students that previously took AS.230.166.
Instructor(s): H. Kuo
Area: Social and Behavioral Sciences.

This course introduces students to issues of global social change, with a particular focus on the challenges of international development and the contemporary globalization process. Specific themes include world income inequality and global poverty, the rise of supranational organizations (e.g. WTO and EU) and their relations with sovereign states, anti-globalization activism, the rise of China and India in the global economy, and the origins as well as consequences of the current global economic crisis, among others. Lectures will be aided by documentary films and other multi-media materials. Special Note: Fulfills Economics requirement for IS GSCD track students only. Formerly offered as AS.230.353. Students who took AS.230.353 cannot take AS.230.221.
Prerequisites: Students who took AS.230.353 cannot take AS.230.221.
Instructor(s): H. Hung
Area: Social and Behavioral Sciences.

AS.230.223. Housing and Homelessness in the United States.
This course will examine the role of housing, or the absence thereof, in shaping quality of life. It will explore the consequences of the places in which we live and how we are housed. Consideration will be given to overcrowding, affordability, accessibility, and past and existing housing policies and their influence on society. Special attention will be given to the problem of homelessness.
Instructor(s): M. Greif
Area: Social and Behavioral Sciences.

This course will cover the major world population changes in the past century as well as the contemporary situation and projections for this century. Topics include rapid population growth, the historical and continuing decline of death and birth rates, contraceptive methods as well as family planning and child survival programs, population aging, urbanization, population and the environment and the demographic effects of HIV/AIDS
Instructor(s): S. Becker
Area: Social and Behavioral Sciences.
AS.230.228. Colonialism in Asia and Its Contested Legacies.
This seminar examines the theories and historiography of colonialism in Asia, with special focus on the development of British Straits Settlements and Hong Kong as well as Japanese Taiwan. We will review the competing discourses about the impact of colonial dominations in these areas from the 1800s to the present-day. In the beginning of the era, the British built up the economic linkage between Hong Kong and Penang, Malacca as well as Singapore to sustain its dominance throughout the “Far East.” In the middle of the period, the expanding Japanese empire developed Taiwan as a footnote to compete with the British interests in South China and Southeast Asia. Hong Kong and the Straits Settlements, especially Singapore, became the contested terrain where two colonial powers vied for their influences in the region. The competition was not only about trade, but about the construction of a new East Asian regional order after the end of the Chinese hegemony. In the end of the period, the intervention of the US power in postwar Asia facilitated the retreat of the colonial establishments, British and Japanese ones included. The course that compares the colonial establishments and discourses on colonial legacies among the three areas points out that colonialism constituted an inalienable part of Asian history. Cross listed International Studies (CP) and East Asian Studies. Fulfills History requirement for IS GSCD track students only.
Instructor(s): H. Kuo
Area: Social and Behavioral Sciences.

AS.230.237. Sociology and Film.
Do films merely mirror society, or do they in fact shape societal experience? This class will investigate these questions through a filmic analysis of sociological issues. We will consider both narrative and documentary films and use them to engage in sociological questions of class, race, and gender. We will discuss what the historical and current trends in film making and film subject say about society, and how these trends may in turn influence society.
Instructor(s): E. Talbert
Area: Humanities, Social and Behavioral Sciences.

Race and ethnicity have played a prominent role in American society and continue to do so, as demonstrated by interracial and interethnic gaps in economic and educational achievement, residence, political power, family structure, crime, and health. Using a sociological framework, we will explore the historical significance of race and its development as a social construction, assess the causes and consequences of intergroup inequalities and explore potential solutions.
Instructor(s): M. Greif
Area: Social and Behavioral Sciences.

AS.230.244. Race and Ethnicity in American Society.
In the US and other industrialized countries, problems of income inequality and poverty have taken a sharp turn for the worst in recent years. The purpose of the course is to give students an opportunity to learn about the causes of this increasing inequality and poverty in US cities like Baltimore, and to explore the potential for public policies to rectify these problems. Students will read about the main theoretical and empirical perspectives on the issues; examine the relationship between inequality and class, gender and race; study the history and present shape of social policy in the US; and explore the consequences of particular initiatives for the status of the urban poor.
Instructor(s): A. Livingstone
Area: Social and Behavioral Sciences.

Interaction in small groups or in face-to-face situations (“microsociology”) is the sole focus of this course. Wherever possible, a “hands on” approach in which students do sociology and not just learn about others’ efforts is utilized. This will include field observations of public and semi-public spaces, recording and analyzing small group interaction, and participating in SIMSOC, an intense interactive simulation of society. Major conceptual approaches include symbolic interactionism, ethnomethodology and interaction ritual. Students that previously took AS.230.127 may not take this course.
Prerequisites: Students that previously took 230.127 may not take this course.
Instructor(s): T. Nelson
Area: Social and Behavioral Sciences.

This course will explore what it means to be male or female through academic writings, fiction, and film. It will examine how genders are defined by individuals, cultures, and institutions, and how those meanings shape everyday life for men and women. Power, inequality, and intersections with race-ethnicity, class, and sexuality will be a primary focus. Theories of gender addressed will include those related to masculinity, social psychology, feminism, and intersectionality. Though the course will primarily consider the United States, gender in other countries and cultures will also be addressed. Cross-listed with WGS.
Instructor(s): K. McDonald
Area: Social and Behavioral Sciences.

This course explores the interaction between political power and social forces in macro-comparative and international perspectives, focusing on how political institutions (such as states, political parties, and international governing bodies) are shaped by actions of different social groups (such as classes, ethnic groups, social movements), and vice versa. The class will cover the historical emergence of sovereign nation-state as the most salient political organization across the world, as well as its evolution into the form as we know it today. The class will also discuss the array of challenges that modern nation-states are facing under globalization and restructuring of world order following the end of Cold War. Cross-listed with Political Science.
Instructor(s): H. Hung
Area: Social and Behavioral Sciences.

This course will introduce students to a range of digital technologies that are critical for conducting social scientific research in the 21st century. Students will develop competency in the use of computer programs for statistical analysis, database management, the creation of maps and timelines, and the presentation of research reports. The research tools and technologies will be taught using examples from ongoing social science faculty research projects at Johns Hopkins on global inequality and international development. Required for GSCD track students.
Instructor(s): S. Upadhyay
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.
AS.230.275. Revolution, Reform and Social Inequality in China.
This course explores various aspects of social inequality in China during the Mao Zedong and the post-Mao reform eras. We will examine inequality within villages, the rural/urban divide, urban inequality, education and health policies, and gender and ethnic inequality. Each of these issue areas will be tackled analytically, but the aim is also to understand what it was/is like to live in China during and after the Mao era. Formerly offered as AS.230.321.
Instructor(s): J. Andreas
Area: Social and Behavioral Sciences.

This course examines the transnational connections among merchants and migrants in the waters of East and Southeast Asia from a historical and comparative perspective. We will explore how diplomatic ties, long-distance trade and migration contributed to the making of cosmopolitan cities such as Quanzhou (Zayton), Malacca, Fort Zeelandia (Formosa), Batavia, Manila, Singapore and Hong Kong in the region from the tenth century onwards. The course will close with an examination of how the transnational connections are relevant to understand inter-state competition in Asia’s long twentieth century. Key subjects to be introduced include tribute trade system, trading diasporas, Euro-Chinese co-colonialism, pan-Asianism, as well as history and historiography of maritime silk road.
Instructor(s): H. Kuo
Area: Social and Behavioral Sciences.

AS.230.293. Immigration in the United States.
This course examines patterns and consequences of immigration at the national, state, and local level. Special attention will be given to changing racial and ethnic relations in American gateway cities, immigrants’ economic and cultural assimilation, the plight of the second generation, the importance of immigration policy in shaping the experiences of migrant groups, and public opinion on immigration.
Instructor(s): M. Greif
Area: Social and Behavioral Sciences.

AS.230.302. Class Stratification & Personality.
230.302 (S) CLASS, STRATIFICATION, AND PERSONALITY (3) Kohn Limit 30 Juniors/Seniors only or instructor’s consent An intensive examination of the research literature, much of it based on survey research carried out by the instructor and his international collaborators, on the relationships of social class and social stratification with personality. The course will examine the links between people’s positions in the class structure and the stratification hierarchy of their society and their more proximate conditions of life, particularly their job conditions, and how these conditions, in turn, affect (and are affected by) such basic dimensions of personality as intellectual flexibility, self-directedness of orientation, and feelings of well-being or distress. The research has been conducted principally in the United States, Japan, Poland when it was socialist, Poland and Ukraine during their transitions from socialism to nascent capitalism, and (in the instructor’s current research) China during its very different transformation. Cross-listed with Psychological & Brain Sciences
Instructor(s): M. Kohn
Area: Social and Behavioral Sciences.

We will ask: “How do arrangements of tasks, rewards, roles, and opportunities in schools affect student learning, behavior, and sense of attachment?” and “In what ways are social control processes in schools related to the demands and dynamics of other institutions, particularly the family and the labor market?” Before addressing these questions, we will define social organization and social control, and describe the forms (both intended and unintended) they take in schools.
Instructor(s): S. Plank
Area: Social and Behavioral Sciences.

AS.230.309. Segregation & Social Inequality.
This course presents an in-depth study of racial and ethnic residential segregation and its relationship to social inequality. Through various theoretical perspectives, students will explore the history and contemporary patterns of residential segregation in the United States. In doing so, students will learn about the persons, organizations, and social phenomena that contribute to neighborhood segregation, such as homeowner associations, federal and local governments, developers, as well as differences between groups in racial preferences and socioeconomic status. Through lectures, readings, discussions, and films, students will gain insight into the causes of segregation, as well as its social, economic, and demographic consequences. Cross listed with the Center for Africana Studies.
Instructor(s): P. Bennett
Area: Social and Behavioral Sciences.

While students may already be personally familiar with the subject matter, the course examines the sociological and psychological dimensions of this demographically dense period known as the transition to adulthood. Emphasizes life course theories of human development through readings of empirical work on adolescence, the transition to college, early employment and early family formation. Attention is paid to the ways class; gender; race and nationality influence the pathways, choices and outcomes of young people. A Statistics/ Sociology background is helpful, but not required.
Instructor(s): S. Deluca
Area: Social and Behavioral Sciences.

AS.230.312. Education & Society.
This course analyzes educational systems as social institutions and organizations. It gives particular attention to the often taken-for-granted ways that we structure learning in schools and their consequences for social inequality. To these ends, the course will examine classical institutional and organizational theory in sociology and evaluate these theories in their application to historical process of educational formation and the contemporary organization of K-12 schooling in the US.
Instructor(s): J. Burdick-Will
Area: Social and Behavioral Sciences.
Is a neighborhood just a grouping of individuals living in the same place, or do neighborhoods have collective meanings and impacts on children and families? We will capitalize on research methodologies used to define and describe neighborhoods and their effects on economic and educational outcomes. These include case studies, census data, surveys, quasi/experimental data. Focus is on how research measures neighborhood effects and incorporates community level processes into models of social causation (e.g., social capital/control, community efficacy, civic engagement). Also examined: patterns in residential mobility, segregation, and preferences within black and white populations; development of housing policy in the U.S.; programs to determine how neighborhoods affect issues of social importance. Statistics and public policy background is helpful but not required. Instructor(s): S. Deluca
Area: Social and Behavioral Sciences.

AS.230.316. African American Family.
This course is an examination of sociological theories and studies of African-American families and an overview of the major issues confronting African-American family life. The contemporary conditions of black families are explored, as well as the historical events that have influenced the family patterns we currently observe. Special attention will be given to social policies that have evolved as a result of the prominence of any one perspective at a given point in time. Instructor(s): K. McDonald
Area: Social and Behavioral Sciences.

This course surveys sociological theories and research on immigration to the U.S. Theoretical approaches include theories of international migration, economic sociology, immigration, and assimilation. Research topics include the impact of U.S. immigration laws and policies on immigrant inflows and stocks, self-selection of immigrants, the impact of immigration on the native-born population and the U.S. labor market and economy, and the adaptation of the first and second generations. Instructor(s): L. Hao
Area: Social and Behavioral Sciences.

AS.230.318. State and Society in Modern India.
This course examines the complex, at times conflicting, relationship that has emerged between Indian seats of power from above and Indian expressions of society from below. Attention will be placed on the period between 1947 to the present. Instructor(s): R. Agarwala
Area: Social and Behavioral Sciences.

This course provides “hands on” research experience applying sociological research tools and a sociological perspective to problems of substance. Quantitative methods will be emphasized, as applied to census data, survey data and/or archival data. Students will design and carry out a research project and write a research report. Juniors and seniors only. Sophomores require instructor’s permission. Recommended Course Background: AS.230.205, AS.230.202
Instructor(s): J. Burdick-Will
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

AS.230.323. Qualitative Research Practicum.
This course provides “hands on” research experience applying sociological research tools and a sociological perspective to problems of substance. Qualitative observational and/or interviewing methods will be emphasized. Students will design and carry out a research project and write a research report. This course fulfills the “research practicum” requirement for the Sociology major. Instructor(s): K. McDonald
Area: Social and Behavioral Sciences.

AS.230.325. Global Social Change and Development Practicum.
This course provides “hands on” research experience in the field of global social change and development. Students will participate in a collaborative research project analyzing the causes and consequences of the recent upsurge of protest around the world in comparison with previous historical waves of social unrest. The course fulfills the “research practicum” requirement for Sociology majors and is required for the GSCD track.
Prerequisites: Prereq: AS.230.265 and permission of Instructor.
Instructor(s): B. Silver
Area: Social and Behavioral Sciences.

AS.230.332. Race, Racism & Racial Privilege.
This course will examine the concepts of race, racism, racial privilege in contemporary America, and the West in general. Examples from other countries will be integrated as well. Historical contexts such as the colonialism, the Civil War and Reconstruction, the Civil Rights movement, and the post Civil Rights era will help to provide an understanding of the social, political, economic, and cultural forces processes that have constructed and shaped the concepts of race and the racialized subject over time. Instructor(s): K. McDonald
Area: Social and Behavioral Sciences.

This course examines social changes in China since the beginning of the People’s Republic (1949) through the lenses of family, gender and sexuality. The first half of the course focuses on understanding family institutions, women’s status, gender relations and sexualities in connection with major historical transitions between 1949 and the present. The second half includes readings and discussions around several thematic topics regarding family, gender and sexuality in contemporary China in the broader context of politics, economy, and social norms.
Instructor(s): Y. Dong
Area: Social and Behavioral Sciences.

The rising tide of global religious fundamentalism in the last three decades has challenged the basic tenets of all theories of progress, and attracted significant popular and scholarly attention. This course combines theoretical material with comparative analyses of selective case studies to investigate and question the basic dichotomies that underlie our understanding of religious fundamentalism: cultural versus political, Western versus non-Western, modern versus anti-modern, and reactionary versus revolutionary.
Instructor(s): L. Bushra
Area: Social and Behavioral Sciences.
This course introduces students to medical sociology, which is the application of the sociological perspective to health and health care. Major topics include stress, social epidemiology, and the social organization of health care.
Instructor(s): E. Agree
Area: Social and Behavioral Sciences.

AS.230.343. Political Sociology of Latin America.
This course provides an overview of Latin America through its historical, economic, social, and political dimensions. Emphasis will be given to the analysis of social structures: class, race and ethnicity, and the contemporary social movements. The course begins with an overview of the pre-Columbian civilizations and colonial legacies that gave rise to the multiethnic societies and the ethnic conflicts which characterize contemporary Latin America.Cross-listed with Program in Latin American Studies and International Studies (CP)
Instructor(s): M. von der Heydt-Coca
Area: Social and Behavioral Sciences.

This class examines the social and health consequences of systemic transformations in China, including collapse of the urban work-unit system, resurgence of infectious disease, and implementation of the One-Child Policy. Dean’s Teaching Fellowship; Cross listed with East Asian Studies, Public Health and International Studies.
Instructor(s): R. Core
Area: Social and Behavioral Sciences.

This course will offer an overview of Latin America’s economic reality as an intertwined process of economic and political domestic factors within the constraints of the world economy. Latin American development will be analyzed from a historical perspective. The first half of the semester will focus on the analysis of the economic developmental patterns starting in the middle of the 19thcentury to the populist era in the middle of the 20thcentury. In the second half of the semester, we will analyze in depth the contemporary neoliberal approach to development. Globalization is the force that drives economic, social and political processes in Latin America. The course will include case studies as well the social conflicts generated by the increasing polarization of the society. Students will be exposed to important sociological theories.
Instructor(s): M. von der Heydt-Coca
Area: Social and Behavioral Sciences.

AS.230.347. Quantitative Data Management with SAS.
This course provides an introduction to SAS, one of the most popular statistical programming packages in social research, economics, public health, and business. Topics to be covered include importing data, recoding variables, conditional processing, merging datasets, and producing descriptive statistics. Students must have a lap-top computer and purchase a student version of SAS through JHU IT.
Instructor(s): D. Thompson
Area: Quantitative and Mathematical Sciences.

A Community Based Learning (CBL) course organized through the Center for Social Concern, we will collaborate with Housing Our Neighbors (HON) http://www.honbaltimore.org, a local organization comprised of people experiencing homelessness, allies and advocates promoting the human right to housing to examine and engage the vacant housing crisis in Baltimore. Students will be expected to participate in organizing and community sessions as well as ongoing research into the Baltimore vacant property market and ultimately seek to transform housing into a right for all people.
Instructor(s): D. Pasciuti
Area: Social and Behavioral Sciences.

This course is a survey of contemporary social movements in sub-Saharan Africa. The course will begin with an introduction to social movement theory. Subsequent weeks will each focus on a different type of movement (e.g. independence movements, labor movements, women’s movements, environmental movements, etc.) The limited coverage of African issues in the US media tends to focus on either catastrophes or on development projects that are driven by international NGOs and the governments of northern countries. Through this course, students will gain a clear understanding of the broad range of actions that African civil society is using to address social problems throughout the continent. Materials used will include academic analysis of movements, writings by movement participants themselves, and films. The course will also introduce students to the most widely used social movement theories. Because these theories have been largely developed by social scientists in northern countries, the students will be asked to assess their applicability to African movements. Through this critical application of social theory, students will investigate the specific possibilities and constraints facing social and political actors in contemporary Africa. Cross listed with Dean’s Teaching Fellowship, International Studies (CP) and Africana Studies.
Instructor(s): B. Scully
Area: Social and Behavioral Sciences.

AS.230.357. Baltimore as an Urban Laboratory.
This course uses the city of Baltimore as a lens through which to explore issues of urban inequality. We will focus on Baltimore’s history of racial segregation and concentrated poverty, and its effect on the social and economic well-being of the city and its residents, with attention to education, employment, health and crime. Students will learn how to employ Census data, GIS approaches, and sociological research to inform questions about population change, inequality and the distribution of resources across the city and metropolitan region. Students will also work on one or more policy relevant studies based in Baltimore, including: a project on abandoned and vacant housing, a desegregation intervention, and a longitudinal study of inner city youth. Finally, students will become familiar with Baltimore City’s programs and policy approaches to addressing the city’s most pressing problems, and will design innovative and effective and innovative solutions as part of their course assignments. Enrollment restricted to Social Policy minors only.
Prerequisites: Students that took AS.360.357 may not take AS.230.357
Instructor(s): S. Deluca
Area: Social and Behavioral Sciences.
This research seminar will be run as a collective research working group in which we will carry-out a research project on the waves of social unrest around the world from the 19th century to present. The research project seeks to shed light on the recent (post-2008) global upsurge of labor and social unrest -- from the Arab Spring to Occupy Wall Street, from the anti-austerity movements roiling Europe to the wave of workers’ protests taking place in China (including the factories where Ipods, Ipads and Iphones are assembled) -- by comparing it with analogous historical periods since the early nineteenth century. We will document the spread and characteristics of this global wave as well as exploring its causes and consequences. The course will be devoted to the (i) theoretical discussions about major historical waves of social protest and labor unrest in the world, (ii) methodological discussions regarding data collection procedures using digital archives of historical newspapers (including reliability studies), (iii) data-coding, and (iv) substantive analysis of major waves of social protest. This course is suitable for students who are interested in deepening their understanding of the dynamics of global social protest as well as in deepening their experience with hands-on research on a topic of contemporary social and political relevance.
Prerequisites: AS.230.265 OR AS.230.325 OR permission of the instructor.
Instructor(s): T. Nelson
Area: Social and Behavioral Sciences.

AS.230.361. Class and Culture.
This course examines the intersection of social class and culture—both the popular culture of movies, TV, music, etc, and “culture” in the anthropological sense as the shared way of life of a people. The course is divided into three main sections: 1) concepts of class, culture and the ways in which they interact; 2) cultures of each major class within American society, beginning with the “Old” and “New Money” classes, the “New Class” of intelligentsia, the much-invoked Middle Classes, the shrinking Working Class, and continuing through the poverty-stricken Lower Classes; 3) issues of cultural consumption and production and their role in reproducing the class structure.
Instructor(s): T. Nelson
Area: Social and Behavioral Sciences.

This course focuses on the relationship between international migration and development. The course first introduces theories of international migration, immigrant integration, and international development. Building on this foundation, we then examine how immigrants interact with their homeland and how sending country governments tap their diaspora to improve development outcomes. Cross-listed with International Studies (CP, IR). Fulfills Economics requirement for IS GSCD track students only.
Instructor(s): L. Hao; R. Agarwala
Area: Social and Behavioral Sciences.

The “grabbing” of land and natural resources has, in recent years, generated widespread political conflict across the Global South and put dispossession on the agenda of academics and policy-makers. Nevertheless, compared to other social relations—such as labor exploitation—dispossession has not been central to social scientific understandings of capitalism, the state, “development,” or politics. In this class, we will collectively explore the nascent field that we might call the sociology of dispossession. We will begin with existing theoretical approaches to the problem, and then proceed to challenge, reconstrcut or supplant those theories as we consider a wide range of historical examples of dispossession—including the English enclosures, colonial plunder, large dams, mining, water privatization, Special Economic Zones, transnational agricultural investments, conservation projects, and climate-induced displacement. Students will write weekly reading responses and a final paper.
Instructor(s): M. Levien
Area: Social and Behavioral Sciences.

This course provides a framework for understanding and analyzing different forms of ethnic violence including ethnic riots, ethnic wars, and genocides around the world. Beginning with foundational texts on defining ethnic groups, we will examine causes and dynamics of ethnic mobilization and violence from different disciplines and perspectives. Throughout the course, we will explore texts that treat key themes in studies of ethnic violence including globalization, economic development, inequality, dismantling of the developmental state, migration, state formation and failure, conflict resolution, and democratization; focusing on various cases of ethnic violence in different regions including Eastern Europe, Basque Region, Turkey, Sudan, India, Sri Lanka, China, and historical cases like Northern Ireland. Fulfills Non-Western History (NWHIST) requirement for IS GSCD students only.
Instructor(s): S. Kumral
Area: Social and Behavioral Sciences.

This course offers a broad survey of urban development in the United States by examining both the intended and unintended consequences of urban planning. Using a comparative-historical framework, issues of power, conflict, representation, participation, and planning within urban development and the American city will be addressed and critiqued with specific reference to Baltimore. Cross listed with International Studies (AP). Fulfills History requirement for IS GSCD track students only.
Instructor(s): D. Pasciuti
Area: Social and Behavioral Sciences.
AS.230.367. Islamic Finance.
Today, Islamic finance is a global industry comprising nearly $2 trillion in assets, with hubs from Kuala Lumpur to Dubai to London. But half a century ago, nothing called “Islamic finance” existed. So where did Islamic finance come from? Why is it growing so fast? And what does it mean for finance to be Islamic? We discuss the ban on riba in the Quran and hadith, finance in early and medieval Islamic societies, petrodollars and the birth of Islamic banking in the 1970s, the rise of Islamic capital markets since 2000, contemporary shariah-compliant financial structures, and the constitution of piety through financial practice.
Instructor(s): R. Calder
Area: Social and Behavioral Sciences.

AS.230.369. Sociology in Economic Life.
This course discusses how geopolitics, technology as well as social differentiation (such as race, class and gender) shape the structure of economic actions. Special attention will be paid to patterns of state-business relationship, labor processes, migrant economy, globalization and international division of labor.
Instructor(s): H. Kuo
Area: Social and Behavioral Sciences.

AS.230.371. Sociology of Rock. 3 Credits.
This course examines the history and dynamics of rock music using key concepts and perspectives from sociology. The course is divided into four sections, each of which examines the phenomenon of rock music from a different analytical perspective. The first section on the origins of rock looks at the confluence of developments in post-war America, especially in terms of race, class and generational change, which produced this new musical form. The second section, “Rock as Cultural Production,” looks at all aspects of the rock “field,” not just artists and audiences but record labels, stores, DJ’s and radio stations, the music press and journalists, performance venues. The third section examines rock as a force for social change and protest from the 1960s until present, and the final section examines the performative aspects of rock as a kind of “interaction ritual” with its own microsociological dynamics.
Instructor(s): T. Nelson
Area: Social and Behavioral Sciences
Writing Intensive.

This class introduces popular resistance in post-1978 China, examining its socioeconomic, political, and cultural background, various types of protests by multiple social groups, and outcomes of protests. Cross listed with Dean’s Teaching Fellowship.
Instructor(s): Y. Li
Area: Social and Behavioral Sciences.

AS.230.373. Urban Sociology.
This course will explore the growth and development of urban areas, and how cities create, influence, and perpetuate social and economic inequalities. It will explore how the community environment shapes social interactions, identities, and attitudes. Specific topics will include urban poverty, residential segregation, housing, crime, and health.
Instructor(s): M. Greif
Area: Social and Behavioral Sciences.

AS.230.374. Poverty and Public Policy.
This course examines the causes and consequences of U.S. urban poverty, its implications for health and wellbeing, and explores strategies for addressing it. We cover the major theoretical explanations scholars have advanced to explain the persistence of urban poverty including labor markets, residential segregation, welfare policy, family structure, and the criminal justice system. Within each topic area, students are introduced to a range of interventions aimed at alleviating urban poverty. Students will conduct a formal policy analysis of 20 pages and participate in a mock congressional hearing. Enrollment restricted to Social Policy minors only.
Prerequisites: Students that took AS.360.372 may not take AS.230.374.
Instructor(s): K. Edin
Area: Social and Behavioral Sciences.

AS.230.375. Nations, States, and Boundaries.
This course explores the historical origins and development of the modern global political order based on sovereign nation-states, the crisis of this order through the twentieth century, as well as the unraveling of this order at the turn of the twenty-first century. We will focus on how dominant political organizations in the changing world order (such as states, political parties, and transnational governing bodies) have been shaped by different social forces (such as classes and ethnic groups) and vice versa. Topics covered include rise and fall of modern nationalism, formation of regional and global governing structures, “civilizational” turn of global politics, waves of separatism and redrawing of nation’s boundaries after the Cold War, politics of immigration and citizenship, among others.
Instructor(s): H. Hung
Area: Social and Behavioral Sciences.

This course addresses two primary questions: What social elements influence the varieties of religious belief, organization and action? What are the consequences of these forms of religious expression for both individuals and for society? In addition to readings and exams, students will also attend two different religious services over the course of the semester.
Instructor(s): T. Nelson
Area: Social and Behavioral Sciences.

This seminar examines the theories and historiography of colonialism and anti-colonial movements. It focuses on the establishment of the colonial division of labor, comparative colonialism, identity formation, and nationalism as well as anti-colonial movement.
Instructor(s): H. Kuo
Area: Social and Behavioral Sciences.

Seminar for Sociology students writing senior honors theses and conducting pre-approved independent research projects. Sociology majors only. Permission of instructor.
Instructor(s): K. Edin
Area: Social and Behavioral Sciences.
This course examines the causes and consequences of U.S. poverty and explores strategies for addressing it, with some comparisons to other rich nations. We cover the major theoretical explanations scholars have advanced to explain the persistence of poverty and inequality including labor markets, residential segregation, welfare policy, family structure, and the criminal justice system. Within each topic area, students are introduced to contemporary policy approaches aimed at alleviating poverty, and evaluations of these approaches.
Instructor(s): K. Edin
Area: Social and Behavioral Sciences.

AS.230.381. Sociology of the Middle East and North Africa.
This course takes a sociological approach to the contemporary Middle East and North Africa. Topics include urbanization and demographic change; rentier welfare states and the global political economy of oil; women in higher education and the labor force; the 2011 Arab Spring; conflict in Syria, Libya, and Yemen; Amazigh (Berber) identity in northwest Africa; Israel-Palestine; “Dubai, Inc.” and the sociology of migrant labor; neoliberal Islamic politics in Turkey; cinema and everyday life in Iran; conservative monarchy in Morocco and Saudi Arabia; and the role of the United States in the MENA region. Students will give presentations, write memos, and submit two papers. One aim of the course is to turn students into clear, polished academic writers and thinkers.
Instructor(s): R. Calder
Area: Social and Behavioral Sciences.

This course will join an existing survey of the Housing Court in Baltimore City by the Public Justice Center (PJC) of Maryland to examine the role and process of evictions in the Baltimore civil litigation system. The course will examine the history of housing in Baltimore and the changing role of the courts in housing rights and law from the mid-20th century to the present. Working with the PJC’s Human Right to Housing Project, students will be expected to participate in the survey collection process by attending Rent Court and participating in the data collection process, followed by cleaning and analysis of the data. Counts as American Politics/Sociology of the United States for GSCD Track.
Prerequisites: AS.230.205 AND AS.230.265 or permission of instructor
Instructor(s): D. Pasciuti
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

AS.230.384. Global Urbanism: Planet of Slums or World Cities?.
Cities are at the forefront of a range of global governance challenges. This course will address the relationship between development and the political and economic structure of the world economy in the built environment of the city. By drawing upon both classical texts about cities (do they still work for us, what can they account for) and on a diverse literature on cities and slums, we will focus our attention to the contemporary challenges faced in cities both in the more developed and in the developing world. Through a variety of disciplinary perspectives we will try to understand the underlying social and economic changes and the profound transformations under way throughout the global urban world. Fulfills IR or CP requirement for International Studies students and Political Sociology (IR or CP) for GSCD track. (Formerly AS.191.349)
Instructor(s): D. Pasciuti
Area: Social and Behavioral Sciences.

AS.230.385. Schooling, Racial Inequality and Public Policy in America.
After examining alternative explanations for why individuals obtain different amounts and types of educational training, the course focuses on how an individual’s family background and race affect his or her trajectory through the educational system. The course covers the specific challenges that have confronted urban schooling in America since the 1960s, including the classic literature on the effects of school and community resources on student achievement as well as the development and later evaluation of school desegregation policies. The course also considers case studies of current policy debates in the US, such as housing segregation and school resegregation, voucher programs for school choice, and the motivation for and consequences of the establishment of state-mandated testing requirements. Throughout the course, emphasis is placed upon the alternative modes of inquiry and writing which opposing scholars, policymakers, and journalists use to address these contentious topics.
Instructor(s): A. Cherlin
Area: Social and Behavioral Sciences.

Sociological perspectives on contemporary family life, including marriage and divorce, cohabitation, single parenthood, same sex partnerships, children’s wellbeing, balancing work and family responsibilities, domestic violence, and government policy toward families.
Instructor(s): S. Morgan
Area: Social and Behavioral Sciences.

AS.230.391. Theories of International Development.
This course will cover major theoretical approaches to the study of development. We will begin with foundational political economic texts (including those of Adam Smith, Karl Marx, and Karl Polanyi). After setting the historical context of decolonization, we will then proceed to cover major theoretical approaches to the study of development in the past sixty years, including: modernization theory, dependency and world systems analysis, state-centered approaches, neo-institutionalism, the capabilities approach, political-economy, post-development, feminism, the Washington consensus, social capital, experimental economics, and contemporary sociological reconstructions of Marx, Smith and Polanyi. Cross listed with International Studies (IR); fulfills IS Economics requirement for GSCD track students only.
Instructor(s): M. Levien
Area: Social and Behavioral Sciences.
AS.230.395. Contemporary Social Theory.
This course will examine how major social theorists of the 20th century advanced upon the “classical” social theories of Marx, Weber, and Durkheim. As they grappled with the historical events and social concerns of the 20th century—the Russian revolution and its degeneration into Stalinism, the failure of communist movements in the West, the rise and fall of fascism and Nazism, the consolidation of capitalist democracies and welfare states, the emergence of anti-colonial movements in the “Third World,” and the persistence of race, gender and sexuality as forms of domination—social theorists provided novel answers to classical questions of social theory: 1) what is the structure of modern society, how does it change, and how is it reproduced?; 2) what is the relation between social structures and ideas, knowledge, and subjectivity?; and 3) what are the conditions of possibility for human freedom? Theorists to be covered include Antonio Gramsci, W.E.B. Du Bois, Georg Lukacs, Talcott Parsons, Herbert Marcuse, Jurgen Habermas, Louis Althusser, Pierre Bourdieu, Michel Foucault, Nancy Fraser, Patricia Hill Collins, Judith Butler, and Henri Lefebvre. In addition to understanding and comparing the theories, we will try to use them to understand contemporary societies.
Instructor(s): M. Levien
Area: Social and Behavioral Sciences.

This seminar surveys texts that treat key problems of political sociology including the rise of the modern state, the relationship between political and economic power, the origins and nature of liberal democracy, the nation-state and nationalism, states and war, states and welfare, sources of authority, ideology and political contention, social movements, and social revolutions. Fulfills Comparative Politics for International Studies.
Prerequisites: AS.230.213
Instructor(s): J. Andreas
Area: Social and Behavioral Sciences.

This course reviews the evolution of the literature on economic development over the past half-century and evaluates its strengths and weaknesses in light of developmental experiences in Africa, Asia and Latin America. Course lectures are by Dr. Brian Van Arkadie, an economist with decades of experience in the international development field including as a consultant for the World Bank, the United Nations Development Program and to numerous governments ranging from Tanzania and Uganda to Egypt and Vietnam.
Instructor(s): B. Silver; B. Van Arkadie
Area: Social and Behavioral Sciences.

Research-oriented course on the dynamics of labor and social movements from global and comparative-historical perspective.
Prerequisites: AS.230.265 AND AS.230.325
Instructor(s): S. Karatasli
Area: Social and Behavioral Sciences.

In this course we will examine contemporary Chinese society, looking at economic development, rural transformation, urbanization and migration, labor relations, changes in class structure and family organization, health care, environmental problems, governance, and popular protest. The course is designed for both graduate and undergraduate students. Undergraduates must have already completed a course about China at Hopkins. Cross-listed with East Asian Studies.
Instructor(s): J. Andreas
Area: Social and Behavioral Sciences.

AS.230.435. The China Boom.
This course addresses the origins, global impacts, and demise of China’s economic ascendency as a world economic and political powerhouse at the turn of the twenty-first century. The course will cover the historical origins of the China boom and impacts of the boom on global political economic order. It will also address the social-political imbalances within China that contribute to the global financial crisis and recent slowdown of the Chinese economy. Particular topics include late imperial and Maoist legacies’ relation to contemporary economic growth, stages of China’s capitalist development, China’s outward investment in the developing world, formation and limits of US-China economic symbiosis, and China’s participation in global governance, among others.
Instructor(s): H. Hung
Area: Social and Behavioral Sciences.

This course examines stratification in the modern world economy from the 16th century to today, covering classical and contemporary theoretical perspectives and empirical studies on the hierarchical structure of the capitalist world economy (including Baranko Milanovic, Thomas Piketty, Andre Gunder Frank, Giovanni Arrighi, Christopher Chase-Dunn, P. Korzeniewicz and T. Moran, W. W. Rostow). Students will be expected to recreate and extend these empirical studies and engage in a quantitative discussion of theories of global inequality and development. In doing so, we will discuss how methodological choices, research designs, choice of indicators and inequality measures affect the outcomes and conclusions of this research. Using this theoretical and empirical background, the course will engage key questions on the contemporary and historical conditions of world inequality such as, has world income inequality been increasing or decreasing over time? Do we see stability or change in the hierarchical structure of the capitalist world economy? What are the consequences for contemporary rise of China and recent global financial meltdown for world income inequality? What will stratification in the world economy look like in the 21st century? Counts as IR/Global Sociology or Economics/Economic Sociology for GSCD Track.
Prerequisites: AS.230.150 AND AS.230.265 or permission of instructor
Instructor(s): D. Pasciuti; S. Karatasli
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

Instructor(s): Staff.

Instructor(s): H. Hung; K. McDonald; S. Morgan.

AS.230.502. Senior Honors Program.
Instructor(s): Staff.

Instructor(s): Staff.
AS.230.507. Internship.
Instructor(s): B. Silver; H. Hung; J. Andreas; Staff.

AS.230.508. Internship.
Instructor(s): A. Cherlin; H. Hung; L. Hao; M. Levien; S. Morgan.

AS.230.509. Independent Study.
Instructor(s): P. Bennett.

AS.230.570. Internship-Intersession.

Instructor(s): A. Cherlin; K. McDonald.

AS.230.599. Independent Study.
Instructor(s): Staff.

AS.230.600. Introduction to Social Statistics.
This course will introduce students to the application of statistical techniques commonly used in sociological analysis. Topics include measures of central tendency and dispersion, probability theory, confidence intervals, chi-square, anova, and regression analysis. Hands-on computer experience with statistical software and analysis of data from various fields of social research.
Instructor(s): D. Pasciuti
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

AS.230.602. Theories of Society.
Intensive readings from classical theorists (including Marx, Weber, and Durkheim) form the core of this course. Emphasis is placed on exploring the utility of social theory for formulating important sociological questions and conceptualizing social research.
Instructor(s): J. Andreas.

AS.230.603. Contemporary Social Theory.
This course will explore several important traditions in contemporary social theory, including structural-functionalism, micro-interactionism, exchange and rational choice, post-structuralism, discourse and narrative analysis, and efforts by recent theorists to extend, synthesize, supplement, and revise Marx and Weber’s explanations of inequality, group conflict, and macro-level social change, including world systems analysis.
Instructor(s): M. Levien.

A seminar in multiple regression (least squares and alternative estimation procedures) with a focus on sociological problems and software applications. Extensions to hierarchical linear models will be included. Graduate students should have completed AS.230.600 or the equivalent. Undergraduates only admitted with instructor's permission, and AS.230.205 or equivalent. Recommended Course Background: AS.230.205, AS.230.600 or equivalent.
Instructor(s): J. Burdick-Will.

AS.230.605. Categorical Data Analysis.
This course provides the students with a set of statistical tools to understand and interpret social science research dealing with categorical dependent variables and to prepare students to apply these models in their own research. The models covered in the course include logit, probit, Poisson, and log-linear models, as well as multi-level models of categorical dependent variables.
Instructor(s): L. Hao
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

This is an intensive reading seminar on working class formation from a comparative, historical and global perspective, including theoretical and empirical (case study) readings on changes over time in labor process, labor markets, and labor movements. We will build on a range of local case studies to establish spatial and temporal patterns, and discuss the connections between these global patterns and the dynamics of historical capitalism.
Instructor(s): B. Silver.

AS.230.608. Proseminar In Sociology.
Individual one-hour presentations by faculty members will introduce students to the faculty’s substantive interests and research styles.
Instructor(s): B. Silver.

Advanced seminar for PhD students who are preparing their dissertation proposals or writing their dissertations. Sociology graduate students only.
Instructor(s): L. Hao.

AS.230.611. World-Historical Sociology.
In this seminar we will read key texts in comparative sociology. The topics covered are cross-national sociology, comparative national development, comparing world-systems, the modern world-system, globalization, and social movements.
Instructor(s): H. Hung.

AS.230.612. Seminar on Social Inequality.
This seminar attempts a broad survey of sociological theorizing and research on social stratification and the role of social institutions in generating and mitigating inequality.
Instructor(s): K. Edin; S. Deluca.

A discussion-oriented seminar focused on major recent writings on the family, in both the developed and developing nations.
Instructor(s): A. Cherlin.

Instructor(s): A. Cherlin.

AS.230.616. Researching Race, Class, & Gender.
This advanced graduate seminar is designed to help graduate students sort out whether they are headed for careers as race, gender, or class specialists. We will review major sociological work in these sub-fields and work to determine what common elements of these publications makes them a stand out in the discipline. Then students will be asked to craft projects of their own.
Instructor(s): K. McDonald.

In-depth reading and discussion of theories and research on immigration to the U.S. theoretical issues include international migration, immigration, and assimilation. Research topics include: the impact of U.S. immigration laws on immigrant inflows and stocks, self-selection of immigrants, the impact of immigration on the native-born population, and the adaptation of the first and second generations. The course focuses on immigration since 1965 and its related controversies and debates.
Instructor(s): L. Hao.
AS.230.623. Causal Inference. This course introduces strategies for estimating causal effects from a counterfactual perspective, uniting the potential outcome model with causal graph methodology. After an examination of the primary features of the counterfactual perspective and criteria for causal effect identification, the course will consider data analysis techniques such as matching, regression from a potential outcome perspective, inverse probability of treatment weighting, instrumental variable estimators of local average treatment effects, and estimation via exhaustive mechanisms. Instructor(s): S. Morgan.

AS.230.624. Educational Inequality and Social Context. This course engages students in the study of educational inequality through in depth readings on poverty, culture, the family, neighborhoods and public policy. Instructor(s): S. Deluca.

AS.230.625. Seminar on International Development. This seminar offers a graduate level introduction to the theoretically guided study of national development. The first part of the course analyzes the development theories that dominated the first four decades of the development effort. The second half of the course examines more recent perspectives that have attempted to fill the intellectual void left by the demise of the development paradigm. Throughout the seminar, discussions and readings will focus on the intellectual history of the development theories. What are the relevant questions to ask and what are the appropriate units of analysis for the study of social and political change? What forces have propelled transformations across the world? What explanatory power do the theories hold for our future? Instructor(s): R. Agarwala.

AS.230.633. 21st Century Capitalism. TBD Instructor(s): B. Silver; C. Nealon.

AS.230.634. 21st Century Capitalism II. Permission of instructor required. Instructor(s): B. Silver; C. Nealon.

AS.230.635. PGSC Research Seminar. Working seminar focusing on new research in the field of comparative and world-historical sociology. Sociology graduate students or permission of instructor. Instructor(s): R. Calder.

AS.230.636. Research Designs for Causal Inference and Mixed Methods. This course is designed to help students think critically, theoretically, and empirically about issues in design of sociological research that aims to answer causal questions and incorporate mixed methods approaches. Specifically, we will focus on: 1) Understanding causal inference and the objectives of social science; 2) Learning the types of validity in research designs; 3) Becoming familiar with the elements of experimental research design, such as treatment, observation and assignment; 4) Comparing and contrasting experimental and quasi-experimental designs and their applications for the study of social processes and social problems; 5) Understanding designs that employ mixed methods to answer questions of social and policy importance. The course will give a general overview of the challenges of causal inference, but we will focus on research in a few specific areas, such as education and urban sociology, for the sake of consistent, coherent examples. Sociology/Statistics background is helpful, but not required. Instructor(s): S. Deluca.

AS.230.638. 21st Century Capitalism IV. Instructor(s): B. Silver; C. Nealon.

AS.230.640. Field Methods for Studying Urban Poverty. This course is designed to help students understand the important theoretical and empirical considerations required to design, collect and analyze sociological data in urban settings. Emphasis will be given to the practical aspects of fieldwork and data collection, as well as the benefits and challenges of mixed methods research designs. The significance of research for public policy will also be highlighted. The workload for each semester will vary, usually tackling one or more of the following aspects of conducting research in urban settings: moving from theoretical puzzles to research questions; designing interview guides; designing human subjects/IRB protocols; preparing logistics for fieldwork; interview training; actual interviewing in the field; writing field notes; analyzing data from interviews; writing papers from qualitative data; blending GIS, qualitative and quantitative data to answer questions. Admission is granted by permission from instructor only. Instructor(s): S. Deluca.

AS.230.641. Urban Youth and Inequality. Popular television shows and news media cast stark images of urban youth that range widely from notorious “corner boys” and controversial teen moms, to the celebrated examples of those writers, athletes and artists who beat the impossible odds of their backgrounds. This course takes a more systematic look at this population, with a sociological focus on the demography and social processes that characterize the transition to adulthood for disadvantaged youth growing up in America’s cities. We will also examine the role of family, neighborhood, schools and peers in affecting the transition from high school to work and college, early family formation, and participation in risky behavior. Previous and contemporary policy approaches to addressing inequality among these young adults will also be explored. Instructor(s): S. Deluca.

AS.230.642. Advanced Topics in Education Research. Instructor(s): S. Plank.

AS.230.643. Sociological Analysis. An intensive analysis of a wide range of sociological studies, designed to acquaint the student with how sociologists deal with important theoretical issues, using a variety of methods and sources of data. Particular attention will be paid to the logical coherence of the studies and to the fit between data and interpretation. Instructor(s): H. Hung Area: Social and Behavioral Sciences.

AS.230.645. PSI Research Seminar. Seminar focusing on new research in the study of social inequality, with an emphasis on education, neighborhoods, race, family dynamics, health and social policy. Sociology graduate students or permission of instructor. Instructor(s): S. Deluca.
AS.230.647. Agrarian Change.
This course will explore questions related to historical and contemporary trajectories of agrarian change. It begins with classical theoretical debates on the distinctiveness of peasants and their prospects under capitalism. It will then turn to major themes of agrarian change in the twentieth century: modes of production, class polarization and differentiation, peasant wars, moral economies, everyday resistance, collectivization and decollectivization, food regimes, and depeasanization. It will conclude with new themes in agrarian change, with a particular emphasis on contemporary forms of land dispossession and repossession. The course will be structured as a reading-intensive research seminar.
Instructor(s): M. Levien.

AS.230.649. Qualitative Research Methods: Domestic and International Fieldwork.
This course discusses the conceptualization of qualitative research involving fieldwork, and the collecting, analyzing, and reporting of sociological field data in both domestic and international settings. Data collection techniques such as intensive interviewing, participant-observation, document analysis, and ethnography are included. The course also covers the logic of qualitative inquiry, choosing research sites and cases, engaging archival sources, judging the validity and reliability of data, and software-based data analysis.
Instructor(s): K. McDonald; R. Pasciuti
Area: Social and Behavioral Sciences.

AS.230.650. Macro-Comparative Research.
The course examines methods of studying long-term, large-scale social change. Both qualitative and quantitative methods are covered.
Instructor(s): B. Silver.

AS.230.651. Political Sociology.
This seminar surveys key problems of political sociology including the rise of the modern state, the origins and nature of liberal democracy, the relationship between political and economic power, the nation-state model and nationalism, ideology and political contention, collective identity, and collective action.
Instructor(s): J. Andreas
Area: Social and Behavioral Sciences.

This course presents an in-depth study of racial and ethnic residential segregation and its relationship to social inequality. Through various theoretical perspectives, students will explore the history and contemporary patterns of residential segregation in the United States. In doing so, students will learn about the persons, organizations, and social phenomena that contribute to neighborhood segregation, such as homeowner associations, federal and local governments, developers, as well as differences between groups in racial preferences and socioeconomic status. Through both classics in urban sociology and contemporary works, students will gain insight into the causes of segregation, as well as its social, economic, and demographic consequences.
Instructor(s): P. Bennett.

AS.230.685. TRP PROPOSAL SEMINAR.
This seminar includes all members of the second year cohort of sociology graduate students. Class meetings will provide feedback and guidance as students develop proposals for their Trial Research Papers. The course will also include a series of professional developments seminars. For Sociology PhD students only.
Instructor(s): A. Cherlin.

AS.230.690. TRP PRESENTATION SEMINAR.
This seminar includes all members of the third year cohort of sociology graduate students. Class meetings will provide feedback and guidance as students revise the final drafts of their Trial Research Papers. For Sociology PhD students only.
Instructor(s): A. Cherlin.

AS.230.800. Independent Study.
Sec. 01 - Morgan Sec. 02 - Hung Sec. 03 - Cherlin Sec. 04 - Hao Sec. 05 - Levien Sec. 06 - McDonald Sec. 07 - Greif Sec. 08 - Andreas Sec. 09 - Edin Sec. 10 - DeLuca Sec. 11 - Silver Sec. 12 - Agarwala Sec. 13 - Agree Sec. 14 - Nelson Sec. 15-Burdick-Will Sec. 16--Calder
Instructor(s): Staff.

Sec. 01 - Morgan Sec. 02 - Hung Sec. 03 - Cherlin Sec. 04 - Hao Sec. 05 - Levien Sec. 06 - McDonald Sec. 07 - Greif Sec. 08 - Andreas Sec. 09 - Edin Sec. 10 - DeLuca Sec. 11 - Silver Sec. 12 - Agarwala Sec. 13 - Agree Sec. 14 - Nelson Sec. 15-Burdick-Will Sec. 16--Calder
Instructor(s): Staff.

Sec. 01 - Morgan Sec. 02 - Hung Sec. 03 - Cherlin Sec. 04 - Hao Sec. 05 - Levien Sec. 06 - McDonald Sec. 07 - Greif Sec. 08 - Andreas Sec. 09 - Edin Sec. 10 - DeLuca Sec. 11 - Silver Sec. 12 - Agarwala Sec. 13 - Agree Sec. 14 - Nelson Sec. 15-Burdick-Will Sec. 16--Calder
Instructor(s): Staff.

Sec. 01 - Morgan Sec. 02 - Hung Sec. 03 - Cherlin Sec. 04 - Hao Sec. 05 - Levien Sec. 06 - McDonald Sec. 07 - Greif Sec. 08 - Andreas Sec. 09 - Edin Sec. 10 - DeLuca Sec. 11 - Silver Sec. 12 - Agarwala Sec. 13 - Agree Sec. 14 - Nelson Sec. 15-Burdick-Will Sec. 16--Calder
Instructor(s): Staff.

Sec. 01 – Morgan Sec. 02 – Hung Sec. 03 – Cherlin Sec. 04 – Hao Sec. 05 – Levien Sec. 06 – McDonald Sec. 07 – Greif Sec. 08 – Andreas Sec. 09 – Edin Sec. 10 – DeLuca Sec. 11 – Silver Sec. 12 – Agarwala Sec. 13 – Agree Sec. 14 – Nelson Sec. 15–Burdick-Will Sec.16--Calder
Instructor(s): Staff.

AS.230.811. Teaching Assistantship.
Sec. 01 - Morgan Sec. 02 - Hung Sec. 03 - Cherlin Sec. 04 - Hao Sec. 05 - Levien Sec. 06 - McDonald Sec. 07 - Greif Sec. 08 - Andreas Sec. 09 - Edin Sec. 10 - DeLuca Sec. 11 - Silver Sec. 12 - Agarwala Sec. 13 - Agree Sec. 14 – Nelson Sec. 15-Burdick-Will Sec. 16--Calder Sec. 17--Pasciuti Sec. 18--Von Der Heydt-Coca Sec. 19--Upadhyay
Instructor(s): Staff.

AS.230.815. Trial Research Paper I.
Sec. 01 - Morgan Sec. 02 - Hung Sec. 03 - Cherlin Sec. 04 - Hao Sec. 05 - Levien Sec. 06 - McDonald Sec. 07 - Greif Sec. 08 - Andreas Sec. 09 - Edin Sec. 10 - DeLuca Sec. 11 - Silver Sec. 12 - Agarwala Sec. 13 - Agree Sec. 14 – Nelson Sec. 15-Burdick-Will Sec. 16--Calder
Instructor(s): Staff.

AS.230.816. Trial Research Paper II.
Sec. 01 - Morgan Sec. 02 - Hung Sec. 03 - Cherlin Sec. 04 - Hao Sec. 05 - Levien Sec. 06 - McDonald Sec. 07 - Greif Sec. 08 - Andreas Sec. 09 - Edin Sec. 10 - DeLuca Sec. 11 - Silver Sec. 12 - Agarwala Sec. 13 - Agree Sec. 14 – Nelson Sec. 15-Burdick-Will Sec. 16--Calder
Instructor(s): Staff.
AS.230.817. Trial Research Paper III.
Sec. 01 - Morgan Sec. 02 - Hung Sec. 03 - Cherlin Sec. 04 - Hao Sec. 05 - Levien Sec. 06 - McDonald Sec. 07 - Greif Sec. 08 - Andreas Sec. 09 - Edin Sec. 10 - DeLuca Sec. 11 - Silver Sec. 12 - Agarwala Sec. 13 - Agree Sec. 14 - Nelson Sec. 15-Burdick-Will Sec. 16--Calder
Instructor(s): Staff.

This course is for graduate students in the PhD program in Sociology to obtain graduate credit for work off campus that provides training and the development of skills in teaching and/or research. Before the practicum is begun, the graduate student must identify a sponsoring faculty member or seek permission from the student's faculty advisor. The faculty member or adviser must sign a form that certifies that graduate credit will be granted, verifies the nature of the work to be performed by the student and explains how the practicum helps to fulfill the degree requirement. Once completed, the sponsoring faculty member or adviser submits a grade of pass or fail for the student. This course may be used for Curricular Practical Training (CPT).
Instructor(s): Staff.

Cross Listed Courses
Political Science
AS.190.653. Organizations.
Graduate students only. “Organizations are the fundamental building blocks of economic, social and political life. This course will examine how different disciplines (sociology, economics, political science) approach the problem of explaining how organizations operate, as well as exploring the structure and development of a very wide range of organizations (firms, interest groups, charitable foundations, universities, militaries, bureaucracies, international organizations, and professions).
Instructor(s): S. Teles
Area: Social and Behavioral Sciences.

This class explores the relationship between two central concepts of International Relations: violence and world order. Some broad questions we will attempt to answer include: What is the role of violence in maintaining or producing certain world orders, both contemporary and historical? How do blatant and more hidden forms of violence work together to foreclose certain possibilities for social, political, and economic existence? How do different logics of violence produce hierarchies of gender, race, citizenship and class? What violence pasts and/or presents are concealed by contemporary ways of thinking about world order? We will explore diverse literatures from International Relations and political theory that addresses these questions. Readings will include contemporary work from International Relations theory as well as Franz Fanon, Michel Foucault, Judith Butler, Achille Mbembe and others. Assignments will include several analytic essays. Cross-listed with Sociology.
Instructor(s): L. Wilcox
Area: Social and Behavioral Sciences.

AS.191.349. Global Urbanism: Planet of Slums or World Cities.
This course will address the relationship between development and the political and economic structure of the world economy in the built environment of the city. By drawing upon both classical texts about cities (do they still work for us, what can they account for) and on a diverse literature on cities and slums, we will focus our attention to the contemporary challenges faced in cities both in the more developed and in the developing world. Through a variety of disciplinary perspectives we will try to understand the underlying social and economic changes and the profound transformations under way throughout the global urban world.
Instructor(s): D. Pasciuti.

Public Policy
AS.195.477. Intro To Urban Policy.
Perm. Req’d. 195.477 & 195.478 must be taken together by undergraduates Cross-listed with Political Science, Sociology, Public Health Studies, and Geography and Environmental Engineering
Instructor(s): S. Newman
Area: Social and Behavioral Sciences.

195.478 & 195.477 must be taken together by undergraduates Cross-listed with Political Science, Sociology, Public Health Studies, and Geography and Environmental Engineering
Instructor(s): S. Newman.

East Asian Studies
AS.310.204. Rural Development in Asia.
We will examine the transformation of the Asian countryside from the beginning of the twentieth century up until the present by looking at agrarian structure, economic and social development, collectivization and decollectivization, rural industrialization, agribusiness, sustainable agriculture, and rural unrest. Course materials combine theoretical readings with empirical case studies. While theoretical readings examine global processes involving Asia and elsewhere, case studies cover several Asian countries, with an emphasis on China and India.
Instructor(s): B. Gurel
Area: Humanities, Social and Behavioral Sciences.
A dramatic rise of popular protests in China today has spurred lively discussions about the causes, dynamics, and impact of these protests. This course will provide students with an opportunity to understand these issues by discussing the social, institutional and cultural background of protests, major forms of protest, social groups involved, government responses, and social implications of various kinds of protests. The first part of the course will explore significant socio-economic changes since 1978 and the effects of these changes on China’s social structure and stratification. This part will also examine changes in governance and political systems in the reform era and review important theories of contentious politics. The second part will examine protests by distinct social groups, including peasants, workers, homeowners, and ethnic minority groups, pro-democratic activists, among others. This part will identify similarities and differences in the demands and actions of different groups, introduce the major forms of popular resistance, and explore how the state deals with them accordingly. The course will conclude with discussion of the outcomes of social protests in China and make a cross-national comparison between protests in China and other authoritarian states. By taking China as an example, this course will enhance students’ knowledge about forms of popular contention and government responses in an authoritarian regime as well as help students develop analytical and critical thinking skills with regard to contentious politics.
Instructor(s): Y. Li
Area: Social and Behavioral Sciences.

Interdepartmental
This course will introduce students to basic concepts in economics, political science and sociology relevant to the study of social problems and the programs designed to remedy them. It will address the many inequalities in access to education and health care, unequal treatment in the criminal justice system, disparities in income and wealth, and differential access to political power. The focus will be on designing effective policies at the national and local level to address these pressing issues. This course is open to all students, but will be required for the new Social Policy Minor. The course is also recommended for students who are interested in law school, medical school, programs in public health, and graduate school in related social science fields. Cross list with Sociology, Economics and Political Science. Freshman, Sophomore and Juniors only.
Instructor(s): B. Morgan; D. Schlozman; K. Edin
Area: Social and Behavioral Sciences.

AS.360.372. Poverty and Public Policy.
This course examines the causes and consequences of U.S. urban poverty, its implications for health and wellbeing, and explores strategies for addressing it. We cover the major theoretical explanations scholars have advanced to explain the persistence of urban poverty including labor markets, residential segregation, welfare policy, family structure, and the criminal justice system. Within each topic area, students are introduced to a range of interventions aimed at alleviating urban poverty. Students will conduct a formal policy analysis of 20 pages and participate in a mock congressional hearing. Permission of instructor required.
Instructor(s): K. Edin
Area: Social and Behavioral Sciences.

This course analyzes the distinctive US welfare state in historical and comparative perspective. We begin with a survey of the policy context, an historical overview from the poorhouses through the Great Society, and a tour of welfare states across the rich democracies. We then survey developments – and explain the actual workings of policy – across jobs, education, welfare, pensions, and health care. We explore the institutional and political factors behind their divergent trajectories through conservative revival and the age of Obama. Students will write a seminar paper exploring policy development over time in a program or area of their choosing. Enrollment restricted to Social Policy minors only.
Instructor(s): D. Schlozman
Area: Social and Behavioral Sciences.

This course is designed for students who have completed either the Baltimore or Washington intensive semesters of the Social Policy Minor. The students will make presentations and pursue joint projects based on what they have learned during the intensive semesters concerning key social policy issues.
Instructor(s): A. Cherlin
Area: Social and Behavioral Sciences.

Program in Latin American Studies
The course examines a new wave of development theories and projects that have emerged in Latin America in response to changes such as the empowerment of indigenous movements, the rise of China, the contestation of U.S. hegemony and the current global crisis. Theoretical questions are examined in light of real case studies and reports from the United Nations. Cross-listed with Sociology
Instructor(s): F. Filomeno
Area: Humanities, Social and Behavioral Sciences.

Center for Africana Studies
AS.362.111. Introduction to Africana Studies.
Introduction to Africana Studies is designed to introduce you to the core concepts, theories, and thinkers of the black diaspora by means of a “keyword” approach. Each week we will focus on one keyword and the way it both shapes and is shaped by the African diaspora from the Trans-Atlantic Slave Trade to the middle of the twentieth century. I argue that much of the modern project, the assembly of institutions, ideas, interests, and identities, is a product of the brutal encounter between Europe, the Americas, and Africa. It is my hope that by the end of this course we will know more about how this encounter helped to construct modernity, and we will also know a bit more about how this encounter helped shape responses to it.
Instructor(s): L. Spence
Area: Humanities, Social and Behavioral Sciences.
Program in Museums and Society


Do museums have a social responsibility? What roles should they play in their communities? Should they be agents of social change or social justice? This course explores the ways in which museums engage with local communities. Students work in partnership with a specific museum to develop an original and fundable proposal as a response to protests in Baltimore in the wake of the death of Freddie Gray. Field trips and guest speakers will be a key feature of the course. M&S practicum course. CBL course. Cross-listed with Sociology.

Instructor(s): E. Maloney

Area: Humanities.

Space Science and Engineering

This minor is open to all students in the Whiting School of Engineering and the Krieger School of Arts and Sciences who have the prerequisites for the required courses. The objective of the Minor is to prepare students for a career in Space Science and Space Engineering, either directly as an entering professional in industry, government laboratories and other organizations or as a student in a graduate program. The educational goal of the Minor is to enable students to:

- Apply their understanding and mastery of the fundamental scientific, engineering, and mathematical principles obtained through their major subject of study to space science and space engineering.
- Develop an understanding and capacity for interdisciplinary approaches to technical activities.
- Improve their ability to work in multidisciplinary teams, which are typical in space and other complex technical activities, through interdisciplinary education and internship(s) or equivalent experience(s).

Minor in Space Science and Engineering

Requirements for the Minor:

- A Proposal and Course Plan, which must be approved by your adviser for the minor (hereafter referred to as the “Adviser”). The proposal must discuss a theme that unites the individual elements of the program (courses and internship(s)) into an intellectual whole.
- Five courses in Science and Engineering. One course is specified (AS.171.321 Introduction to Space, Science, and Technology) and the remaining four are chosen through your Proposal and Course Plan, which must be approved prior to taking the courses by the Adviser. All courses must be taken for a grade rather than satisfactory/unsatisfactory. A grade of C- or better is required. Courses that are named as requirements for the student’s major may not be used. However, courses that are not named, but satisfy an elective requirement for the major, may be used.
- An internship or equivalent experience in the field of space science and engineering is required. This must have prior approval from the Adviser.
- A brief report on the internship or equivalent experience to the Adviser.

For a detailed explanation of the minor and its requirements, including sample programs of study, please visit the Student Handbook for the Minor in Space Science and Engineering (http://krieger.jhu.edu/pa-intranet/academic-resources/student-handbook-for-the-minor-in-space-science-and-engineering).

Study of Women, Gender, and Sexuality

The Program for the Study of Women, Gender, and Sexuality (WGS) promotes interdisciplinary scholarship on women, gender, sexuality, and related issues. The program coordinates a wide array of course offerings for both undergraduate and graduate students. It incorporates non-Western intellectual traditions where gender and sexuality are discussed in relation to class, ethnicity, and race in everyday life, political organization, and situations of violent conflict. The program also provides opportunities for intellectual exchange across disciplines by sponsoring lectures, symposia, seminars, and workshops for faculty and students alike. Through both interdisciplinary and specialized courses, students are encouraged to develop critical and comparative approaches to the study of gender and associated topics; race, class, and violence being among them.

Courses in the program are taught by prominent faculty members from many disciplines and are cross-listed through a variety of departments. New courses are added each year. Recent offerings have included Feminist and Queer Theory, The Poetics and Politics of Sex, and seminars that incorporate non-Western perspectives on religion and sexuality. WGS also offers community-based learning, where students combine volunteer work in a local social service agency with a seminar that explores the connections between social justice and academic inquiry. Each of these courses is offered on a regular basis. Together, they form the basis of a flexible minor. More generally, the minor—which is open to students from any department—aims to help integrate work undertaken across a broad range of offerings in the humanities, sciences, and social sciences.

Minor

The requirements for the minor consist of six one-semester courses chosen from the core offerings and the offerings cross-listed with the Program for the Study of Women, Gender, and Sexuality.

Details about minor requirements include:

- Two core courses are required. In the recent past, the core courses have been Introduction to the Study of Women, Gender, and Sexuality, Feminist and Queer Theory, Gender and Health, The Poetics and Politics of Sex, Religion and Gender or Sexuality, and the community-based learning course Working for Social Justice in Contemporary Urban Space.
- Only two introductory 100- or 200-level courses may be counted toward the minor.
- With approval, students may elect to apply two semesters of independent study to fulfill the minor requirements.
- Students electing to minor in the Program for the Study of Women, Gender, and Sexuality may declare their intention to the program at any time, but they are encouraged to seek advice about course selection early in their academic careers.
- Students must earn a C- or better in all minor requirements and courses may not be taken satisfactory/unsatisfactory.
Minor Requirements *

Two core courses (selected from the following): 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AS.363.201</td>
<td>Introduction to the Study of Women, Gender, and Sexuality</td>
</tr>
<tr>
<td>AS.363.230</td>
<td>Life, Vitality, Affect: History of Science and Sexuality</td>
</tr>
<tr>
<td>AS.363.233</td>
<td>Introduction to Feminism and Queer Theory</td>
</tr>
<tr>
<td>AS.363.251</td>
<td>Religion and Sexuality</td>
</tr>
<tr>
<td>AS.363.260</td>
<td>Gender, Citizenship, and Politics</td>
</tr>
<tr>
<td>AS.363.300</td>
<td>Thirty Years of AIDS: Fatigue, Failure and Fantasies</td>
</tr>
<tr>
<td>AS.363.301</td>
<td>Feminist and Queer Theory: Politics and Performance</td>
</tr>
<tr>
<td>AS.363.325</td>
<td>Black Women, Feminism and Activism</td>
</tr>
<tr>
<td>AS.363.333</td>
<td>The Poetics and Politics of Sex</td>
</tr>
<tr>
<td>AS.363.350</td>
<td>Gender, Sexuality, and Religion: Muslim (In)Visibilities</td>
</tr>
<tr>
<td>AS.363.410</td>
<td>Worshipped Goddesses, Worshipping Women: Femininity, Religion, and Mythology in Ancient Greece</td>
</tr>
<tr>
<td>AS.363.417</td>
<td>Internship/Practicum: Critical Theory and the Possibility of Social Justice</td>
</tr>
</tbody>
</table>

Any course with the number 363.XXX

Four additional Women, Gender and Sexuality courses 12

Total Credits 18

* At least four 300- or 400-level courses are required for the minor.

While core courses offered in recent years are listed as options, not all courses listed as core courses will be offered on a regular basis and some may have been offered only once. They are listed to provide examples of the types of courses that may be offered.

For current course information and registration go to https://isis.jhu.edu/classes/

Please refer to departmental listings for more complete information. Some of these courses are offered on an irregular basis.

For current faculty and contact information go to http://anthropology.jhu.edu/wgs/directory.html

Faculty

Directors
Katrin Pahl
Director
Todd Shepard
Director

Associate Professors
Sam Chambers
Ph.D., Associate Professor (Political Science).
Jennifer Culbert
Ph.D., Associate Professor (Political Science).
Jeremy Greene

M.D., Ph.D., Associate Professor (Elizabeth Treide and A. McGehee Harvey Chair, History of Medicine).
Lori Leonard
Sc.D., Associate Professor (Health, Behavior and Society, Bloomberg School of Public Health).
Katrin Pahl
Ph.D., Associate Professor (German and Romance Languages and Literatures).
Todd Shepard
Ph.D., Associate Professor (History).

Visiting Assistant Professor
Aaron Goodfellow
Visiting Assistant Professor (Anthropology).

Assistant Professor
Clara Han
M.D., Ph.D., Assistant Professor (Anthropology).

Professor
Christopher Nealon
Ph.D., Professor (English).

Theatre Arts and Studies

The program offers a comprehensive approach to the arts of acting, directing, playwriting, and theatre history, along with the fundamentals of technical direction, play production, play analysis, and theatre management.

For those students who intend to prepare for a career in the theatre, the courses offered are taught exclusively by established professionals with experience on Broadway, in the best of regional theatres, and in many countries of the world.

For those students not focused on a career in theatre arts, the courses offer a broader perspective, an understanding of societal traditions and culture, and an appreciation for the arts, whether theatrical, literary, musical, or visual. Students pursuing careers in medicine, engineering, law, international relations, science, and others have been challenged and enriched by the school’s courses in theatre arts.

For those who seek careers in the arts, the acting and directing workshops, playwriting courses, and independent study opportunities provide rigorous training in acting and other theatre crafts, as well as an appreciation for and an understanding of the history of dramatic arts, its cultural significance, and the industries it has produced.

Located in the program’s home, the historic Merrick Barn, The Johns Hopkins University Theatre provides a vehicle for the fulfillment of student lab requirements. The University Theatre produces several plays each year in the John Astin Theatre and occasionally in the Meyerhoff Auditorium at the Baltimore Museum of Art, which adjoins the Homewood campus. Classes are also held in the Barn.

Theatre Arts and Studies Minor

All courses for the minor here must be taken for letter grades and receive a grade of C- or higher. Courses taken at another institution
may not apply towards the minor without permission of the Director of Undergraduate Studies.

AS.225.100 Introduction to Theatre 3
or AS.225.300 Contemporary Theatre & Film
AS.225.301 Acting & Directing Workshop I 3
AS.225.302 Acting & Directing Workshop II 3
AS.220.105 Fiction Poetry Writing I 3
One theatre history course: 3
One drama course in other program * 3
One additional theatre course ** 3
Total Credits 21

* Courses are identified by the POS-Tag THEA-DRAMA. Alternatively, another theatre history course from within the program (not counted towards another requirement) may apply towards this requirement with permission of the director of undergraduate studies.

** This course may be an acting, theatre production, playwriting, or theatre history course.

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

AS.225.100. Introduction to Theatre.
An introduction to the drama: how and why the theatre came into being; its role in human history; and how changing social structures in different regions and epochs have shaped different kinds of theatre, plays and performance. Also: how theatre "works" for us and on us, and the major plays of world drama.
Instructor(s): J. Martin
Area: Humanities.

Effective performance in musical theatre demands a committed analysis of the musical and dramatic values of the song and the libretto from which it springs, in order to develop a fresh, organic interpretation. This course will provide you with the training to both analyze and interpret musical theatre scenes and songs and to make the most of them in performance. Instructor Permission Only.
Instructor(s): M. Denithorne
Area: Humanities.

AS.225.300. Contemporary Theatre & Film.
An introduction to the performing arts, including an overview of theatre history, acting styles and the interaction of art and society. A personal view from inside.
Instructor(s): J. Astin
Area: Humanities.

AS.225.301. Acting & Directing Workshop I.
An introduction to the fundamentals of acting through exercises, improvisation, and work on scenes from established plays and Shakespearean sonnets, based on the teachings of Stanislavsky, Greet, Boleslavsky, Michael Chekhov, Clurman, and Meisner. This course also includes a brief survey of major playwrights. Plays will be read, analyzed, and employed in scene work. Interested students should attend the section of their choice on August 27th. By permission only, approval required.
Instructor(s): J. Astin
Area: Humanities.

AS.225.302. Acting & Directing Workshop II.
The Sanford Meisner repetition exercises are explored in detail. They form the basis of Workshop II. The Uta Hagen exercises are also pursued. As in Workshop I, the principal classroom activities will consist of scene work, exercises, lectures, and discussion. Some rehearsal will also take place during school hours. It is expected that substantial out-of-class time be spent on rehearsals and exercises. Recommended Course Background: AS.225.301
Instructor(s): J. Astin
Area: Humanities.

AS.225.303. Acting & Directing Workshop III.
Special attention is given to the development of spontaneity and emotional freedom using the principles of Workshops I and II. Hands on work with John Astin's "The Process" and the second Silverberg workbook are employed, along with the Uta Hagen text. Boleslavsky and Michael Chekhov are introduced. The Clurman, Meisner, Stanislavsky and Strasberg approaches are included. Substantial out of class time is required. Recommended Course Background: Two acting courses.
Instructor(s): J. Astin
Area: Humanities.

Faculty

Director
John Astin
Visiting Professor (Dramatic Arts), Writing Seminars: acting, directing, theatre history, production and management.

Decker Professor in the Humanities, Writing Seminars
John T. Irwin
Decker Professor in the Humanities, Writing Seminars: criticism and poetry in the theatre.

Professors
Richard A. Macksey
Professor, The Humanities Center, History of Science and Technology: theatre history and criticism.

Ronald Walters
Professor, History: American cultural and social history.

Visiting Instructors
Margaret (Peg) Denithorne
Instructor: acting, directing, theatre history.

James Glossman
Instructor: directing, acting, theatre management, theatre history.

Joseph Martin
Instructor: theatre history, dramaturgy.

William Roche
Instructor: technical direction, theatre crafts, theatre management.

For current faculty and contact information go to http://krieger.jhu.edu/theatre-arts/directory
Workshop IV is an advanced class for actors who have gained some control over their instruments and are ready for character work and full performances. Work will be co-ordinated with productions in which the actor performs and in which the directors direct. Play analysis, characterization, fullness of performance, diction, accents, and other elements of building a performance are covered. Permission only, signature required. Recommended Course Background: AS.225.302, AS.225.303
Instructor(s): M. Denithorne  
Area: Humanities.

AS.225.305. New York City Theatre Intensive.
**[Open to All Majors]** January 5-10, 2016, students will attend Broadway, Off-Broadway and off-off Broadway plays and musicals in New York City, including Book of Mormon, Fun Home, Noises Off and many more. The class will meet before and after each performance (occasionally meeting one of the artists). Each student will keep a journal to be collected at the end of the class. Lodging is available or you can commute from your NJ/NY/CT location. Students must apply to be accepted to this class and pay a non-refundable deposit. The application can be found on the Course Listings page of the Study in the USA Intersession site: http://pages.jh.edu/intersession/studyusa/index.html.  
Instructor(s): M. Denithorne  
Area: Humanities.

Fundamentals of mounting, casting and staging the play; various theories of directing; students must commit to a practical lab. It is understood that students have a working familiarity with acting fundamentals.  
Instructor(s): J. Astin; J. Glossman  
Area: Humanities.

AS.225.308. Shakespeare in Performance.
The techniques and craft of following a Shakespearean text directly into character and action. Students will work with a selection of Shakespeare's plays --- TWELFTH NIGHT; CYMBELINE; and KING LEAR --- in exploring specific ways in which the power of the lines can be translated dynamically and immediately into vocal and physical performance. This course can be repeated for credit, because it covers different topics. (Some background in the acting sequence is encouraged).  
Instructor(s): J. Glossman  
Area: Humanities.

AS.225.310. Stagecraft.
A hands-on approach to the technical and theoretical elements of production. Meets in the Merrick Barn Scene Shop. Permission Required.  
Instructor(s): W. Roche  
Area: Humanities.

AS.225.311. Scene Study.
Classes and scenes tailored to the needs of the actors. Some rehearsal will take place during school hours. It is expected that substantial out-of-class time be spent on rehearsals and exercises.  
Prerequisites: AS.225.301  
Instructor(s): J. Astin  
Area: Humanities.

AS.225.312. Acting Workshop: Chekhov and O'Neill.
Using the plays of Anton Chekhov and Eugene O'Neill, the acting fundamentals from the Workshops are applied in both preparation and scene work as the student employs the basics in order to build a character for the stage. Play analysis is included. Recommended Course Background: At least one acting workshop.  
Instructor(s): J. Astin  
Area: Humanities.

AS.225.313. The Story of Theatre - an Introduction to Drama and Performance.
An exploration of World Theatre from the Greeks to modern times, including the major playwrights and their plays, performance styles throughout the ages, and the surrounding social and cultural contexts.  
Instructor(s): J. Martin  
Area: Humanities.

An introduction to Technical Direction including pre-production and production with an overview of materials, tools, rigging and safety, together with design and its implementation.  
Instructor(s): J. Astin; W. Roche  
Area: Humanities.

AS.225.315. Scene Study 2.
Classes and scenes tailored to the needs of the actors. Some rehearsal will take place during school hours. It is expected that substantial out-of-class time be spent on rehearsals and exercises.  
Instructor(s): J. Astin  
Area: Humanities.

This course is designed to help students deepen their appreciation and understanding of the accomplishments of American Women Playwrights of the 20th and 21st Centuries. Students will explore the growth, development and impact of women writers in the first half of the century, the second half of the century and the women playwrights of today.  
Area: Humanities.

AS.225.319. Performance II.
The student is given specific acting assignments, and develops them as special projects for public performance under the direct supervision of the instructor. A professional level of performance is the goal. Audition Req’d. Out of class rehearsal time required. Check at the Barn (6-0618). Auditions TBA.  
Instructor(s): J. Astin  
Area: Humanities.

AS.225.320. Performance.
The student is given specific acting assignments, and develops them as special projects for public performance under the direct supervision of the instructor. A professional level performance is the goal. Audition Required. Out of class rehearsal time required. Permission only, signature required.  
Instructor(s): M. Denithorne  
Area: Humanities.
AS.225.321. The Lab - The Actor/Director/Playwright Lab.
Student actors, directors, and playwrights will explore their respective crafts with emphasis on process and individual artistic growth. Participants in the class will also collaborate on the creation of new material for the stage. Recommended Course Background: one course in Acting, Directing, or Playwriting.
Instructor(s): M. Denithorne
Area: Humanities.

AS.225.323. Design for the Stage.
The fundamentals of stage design, with an emphasis on process, including script analysis, research, conceptualization, and implementation, from the first reading of the play to opening night, along with an overview of theatre architecture from the Greeks to the current day and into our imagined future.
Instructor(s): W. Roche
Area: Humanities.

AS.225.324. Adaptation for the Stage.
For aspiring playwrights, dramaturgs, and literary translators, this course is a workshop opportunity in learning to adapt both dramatic and non-dramatic works into fresh versions for the stage. Students with ability in foreign languages and literatures are encouraged to explore translation of drama as well as adaptation of foreign language fiction in English. Fiction, classical dramas, folk and fairy tales, independent interviews, or versions of plays from foreign languages are covered.
Instructor(s): J. Martin
Area: Humanities.

AS.225.328. The Existential Drama: Philosophy and Theatre of the Absurd.
Existentialism, a powerful movement in modern drama and theatre, has had a profound influence on contemporary political thought, ethics, and psychology, and has transformed our very notion of how to stage a play. Selected readings and lectures on the philosophy of Kierkegaard, Nietzsche, Camus and Sartre -- and discussion of works for the stage by Sartre, Ionesco, Genet, Beckett, Albee, Pinter, Athol Fugard (with Nkani & Nshone), Heiner Müller and the late plays of Caryl Churchill. Opportunities for projects on Dürrenmatt, Frisch, Havel, Witkiewicz, and Mrozek.
Instructor(s): J. Martin
Area: Humanities.

Musical Theatre is a unique form of theatrical expression that requires special skills of its actors and directors. In this course, students will study the form and structure of musicals as they apply to acting and directing. Students will direct and perform musical numbers as well as book scenes from classic and contemporary American musicals.
Instructor(s): J. Astin; M. Denithorne
Area: Humanities.

A seminar and workshop in playwriting with Dr. Joe Martin, playwright and dramaturge. Student writers, developing their plays, will learn how to open up to the creative process, “brainstorm,” refine their work, and shape it toward an act of artistic communication. Writer’s techniques, such as attending to plot or “story,” delineation of character, creating effective “dialog,” even overcoming “writer’s block,” will be addressed. This course is designed to be complementary to - not a replacement for - playwriting classes in the Writing Seminars.
Instructor(s): J. Martin.

AS.225.331. Acting Styles and the “Viewpoints”.
This course is designed for acting students who have already completed one or both of the first levels in acting or the first level in directing. Uses the cutting edge approach to enhanced physicality and presence in acting - The Viewpoints, originally developed by Anne Bogart and Tina Landau. The second half of the course involves work on scenes from Commedia delle‘Arte to modern absurdist plays.
Instructor(s): J. Martin
Area: Humanities.

AS.225.332. Acting and Directing Workshop IV.
Workshop IV is an advanced class for actors who have gained some control over their instruments and are ready for character work and full performances. Work will be co-ordinated with productions in which the actor performs and in which the directors direct. Play analysis, characterization, fullness of performance, diction, accents, and other elements of building a performance are covered.
Prerequisites: AS.225.302 OR AS.225.303
Instructor(s): J. Astin
Area: Humanities.

Innovative modern playwrights and have gone beyond the boundaries of the living room, the kitchen and the front porch to explore the interaction of the human mind and human passions with the drama of the cosmos. Few elements of science remain unexplored by theatre, be it medicine, particle physics, astronomy, mathematics or chemistry. These unique plays often require experiments with new forms of theatre, and a new way of writing for theatre. We will examine prominent works for theatre which engage with science, including: The Life of Galileo (Brecht, astronomy), Copenhagen (Frayn, physics), Arcadia (Stoppard, mathematics), Semmelweis (Bjorneboe, medicine), The Man who Mistook His Wife for a Hat (Sachs/Brook, neuroscience); Einstein’s Dreams (Lightman et al). The course will include lectures, informal readings (together) of scenes to inform discussions of the works; final small group presentations; one short paper and a choice of a final essay or research paper.
Instructor(s): J. Martin
Area: Humanities, Natural Sciences.

Designed to impart a deepened appreciation and understanding of today’s theatre by surveying the major playwrights, historical movements, and theatre practices of the 20th century. The course also seeks to help students understand theatre’s relationship to the societal and political power structure of each era and to introduce students to great dynamic literature in its intended form, which is performance.
Instructor(s): J. Astin; M. Denithorne
Area: Humanities.

An exploration of the imagination and the senses using basic techniques of improvisation: exercises, conflict resolution, ensemble building, and theatre games. Texts: Spolin, Johnstone, LaBan and Feldencreis. Open to all students.
Instructor(s): M. Denithorne
Area: Humanities.

Permission only.
Instructor(s): J. Astin; J. Glossman; J. Martin.

Instructor(s): J. Astin; J. Glossman; J. Martin; M. Denithorne.
AS.225.520. Projects in Theater.
Special projects created for and tailored to the individual theatre student. Enrollment limited. Permission Required.
Instructor(s): J. Astin.

AS.225.590. Summer Internship in Theatre.
Instructor(s): J. Astin.

AS.225.599. Independent Study.
Instructor(s): J. Astin.

Cross Listed Courses

German Romance Languages Literatures

AS.211.312. Acting French: learning about French language and culture through theater.
Performing a play in a foreign language not only improves language skills, but develops the ability to express oneself through the body and to communicate both efficiently and elegantly. Using excerpts from popular French stage plays by Camus, Sartre, Feydeau, Ionesco, Pagnol and Rostand among others, this course aims to help students to 1) improve French pronunciation, intonation, syntax, and vocabulary; 2) appreciate and understand linguistic nuance and socio-cultural practices; 3) learn fundamentals of acting that carry over into everyday communication, from body language and vocal projection to the expression of emotion and improvisation. Students will view filmed representations of select plays as well as present an end-of-semester staging. Recommended course background: AS.210.301.
Instructor(s): K. Cook-Gailloud; M. Alhinho
Area: Humanities.

AS.211.346. 20th Century French Theater and Performance.
Taught in English. In this course, we will survey the themes and techniques that marked the theory and practice of theater in France in the 20th century. As we make our way from the early century avant-garde movements such as Futurism and Surrealism to Antonin Artaud’s Theater of Cruelty, from the Theater of the Absurd and mid-century existentialists to the post-1968 turn to collective authorship, our goal will be twofold: First, we will examine the prominent plays of the era as literary products, generated from within specific socio-political contexts. Second, we will attempt to re-construct their three-dimensional lives in performance, how they looked, sounded and felt to those watching. In addition, we will examine how French theater went from being a playwright-centered institution to a director-centered one, and how acting styles transitioned from psychological realism to a focus on the human body. Course materials will include plays, theoretical texts on the theater, as well as directors’ manifestos, rehearsal notes, set and costume designs and filmed recordings of theatrical events. Cross-listed with Theatre Arts and Studies. THIS COURSE CAN COUNT EITHER AS A 212 (LITERATURE--AS.212.346) OR AS A 211 (CULTURE) COURSE FOR THE FRENCH MAJOR AND MINORS.
Instructor(s): E. Fisek
Area: Humanities.

Humanities Center

AS.300.113. Freshmen Seminar: Drama and Gender in Shakespeare's England.
In this seminar we will read male and female authored plays and discuss how they reflect contemporary social expectations in Tudor and Stuart England. Authors include William Shakespeare; Mary Sidney, Countess of Pembroke; Christopher Marlowe; Elizabeth Cary; Ben Jonson; and Mary Sidney, Lady Wroth.
Instructor(s): E. Patton
Area: Humanities.

AS.300.133. Freshmen Seminar: Women of Epic Fame in Literature and Drama, 800 BCE-1650 CE.
From Homer’s Odyssey to Shakespeare’s Antony and Cleopatra, powerful women who achieve their ends by working from within the system are often overlooked or not fully explored. Our readings and discussions will foreground these women of fiction, while we also consider the social conditions of their living contemporaries. Readings will include: Homer’s Odyssey (Penelope); Virgil’s Aenead (Dido); Dante’s Inferno (Beatrice); Milton’s Paradise Lost (Eve), and several accounts of Cleopatra in plays by Shakespeare and his contemporary women writers. Cross listed with Theater Arts, Writing Seminars, and WGS.
Instructor(s): E. Patton
Area: Humanities.

AS.300.353. Present Mirth: Stages of Comedy.
A comparative survey of presentational comedies from Aristophanes to Beckett on stage and screen, with some attention to to to the vexed question of theories of comedy (no laughing matter).
Instructor(s): O. Mehrgan; R. Macksey
Area: Humanities.
AS.300.363. Reading Judith Shakespeare: poetry and drama by women writers in Elizabethan England (ca 1558-1650).
Virginia Woolf’s account of the thwarted career of Shakespeare’s hypothetical sister, Judith (in A Room of One’s Own) frames our reading of plays and poetry by Shakespeare and contemporary women writers, including Isabella Whitney, Elizabeth Cary, Mary Sidney, Aemelia Lanyer, Mary Wroth, and others. Students will create fictional biographies of “Judith Shakespeare” and her literary accomplishments. Cross listed with English, Theater Arts, Writing Seminars, and WGS.
Instructor(s): E. Patton
Area: Humanities.

Writing Seminars

The Writing Seminars exists to help students combine imaginative writing with scholarship in the general context of the humanities.

Requirements for a B.A. degree

(Also see Requirements for a Bachelor’s Degree (https://e-nextcatalog.jhu.edu/undergrad-students/academic-policies/requirements-for-a-bachelors-degree))

AS.220.105 Fiction Poetry Writing I and AS.220.106 Fiction Poetry Writing II are prerequisite courses required for all majors and others who want to take advanced courses in writing. Majors must receive a grade of C- or better in all courses required for the major and no major requirements may be taken satisfactory/unsatisfactory.

AS.220.105 Fiction Poetry Writing I 3
AS.220.106 Fiction Poetry Writing II 3
Four courses of English literature. * 12
Two courses in philosophy. It is recommended that one course be a Philosophy Department introductory course. 6
Two courses in history. Majors are encouraged to take one history survey course in the History Department. May include one course from History of Art or from History of Science and Technology. 6
AS.220.200 Introduction to Fiction 3
AS.220.201 Introduction to Poetry Writing 3
One fiction course at the 300-400 level. 3
One poetry course at the 300-400 level. 3
One advanced writing workshop. 3
Three elective courses at the 200-400 level within the department. 9
Foreign language proficiency through the second semester of the intermediate level is required. *

* Expository Writing may not apply towards the English literature requirement.

Honors

A GPA of 3.5 or better in all major requirements is required to earn honors in the major.

The Writing Seminars offers a Master of Fine Arts (M.F.A.) in fiction and poetry. Students admitted to the M.F.A. program enroll in two years of course work and produce a substantial manuscript in the form of a novel or collection of fiction or poetry. M.F.A. candidates are chosen on the basis of a manuscript, college transcripts, GRE scores, and appropriate letters of recommendation that testify to the student’s ability and willingness to undertake serious study in the literary arts. Since all students receive financial aid in the form of full tuition and a teaching assistantship, applicants must be able to demonstrate aptitude for college teaching.

The program requires two full years of residency in Baltimore. Students enroll each semester in two courses: a writing workshop in poetry or fiction and a second course in craft or literature taught within the department. At the end of the first year, students present a portfolio of revised work for faculty review. Successful completion of this work is a requirement for continuation in the second year.

The M.F.A. degree in The Writing Seminars is designed for students committed to the study and practice of literary writing at the highest level of accomplishment. Approximately four poets and four fiction writers will be admitted annually. Our pedagogy emphasizes genre-informed discussions, faculty conferences, independent readings, and interactions with visiting writers. Culminating in a book-length thesis, this immersion in literary study is designed to inculcate the habits and skills necessary for a productive writer’s life.

Students applying to the M.F.A. program should have a bachelor’s degree. All must demonstrate competence in a foreign language at the college level.

For current faculty and contact information go to http://writingseminars.jhu.edu/faculty_directory/index.html

Faculty

Co-Chairs
Jean McGarry
Professor, fiction
Mary Jo Salter
Professor, poetry

Professor
Brad Leithauser
Fiction

Visiting Associate Professors
Wayne Biddle
Nonfiction

Senior Lecturers
Tristan Davies
Fiction

Associate Professor
David Yezzi
Poetry

Decker Professor in the Humanities
John T. Irwin
Criticism and poetry
Assistant Professors
James Arthur
Poetry
Matthew Klam
Fiction
Dora Malech
Poetry
Eric Puchner
Fiction

Richard A. Macksey Professor for Distinguished Teaching in the Humanities
Alice McDermott
Fiction

Homewood Professor of the Arts
Andrew Motion

Professor Emeritus
John Barth
Fiction

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

The course will introduce students to the role of storytelling in medicine through a variety of essays, short stories and documentaries, from Susan Sontag’s Illness as Metaphor to Atul Gawande’s Complications to Terry Wrong’s Hopkins. In addition to studying these narratives, students will produce their own written works and meet guest writers from the local medical community. Throughout, the course will provide students with valuable practice in critical analysis and reasoning, skills that are tested on entrance exams such as the MCAT.
Instructor(s): E. Parker
Area: Humanities.

AS.220.105. Fiction Poetry Writing I.
A course in realist fiction and traditional verse, with readings in Eudora Welty, Vladimir Nabokov, Henry James; George Orwell, Beryl Markham and Truman Capote. Students compose short stories and essays with attention to literary models. AS.220.105 can be substituted for AS.220.108.
Instructor(s): Staff
Area: Humanities.

AS.220.106. Fiction Poetry Writing II.
The second half of IFP, a course in counter-traditional antirealist fiction and free verse (Emily Dickinson, Virginia Woolf, Elizabeth Bishop, Franz Kafka, Italo Calvino, and William Carlos Williams). This course is a prerequisite for most upper level courses.
Prerequisites: AS.220.105
Instructor(s): Staff
Area: Humanities.

AS.220.108. Introduction to Fiction & Nonfiction.
A course in realist fiction and nonfiction, with readings by Eudora Welty, Vladimir Nabokov, Henry James; George Orwell, Beryl Markham and Truman Capote. Students compose short stories and essays with attention to literary models. AS.220.105 can be substituted for AS.220.108.
Instructor(s): J. Cavanaugh-Simpson
Area: Humanities.

AS.220.112. The Problems with Myth: Mythology in 20th Century Literature.
This course examines how and why important 20th century writers reinterpreted ancient myths to explore modern themes of ennui, violence, and the absurd hero. We begin with classical authors then jump to those of the 20th century: for example, Louise Glück, James Joyce, Albert Camus, and Eugene O’Neill. In addition to reading literature and essays, students write original poems and sketches in order to understand how mythic narratives continue to satisfy the modern voice.
Instructor(s): R. Oh
Area: Humanities.

AS.220.118. Plagues and Pandemics in Literature.
All plagues seem to begin in mystery: What is happening? Why? Who can we blame? What needs to change? How we react to these questions in the midst of a mass disaster has fascinated writers for centuries. Looking to literature, this class will examine pandemics ranging from the Black Death to Influenza to HIV/AIDS. We will also discuss vampires, zombies, and laboratory experiments gone disastrously wrong. Students will write their own poems and short stories.
Instructor(s): P. Kirkpatrick.

AS.220.121. Writing for Children: Craft and Charm.
This course will critically examine modern and contemporary children’s literature as models from which students will produce writing for children. We will investigate why the most successful children’s books are the most difficult to restrict to that category, through a focus on literary merit and analysis, interplay of word and image, treatment of adult subjects, and author histories. Students will write creatively in response to topics including: picture books; children’s poetry; Harold Bloom on the Junior Canon; fantasy blockbusters and “high/low” literature; magic, fairytales, and Disneyification; and gender divisions in middle grade works. Prerequisite: AS.220.105.
Instructor(s): C. Sender
Area: Humanities.
AS.220.123. **B'More: Baltimore in Fiction, Film, TV.**
Please note, class will meet Saturday, Jan. 24 in the event of inclement weather. This course is for freshmen ONLY. Baltimore has long inspired a diverse group of writers & filmmakers. Students will gain access to the creative soul of the city by reading works by F. Scott Fitzgerald, Russell Baker, and Anne Tyler; watching films by Barry Levinson and John Waters, and viewing episodes of The Wire. They will also take a literary walking tour of Mount Vernon, and meet with local writers and filmmakers. Finally, students will write their own Baltimore-inspired stories and scripts. "IFP 1 not a prerequisite, but preferred". **Prerequisites:** AS.360.108 AND AS.270.119 AND AS.371.189 AND AS.060.153 AND AS.060.126 AND AS.100.197 AND AS.300.100 AND AS.360.176 AND AS.220.116 AND AS.280.205 AND AS.230.216 AND AS.220.190 AND AS.220.194
**Area:** Humanities.

AS.220.125. **Short Fiction of David Foster Wallace.**
In this course we will explore David Foster Wallace’s shorter fiction with an eye towards the philosophical questions raised therein: How can we be authentic when the self is a social construct? How do we escape solipsism while remaining aware of our helpless subjectivity? How do we feel empathy while acknowledging irony? Is it impossible to escape the self, or is that just me? **Recommended Course Background:** AS.220.105
**Instructor(s):** E. Levitz
**Area:** Humanities.

AS.220.126. **Serious Nonsense: Light & Comic Poetry.**
This course will provide a guided tour of some of the funniest poems ever written in the English language. Genres covered will include light verse, satire, parody, absurdism (nonsense), and others. Lessons will explore the serious side of comic poetry and vice versa. Students will have the opportunity to write their own comic verse in the genres discussed. **Prerequisite:** AS.220.105
**Instructor(s):** A. Allen
**Area:** Humanities.

AS.220.127. **Music and Narrative.**
In today’s fast-paced, literate society, it is easy to forget that storytelling began as an oral tradition—an early music. We will explore, in broad strokes, the relationship between musical compositions and written stories, the ways in which composers/songwriters and authors alike build into their creations the elements of a story—setting, voice, character, conflict. Our canon will include everything from Thriller to Beethoven’s 3rd, Gluck to Gladiator, Cather to Carver. Work load includes weekly readings, one major creative writing assignment, and the completion of a critical essay. **Recommended Course Background:** AS.220.105
**Instructor(s):** A. Creighton
**Area:** Humanities.

AS.220.131. **Place, Identity, & Memory in Poetry.**
This course focuses on poetry that deals with the ways in which place and memory inform a poet’s identity. For centuries, poets have explored the individual’s relationship with place, linking spaces to specific memories or experiences in an attempt to articulate how our environment defines us. Students will read a wide selection of poems that deal with “place”—from WB Yeats’ exploration of Roman ruins, to Anthony Hecht’s reflections on his childhood in New York City. Students will write and workshop their own poems weekly. This course will culminate in a final portfolio of the student’s poetry.
**Instructor(s):** K. Parr
**Area:** Humanities.
AS.220.137. You Can't Make This Stuff Up.
Topics for this course will be autobiographical in nature. We will be considering our personal experiences and striving to articulate how those experiences relate to the larger world. The work will be both creative and analytical, as we look closely at examples of the personal narrative, and carefully revise and reconsider our own methods of autobiography. The content for the course will consist of personal essays, comics, movies, and podcasts. We will consider work by Joan Didion, James Baldwin, David Foster Wallace, Allie Brosh, Jafar Panahi, and more. IFP1 not a prerequisite, but preferred.
Instructor(s): N. McNamara
Area: Humanities.

AS.220.138. Make 'Em Laugh.
The quickest way to kill a joke is to explain it. So how do we learn to be funny? In this class, we’ll explore techniques in humor writing. Whether poking holes in accepted absurdities or helping us laugh at death, humor makes us smile and think. Each week, we’ll focus on a different type of humor—dark comedy, satire, etc.—through stories, nonfiction, criticism, and author interviews. Students will write imitations and original work.
Area: Humanities.

A study of poems that embody Wordsworth’s idea of poetry as the spontaneous overflow of powerful feelings. This course will focus on examples of formal excess that arise in poems of ecstasy and despair. Students will read selections from John Donne, Gerard Manley Hopkins, and John Berryman’s schizophrenic Dream Songs, among other poets, paying particular attention to how each writer celebrates and affirms poetic conventions precisely by excessively deviating from proper poetic norms.
Instructor(s): M. Morton
Area: Humanities.

AS.220.142. Seriously Funny: Writing Humor Poetry.
This course will examine both light verse and how humor can enrich serious subjects in poetry. We will explore many subjects, from bad love to aesthetic experiences. Principal readings will range from classic exemplars such as Shakespeare, Dryden, and Eliot to selections from American poets since 1950, as represented in the anthology "Seriously Funny: Poems about Love, Death, Religion, Art, Politics, Sex, and Everything Else." Students will be required to write several seriously funny poems of their own. Fun is mandatory.
Instructor(s): S. Greer
Area: Humanities.

The origins of the modern short story owe much to old-fashioned ghost stories—tales of wicked, benevolent, or eerily indifferent spirits. In this course we’ll read a range of ghost stories, discuss what makes them so compelling, and then try to write some ghost stories of our own. We’ll look at classic tales as well as more recent incarnations of the genre.
Instructor(s): N. Washatka
Area: Humanities.

AS.220.144. Metamorphosed.
From ancient Greek mythology to the recent explosion in vampires and werewolves, stories of metamorphosis have not merely captured the human imagination but have also asked us to consider what, essentially, makes us human. Whether undergoing punishment or willfully bringing about their own change, the afflicted must adapt or face rejection, exile, death; thus we begin to see connections to stories of real-world displacement and psychological trauma. But don’t be fooled: in the midst of the drama, stories of metamorphosis are, ironically, often buoyed by mischievousness, humor, and cunning a playfulness that make them only more complex. Ovid, Franz Kafka, Guy Endore, Anne Sexton, and many more; novels, stories, poetry, film; and, for a limited time only, one week exclusively on werewolves. Not for the faint of heart.
Instructor(s): A. Creighton
Area: Humanities.

AS.220.145. Otherworldliness in Contemporary Lit.
In this course, students will examine invocations of fairy tales, Biblical and historical mythologies, and magical realism in modern and contemporary literature, with a focus on short fiction and reference to poetry, novels, and plays. Students will write and workshop their own short pieces in response to class discussion. Selections will be drawn from the works of Karen Russell, George Saunders, Jeannette Winterson, Gabriel Garcia Marquez, Amy Hempel, Louise Erdrich, Nathan Englander, Carol Ann Duffy, and Tony Kushner, among others.
Instructor(s): C. Sender
Area: Humanities.

AS.220.146. Introduction to Science Writing.
Science writing is science written in plain English and told as a story. Students research, write, edit others, rewrite. They also analyze published stories for structure, substance, accessibility, and clarity.
Area: Humanities.

AS.220.147. Writing About Family.
Write what you know! This course gives students the opportunity to write and workshop a short story, a poem, and the first pages of a memoir, isolating the joyful, humorous, and painful moments that define family life. Class discussions will explore the subject and treatment of family in fiction, poetry, and memoir by writers including Junot Díaz, Alice Munro, Marilynne Robinson, Robert Lowell, Louise Gluck, Natasha Trethewey, Joan Didion, Maxine Hong Kingston, and Tobias Wolff.
Area: Humanities.

Flannery O'Connor once said “Anybody who has survived his childhood has enough information about life to last him the rest of his days.” Fiction is a carefully hewn combination of memory and imagination, and while it is impossible to know how much of the literary canon is sourced in autobiography, the truism holds firm: people write what they know. In this course, we will focus on modern and contemporary autobiographical fiction, looking closely at source, creative process, craft, and style, in order to answer the essential question, How does a writer successfully roll fact into fiction? Students will complete writing activities and participate in discussions and workshops. They will produce either an autobiographical story, or the first chapter of a longer work. Novels: Portrait of the Artist as a Young Man, Joyce; The Bell Jar, Plath; The Lover, Duras. Stories by Hemingway, Updike, Munro, O’Brien, Casey.
Area: Humanities.
AS.220.150. Steal This Book.
From Spike Lee to The Clash, art can wield immense influence on our worldview. This class will explore the intersection of social critique and American literature. Class texts will also include a range of pertinent films, documentaries, and popular music. We’ll examine the social utility of art and how artists use their craft to make a statement. Classwork includes Blackboard posts on current events, weekly creative writing assignments, and a final portfolio of creative work.
Area: Humanities.

This class will focus on poetry’s relationship to time and the visual. Students will read a body of poetry and criticism (by Walter Benjamin, Susan Sontag, Penelope Pelizzon, et al.) looking at how the descriptive nature of lyric poetry is fundamentally related to photography -- more closely related to photography, in fact, than poetry is to painting or sculpture. In addition to bringing a worthwhile discussion of the readings to each class, students will submit one original poem and one original photo each week for credit. *IFP 1 preferred.
Area: Humanities.

A study of confessionalism in American poetry. M.L Rosenthal first described Robert Lowell’s poetry as "confessional" in his 1959 review of Life Studies. But what does “confessional” mean? Is intimacy related to poetic voice or subject matter? This course will ask these and other questions, focusing on the work of Sylvia Plath, Anne Sexton, John Berryman, and Lowell. The course will also include a weekly workshop of students’ poems inspired by the readings. IFP 1 recommended, but not required.

A close study of expatriate authors featured in Woody Allen’s popular film Midnight in Paris, which students will view to begin the course. Students will examine texts by Ernest Hemingway, F. Scott Fitzgerald, Zelda Fitzgerald, Gertrude Stein, and T.S. Eliot, among others. After careful reading and discussion of the assigned works, students will pen their own creative “forgeries,”’ mimicking the styles of studied authors. As a capstone project, students will visit the Baltimore Museum of Art’s Cone Collection to study associated works of visual art, and will ultimately write a creative response to a chosen painting.

AS.220.156. Next Week On... : The History and Evolution ofSerialized Narratives.
This course will explore the development of serialized narratives across several mediums including the novel, the graphic novel, and television. Authors may include Henry James, Sherwood Anderson, Alan Moore and Art Spiegelman. Students will write in-class sketches and three stories. This course will utilized and build upon the ideas and skills presented in IFP1. Introduction to Fiction and Poetry 1
Area: Humanities.

As the saying goes, great writers steal. In this class, we will read and analyze stories and novels that seem to be “stolen” from others—for example, Lorrie Moore’s “Referential” and Nabokov’s “Signs and Symbols.” We will consider questions like: what is influence? What does a writer gain by rewriting a classic, and what do readers gain by reading it? Students will analyze “copycat” works and write their own.
Area: Humanities.

AS.220.158. Leaping Poetry: The Art of Surprise and Surrealism.
A study of poetry that leaps between the conscious and unconscious. Robert Bly’s 1972 anthology, "Leaping Poetry" sought to rejuvenate Western poetry by looking towards the energetic writing of world poets. Students will read the work of Cesar Vallejo, Pablo Neruda, Rainier Maria Rilke, and others in order to understand what makes poetry "leap". Students will respond to the readings by writing and workshops poetry of their own.

AS.220.159. Poetry and Imitation.
This will be an intensive course for the beginning poet. Students will write in a variety of modes, including elegy and satire, and engage with poetry from before Shakespeare to the present day. Emphasis will be placed on imitation; as T.S. Eliot put it, "immature poets imitate, mature poets steal". Poems will be read with an eye for the metaphorical and rhetorical elements that make them work, and students will be encouraged to apply those newfound techniques in their own writing.
Area: Humanities.

AS.220.161. Story in Fiction and Film.
Examine the two primary forms of storytelling in our society: film and fiction. This course will closely examine the writing of Tom Perrotta and Cormac McCarthy, as well as film and television adaptations of their literary works. Students will adapt a film or television show into a work of fiction. Recommended Course Background: AS.220.105
Area: Humanities.

AS.220.162. The Stories We Tell Kids: On Children’s Literature.
The Stories We Tell Kids: On Children’s Literature. This intersession course will consider canonical works of children’s literature - from the Brothers Grimm and Hans Christian Andersen to Laura Ingalls Wilder and Maurice Sendak - alongside contemporary examples of the young adult genre, like Suzanne Collins’s “Hunger Games” trilogy. We will discuss the impact of illustration, recent trends in children’s literature, and the publishing process.
Area: Humanities.

AS.220.165. Writing Unreality: Fantastical Fiction.
While fiction is by definition not “real,” some modes of fiction present deliberate departures from the world as we know it. This class will examine fantastical and non-realist writing, including surrealistic and magic realist stories, as well as works with fairy-tale and folklore influences, and stories with elements of the uncanny or supernatural.

This course will provide a guided tour of some of the funniest poems ever written in English. Genres covered will include light verse, satire, parody, absurdism (“nonsense”), and others. We’ll explore the serious side of comic poetry and vice versa. Students will have the opportunity to write their own comic verse in the genres discussed.
Instructor(s): A. Allen
Area: Humanities.
Worth a (Hundred) Thousand Words: From Flash Fiction to the Novel. In this course, students will explore the tenets of flash fiction, the short story, the novella, and the novel. We will write samples (or segments) of each genre. We will compare and contrast each in terms of craft, reader expectation, and opportunity for experimentation. Readings drawn from Amy Hempel, Lydia Davis, Kurt Vonnegut, J.D. Salinger, Grace Paley, Sherman Alexie, Junot Diaz, and Ernest Hemingway, among others. Instructor(s): C. Sender Area: Humanities.

A study of the spontaneous and art-obsessed poetry known as The New York School. Students will read selected poems by Frank O'Hara, John Ashbery, and Kenneth Koch. A workshop will be held each week in which students will incorporate devices from the week’s reading into their own poetry. The New York School’s influence on contemporary poets will also be emphasized. Instructor(s): C. Ernst.

AS.220.171. Humor and Poetry.
In this class we’ll take humor seriously by reading (and writing) poems that aren’t so serious. We’ll read poems by W.H. Auden, Wendy Cope, May Swenson, Anthony Hecht, and others. We’ll ask questions: how does humor work differently from direct statement? What are the different ways a writer can be ironic? Students will write poems in a variety of forms and styles, and learn to describe the specific style of a comic writer. They’ll also read scholarly work on humor, including passages from Daniel Dennett’s Inside Jokes and Rachel Giora’s On Our Mind. We’ll explore how poetry and humor allow us to say so much with so few words. Instructor(s): J. Frantz Area: Humanities.

We all use figurative language, such as metaphor, simile, and irony. But what does it mean for language to be figurative, and how does this affect its meaning? This course will approach these questions from the angle of poetry. We’ll ask further questions like: how do some poets use metaphor differently from others? What does Shakespeare mean when he says “my love is as a fever”? We’ll read passages from different critics on metaphor, including several from Lakoff and Turner’s More than Cool Reason: A Field Guide to Poetic Metaphor and Denis Donoghue’s Metaphor. Students will write poems with specific metaphorical requirements; they’ll learn to use conceits (metaphors that govern an entire poem); they’ll learn to use conventional metaphors; most importantly, they’ll learn to think critically about why certain metaphors work and certain ones don’t. Instructor(s): J. Frantz.

AS.220.183. Introduction to Dramatic Writing: Film.
An examination of the screenplays as a literary text and blue-print for production. Professional screenplays will be critically analyzed, with focus on character, dialogue, plot development, conflict, pacing, dramatic foreshadowing, the element of surprise, text and subtext, and visual story-telling. Students will learn professional screenplay format and write a short script. Instructor(s): M. Lapadula Area: Humanities.

AS.220.186. The American Poem.
This course will examine the broad family tree of American poetry, from Whitman and Dickinson to the present day. We will focus on several poets of the 20th century as exemplars of major trends and/or instigators of change over the last hundred years, and we will seek to chart their influences. Through our own poems and essays, we will enter into a conversation with the myriad voices that have composed the poem in America. Instructor(s): S. Lackaye Area: Humanities.

AS.220.188. Fitzgeralnds in Baltimore.
Zelda Fitzgerald received psychiatric treatment in Baltimore from 1932-1936. As part of her therapy, she wrote a novel that analyzed the deterioration of her marriage to F. Scott Fitzgerald. We’ll examine Zelda’s depiction of the Fitzgeralnds marriage in Save Me the Waltz and Scott’s subsequent counter-depiction in Tender is the Night, both written in Baltimore. Scott felt partly responsible for Zelda’s mental instability, because of his intense scrutiny of their marriage in his two previous novels. And yet, Scott did not hesitate to dissect their marriage a third time. To compensate both for his callous refusal and his helpless inability to cure Zelda, Scott depicts his fictional double (a psychiatrist/husband) curing Zelda’s fictional double (a patient/wife). How does Scott explore the ethics of balancing professional and personal commitments? Why does Zelda analogize her fictional double to Oedipus in Sophocle’s Theban Plays? Prerequisite: AS.220.105. Instructor(s): J. Rockefeller V Area: Humanities.

AS.220.190. B’More: How to Be Scary: Ghost stories and the Art of Giving Chills.
Students explore Baltimore through a variety of media that tell stories-writing, movies, radio shows, photography, and more. The course will include short stories by Laura Lippman, Edgar Allen Poe, and Ann Tyler, David Simon’s “The Wire” and films by John Waters, photography by Aubrey Bodine, class trips and guest speakers. Students will also try their hand at journalism, documentary, and other creative avenues of storytelling. Prerequisites: Students may enroll in one B’More course only. AS.371.189 AND AS.270.119 AND AS.270.118 AND AS.060.153 AND AS.060.126 AND AS.100.197 AND AS.300.100 AND AS.360.176 AND AS.280.205 AND AS.230.116 AND AS.220.194 Instructor(s): L. Reding Area: Humanities.

Through readings, movies, and trips in Baltimore, we’ll explore the genre of travel writing and do some of our own. We’ll read and view The Motorcycle Diaries and Into the Wild, explore the Inner Harbor, among other neighborhoods, and write our own collaborative travelogue. The Water Taxi Diaries will include both our observations and our imagined experiences, from Hons to pirates. Prerequisites: Students may enroll in one B’More course only. AS.371.189 AND AS.270.119 AND AS.270.118 AND AS.060.153 AND AS.060.126 AND AS.100.197 AND AS.300.100 AND AS.360.176 AND AS.220.116 AND AS.280.205 AND AS.230.116 AND AS.220.190 Instructor(s): R. Parson Area: Humanities.
AS.220.195. Fitzgerald’s Short Stories.
An examination of F. Scott Fitzgerald’s major short stories in the 1920s and 1930s. We’ll analyze Fitzgerald’s commitment to exploring the tension between two opposing intellectual movements: literary naturalism (which championed the primacy of environmental determinism) and literary realism (which championed the primacy of free will). We’ll trace Fitzgerald’s mercurial loyalty to each movement: his abandonment of one school of thought for the other, from one year to the next. In “May Day” he even embraced both movements equally —testimony to his belief that “the test of a first-rate intelligence is the ability to hold two opposed ideas in mind at the same time and still retain the ability to function”. Did Fitzgerald ultimately advocate one school of thought over the other? Or, did he intend simply to stage the debate between them?
Instructor(s): J. Rockefeller V
Area: Humanities.

This class will explore different ways of responding poetically to visual art (painting, photographs, film) and will examine ekphrastic poems alongside the artwork that inspired them. We will examine the possibilities as well as the challenges associated with this sort of writing. Coursework will include in-class writing exercises, take-home assignments, and weekly workshops. A portfolio of original poems will be due at the end of the course.
Instructor(s): C. Wahmanholm
Area: Humanities.

AS.220.200. Introduction to Fiction.
Study in the reading and writing of short narrative with focus on basic technique: subject, narrative voice, character, sense of an ending, etc. Students will write weekly sketches, present story analyses in class, and workshop one finished story. Selected parallel readings from such models of the form as Henry James, Anton Chekov, James Joyce, John Cheever, Alice Munro, and others. Permission Required. (Formerly AS.220.191.)
Prerequisites: AS.220.105 AND AS.220.106
Instructor(s): R. Mitchell; T. Davies
Area: Humanities.

AS.220.201. Introduction to Poetry Writing.
A study of the fundamentals and strategies of poetry writing. This course combines analysis and discussion of traditional models of poetry with workshop critiques of student poems and student conferences with the instructor. Permission Required. (Formerly AS.220.141)
Prerequisites: AS.220.105 AND AS.220.106
Instructor(s): A. Allen; D. Yezzi; M. Salter
Area: Humanities.

A first course in nonfiction writing, emphasizing how facts can be woven into narrative forms to portray verifiable, rather than imagined, people and events. Students read and discuss model works, then write frequent papers to refine their own style. (Formerly AS.220.145.)
Instructor(s): W. Biddle
Area: Humanities.

AS.220.204. Introduction to Dramatic Writing: Film.
Screenwriting workshop. This course will look at the screenplay as both a literary text and blueprint for production. Several classic screenplays will be analyzed. Students will then embark on their own scripts. We will intensively focus on character development, creating “believable” cinematic dialogue, plot development, conflict, pacing, dramatic foreshadowing, the element of surprise, text and subtext, and visual story-telling. Several classic films will be analyzed and discussed (PSYCHO, CHINATOWN, BLADE RUNNER). Students will learn professional screenplay format and write an 8-12 page screenplay that will be read in class and critiqued.
Instructor(s): M. Lapadula
Area: Humanities.

AS.220.205. Introduction to Dramatic Writing: Plays.
Instructor(s): M. Lapadula
Area: Humanities.

AS.220.206. Writing About Science I.
This course is designed to teach students the skills of daily science news reporting. The focus is on turning complex scientific information into lively prose for the general public. Lectures will cover such topics as how to compose news “ledes,” how to get great quotes, how to find stories, and how best to interact with researchers and outside experts. Scientists from Johns Hopkins, University of Maryland, and other local institutions will present their latest research to the class. Students will ask questions, as journalists would, at a news conference. Students will convert these talks into news stories, which will be critiqued in class. As a final project, students will be asked to write a daily news story of their own devising. Please note that a brief writing test is required for this course. To schedule this test, please contact the instructor at dgrimm5@jhu.edu.
Instructor(s): D. Grimm
Area: Humanities.

Poetic Symbols: Past and Future. In this course we will trace the lineages of familiar poetic symbols, or tropes, that have occurred centrally and with regularity in literary history. We will investigate how they evolve with time and reveal changing styles and sensibilities from author to author and age to age. That’s the past. The future is the next poem you will write as the assignment for each of the symbols we read.
Recommended Course background: AS.220.105
Instructor(s): G. Williamson
Area: Humanities.

Using the political and economic milieu of science and technology as a context for our writing, we will study how social factors such as government, money, secrecy, and ethics affect the conduct and public presentation of scientific and medical research. Controversies from 20th century history as well as current events will be discussed. Writing assignments to satisfy the W requirement will consist of short papers derived from classroom topics.
Instructor(s): W. Biddle
Area: Humanities.
**AS.220.211. Journalism for Writers.**
Learn reporting through analysis of famous and infamous work by contemporary journalists such as Janet Malcolm, Michael Finkel, Sarah Corbett and Seymour Hersch. Students will use readings to understand concepts central to news and feature writing, including libel, fair use, balanced reporting, and appropriate sourcing. They will then head out to find and write their own stories about local issues using best practices learned in class. Sarah Harrison Smith is a former managing editor of the New York Times Magazine and the author of “The Fact Checker’s Bible.”
Instructor(s): S. Smith
Area: Humanities.

**AS.220.303. Intermediate Dramatic Writing: Plays.**
Intensive workshop development of one play by each student. Repeatable for credit with permission of instructor. Permission Required.
Prerequisites: Prerequisite AS.220.205
Instructor(s): M. Lapadula
Area: Humanities.

**AS.220.309. Writing Healthy Baltimore.**
Students will explore public health issues in Baltimore and then write about them first in short pieces, and then in longer, polished works. The framework will be the mayor’s Healthy Baltimore 2015 initiative – launched in 2011 to address the city’s top-10 public health problems, including obesity, smoking, drug and alcohol abuse, STDS, cancer, and environmental health hazards. Students will study the initiative and its historical context; examine data sets; explore where and how the initiative intersects with public health practitioners and advocacy groups at the neighborhood level; and write what they learn in different formats, including essays, breaking news, and substance analysis. Students will then “workshop” each other’s papers.
Instructor(s): K. Masterson
Area: Humanities.

**AS.220.310. Intermediate Fiction: Nature Writing.**
Our central text will be Thoreau’s “Walden”. Most of our readings will be American, though we will read excerpts from Lucretius and Darwin. We will examine various ways in which the natural world has been depicted in nonfiction, fiction, and poetry. Students will write critical papers on nature writers as well as to do creative nature writing of their own. Our authors may include: Emerson, Rachel Carson, Loren Eiseley, John Updike, Robert Frost, Donald Culross Peattie.
Instructor(s): B. Leithauser
Area: Humanities.

**AS.220.311. Intermediate Fiction: Point of View.**
A consideration of not just the obvious point-of-view choices writers face - first person or third? one perspective or many? - but also questions of reliability and distance. Reading may include Chekhov, Faulkner, Nabokov, Munro, Diaz, and others. Students will write and workshop their own short stories.
Area: Humanities.

**AS.220.312. Intermediate Fiction: Detail and Description.**
An intermediate workshop focusing on the question of how to make fictional worlds feel real. We’ll read 19th, 20th, and 21st century short fiction by authors such as Anton Chekhov, Jhumpa Lahiri, Junot Diaz, and Alice Munro, focusing particularly on how authors make the lives on the page feel three-dimensional. Students will write stories and exercises, including exercises that involve exploring Baltimore in order to observe and write about the city in which we live. Recommend Course Background: Students need to have completed a 200-level Writing Seminars course.
Prerequisites: Prereqs: AS.220.105 AND AS.220.106
Instructor(s): AS.220.312
Area: Humanities.

**AS.220.315. Intermediate Poetry: Sound Effects.**
This course explores the crucial role sound plays in the power of poetry, from early roots in oral traditions to contemporary contexts. Through readings, discussion, academic reflection, and creative exercises, participants will explore a range of sound techniques in their own poems and in the poems of others.
Instructor(s): AS.220.315
Area: Humanities.

**AS.220.316. Seminar: Opinion Writing.**
The study of exposition and argument in literary prose, with exposure to journalistic practices. Instructor will assign topics on which students write essays and subsequently discuss in class and critique for style, grammar, coherence, and effectiveness. Permission required.
Instructor(s): AS.220.316
Area: Humanities.

**AS.220.317. Writing about Science II.**
Skills taught will include how to construct a long-form narrative, how to create profiles, and how to maintain reader interest throughout. Class speakers will include award-winning science journalists from New York to DC, who will share the secrets of their craft. The primary writing assignment will be a 3,000-word feature piece that is pitched, reported, and workshopped throughout the course of the class. "Writing About Science I" (formerly Becoming a Science Journalist) is recommended as a prerequisite for this course. Students who have not taken this course will need to complete a short writing test and obtain the permission of the instructor to enroll.
Instructor(s): AS.220.317
Area: Humanities.

**AS.220.318. Intermediate Fiction: Voice.**
This workshop will focus intensely on student writing, and on reading stories with a strong narrative voice, the kinds of stories in which the reader can hear the narrator speaking, where the voice gets stuck in the reader’s mind, where the story feels like an invasion of the narrator’s private thoughts, or is a retelling of the tale for some invisible public, or is the quiet, clear prose of a diarist, journaling into the void.
Instructor(s): AS.220.318
Area: Humanities.
An intermediate fiction workshop focusing on the question of place. We’ll read 19th, 20th, and 21st century short fiction (including some set in Baltimore) in which setting strongly affects plot. While we’ll talk about each story holistically, we’ll also spend time discussing how authors make the physical world feel three-dimensional, and how place can lean on–even change–what happens in a story. Students will write stories and exercises, including exercises that involve exploring Baltimore in order to observe and write about the city in which we live.
Instructor(s): K. Noel
Area: Humanities.

The study of plot, with questions, both practical and theoretical, inevitably raised by the short story form. Readings in Chekhov, James, O’Connor, Cheever, Joyce, and Hemingway.
Instructor(s): T. Davies
Area: Humanities.

a study of fictional persons in works by Fitzgerald, Joyce, W.C. Williams, and Rilke. Students write sketches and compose at least one complete story.
Instructor(s): A. McDermott
Area: Humanities.

Readings in the first hundred years of the short story in the Western tradition. Authors include Hoffmann, Kleist, Pushkin, Gogol, Turgenev, Maupassant, James, Chekhov, and Wharton. Numerous pastiches will be assigned.
Instructor(s): T. Davies
Area: Humanities.

A look at some non-realistic methods, in stories and novels, for dealing with the “real world.” Students will write one page exercises and short stories Recommended Course Background: Students need to have completed a 200-level Writing Seminars class.
Prerequisites: Prereqs: AS.220.105 AND AS.220.106
Instructor(s): T. Davies
Area: Humanities.

A course in fiction writing that utilizes a wiki environment. Students will write and maintain multiple fictional data sets, read and edit other students’ work in the same, and coordinate and interlink their sets with the goal of creating a collaborative web-based fiction.
Prerequisites: AS.220.200
Area: Humanities.

AS.220.337. Intermediate Dramatic Writing: Film.
An intensive workshop focusing on methodology: enhancing original characterization, plot development, conflict, story, pacing, dramatic foreshadowing, the element of surprise, text and subtext, act structure, and visual storytelling. Each student is expected to present sections of his/her "screenplay-in-progress" to the class for discussion. The screenplay Chinatown will be used as a basic text.
Area: Humanities.
A consideration of a variety of poetic forms and conventions, analysis
and discussion of characteristic approaches, with a balance of workshop
of student poems. Admission requires completion of Introduction to
Poetry. Permission Required.
Instructor(s): G. Williamson
Area: Humanities.

AS.220.378. Intermediate Poetry: Poetic Forms II.
The course builds on the information and techniques encountered
in Poetic Forms I, and uses them in reading and imitating a range of
contemporary poets. Permission required.
Instructor(s): G. Williamson
Area: Humanities.

This course, which begins with careful textual study, offers students
the opportunity to experience Shakespeare's language as a spoken
expression, marked by rhythm, sound, rhetoric, and emotion. By
working with (and ultimately committing to memory) sonnets, speeches,
and scenes, students will deepen their understanding of Shakespeare's
art, through performance and brief critical writings. Recommended
Course Background: Need to have completed a 200-level Writing
Seminars' class.
Instructor(s): D. Yezzi
Area: Humanities.

Emphasis in writing scenes—the building blocks of fiction-units of
action, units of dialogue. Readings will include the stories of Chekhov,
Cheever, Hemingway, and Carver. Recommended Course Background:
AS.220.200
Area: Humanities.

AS.220.382. Intermediate Poetry: Narrative Strategies in Poetry
Writing.
Before a poem is anything else, it is the hint, implication, outline, or raw
matter of a story, that fundamental human-making shape of expression.
Story-writing is learned behavior and its alternative approaches are
the makers of form and vision, of communication that is worth re-
experiencing, or not. In this course we consider how poets have written
narratives and how today's poets continue to do so. We will read one
book of poems by each of eight contemporary poets who will visit the
class, including Pulitzer Prize winners Claudia Emerson and Stephen
Dunn, and discuss narrative strategies with these poets. Students
will then write a poem "imitating" each visitor and we will workshop
the poems on next class meeting after the visit. There will also be
short response papers and a final essay (or examination—the student's
choice).
Instructor(s): D. Smith
Area: Humanities.

We will look at modern American novellas. Authors will include: Henry
James, Edith Wharton, Katherine Anne Porter, John Updike, Steven
Milhauser, Truman Capote, Elizabeth Spencer. Frequent short writing
assignments, to be discussed in workshop.
Instructor(s): B. Leithauser
Area: Humanities.

Autobiography.
The class will read and discuss classic autobiographical texts by
Benjamin Franklin, Frederick Douglass, Henry Thoreau, Henry Adams,
Gertrude Stein, Malcolm X, and others. Students will write and workshop
their own life stories of substantial length.
Instructor(s): W. Biddle
Area: Humanities.

Scientists, engineers and physicians create and define risks. The public
perceives these risks and decides what is acceptable. We will study the
psychology and politics of risk communication between experts and
laymen.
Instructor(s): W. Biddle
Area: Humanities.

A workshop course with readings and writing assignments that
emphasize the artistic value of the outward gaze. Students will keep a
daily journal of observations, and over the semester will develop those
observations into at least 10 new poems. Course readings will include
work by Rainer Maria Rilke, Elizabeth Bishop, and Theodore Roethke.
Permission Required.
Instructor(s): J. Arthur
Area: Humanities.

This course will explore the dramatic mode of poetry, from the plays of
the Greeks and Shakespeare to the lyric poems of Hardy, Yeats, Frost,
Brooks, Hecht, and others. Weekly writing assignments, suggested by
the readings, will include character monologues, dialogue, conflict, and
other aspects of the dramatic lyric. Student poems will be discussed in a
workshop format.
Instructor(s): D. Yezzi
Area: Humanities.

Performing Fiction & Poetry: An Acting Workshop for Writers. This
hands-on performance workshop, combining literary and theatrical
practice, will look closely at what makes a performance or reading
compelling, clear, and resonant. Through textual analysis, vocal
technique, and group discussion, students will create a pliant
and powerful reading style to best serve their work. The course
includes regular writing assignments in poetry and fiction and weekly
performance and group discussion.
Instructor(s): D. Yezzi.

AS.220.392. Intermediate Poetry: Tall Tales and Short on
Narrative Poetry.
Tall Tales and Short: On Narrative Poetry. Many of the most resonant
and influential stories in history have been told in verse—The Illiad,
The Aeneid, Beowulf, The Divine Comedy, The Prelude. This course will
examine narrative poems—from Homer to the present, both long and
short—with an eye toward how they function formally and generically.
Students will adapt an array age-old storytelling techniques for their
own poems. There will be weekly writing assignments in poetry and
group discussion of student writing.
Instructor(s): D. Yezzi
Area: Humanities.
An exploration of poetic process as ongoing discourse within and across generations. Readings, writing assignments, and in-class workshop of student poems will encourage and enable course participants to join the conversation themselves.
Instructor(s): D. Malech
Area: Humanities.

What is a lyric poem in the 21st Century? What causes such a thing? What does it sound like? What is it good for? Who writes them? We will. By reading lyric poems written over the last 500 years in English, and by writing our own original work we will find some answers to these questions. This class will have a special emphasis on Free Verse and the particular challenges and joys of such a poem. This workshop aims to generate new work and to cultivate skills necessary for a writer. Permission Required.

Many of the finest modern and contemporary poets were also groundbreaking dramatists, including Goethe, Yeats, Eliot, Millay, Cummings, Brecht, and Walcott. Taking these writers’ poetic dramas as models, students will explore the elements of playwriting - plot, character, rhythm, etc. - in order to create original dramatic works. Speeches, scenes, and short plays will be read aloud in class and considered in a workshop setting.
Instructor(s): D. Yezzi
Area: Humanities.

AS.220.400. Advanced Poetry Workshop.
The capstone course in poetry writing. Consideration of various poetic models in discussion, some assigned writing, primarily workshop of student poems. Students will usually complete a “collection” of up to 15 poems. Permission Required. (Formerly AS.220.396.)
Instructor(s): A. Motion
Area: Humanities.

AS.220.401. Advanced Fiction Workshop.
The capstone course in writing fiction, primarily devoted to workshop of student stories. Some assignments, some discussion of literary models, two or three completed student stories with revisions. Completion of Intermediate Fiction is required for admission. Permission Required. (Formerly AS.220.355)
Instructor(s): J. McGarry; R. Puchner
Area: Humanities.

Readings in Contemporary Poetry. Confession, place, myth and image are the four compass points of American poetry best embodied in the work of James Wright. With the work of Wright at the center of the compass, we will read the Selected Poems of four major living poets and discover how these directions and forces play out over the course of a career. Permission required.
Instructor(s): S. Scafidi
Area: Humanities.

Students read six novels by Hammett, Chandler, Cain, Burnett, and Woolrich and view seven films made from these novels by Huston, Hawks, Wilder, Dmytryk, Richards, Walsh, and Farrow. Cross-listed with Film and Media Studies.
Area: Humanities.

An examination of the fiction of three American modernist masters in the context of the early 20th century movement in the verbal and visual arts. Not a workshop course.
Instructor(s): J. Irwin
Area: Humanities.

A study of technique and strategy in the poetry of Emily Dickinson, Marianne Moore, Elizabeth Bishop, and Amy Clampitt. Not a workshop course.
Instructor(s): M. Salter
Area: Humanities.

Between sex and death the body has a varied wild life in American poetry. In a survey of contemporary work this seminar will consider the life of the body, its relationship to the imagination and the kaleidoscopic world of the senses. Reading erotic poems, elegies, poems of sickness and health, and of age and youth, we will find an intimate politics of the body. Students will read and respond critically to American poems written over the last forty years.
Instructor(s): S. Scafidi
Area: Humanities.

An examination of the poetry of Eliot, Crane and Stevens in the context of the modernist movement in the verbal and visual arts. Not a workshop course. Juniors and seniors majors are given preference.
Instructor(s): J. Irwin
Area: Humanities.

AS.220.416. Readings in Fiction: Five from the Fifties.
We will examine five American writers who were emerging or thriving in the middle of the 20th century: John Cheever, Flannery O’Connor, Peter Taylor, John Updike, and Vladimir Nabokov. We will read short stories by all five, as well as the following novels: O’Connor’s Wise Blood, Updike’s Of the Farm, Nabokov’s Lolita and Pale Fire.
Instructor(s): B. Leithauer
Area: Humanities.

Classes will be devoted to writing and collective editing of factual work of significant length and ambition, including essays, journalistic reports, histories, and biographies. Instructor permission required.
Instructor(s): W. Biddle
Area: Humanities.

AS.220.418. Readings in Fiction: The Novella.
Registration Restrictions: Permission required. Twentieth-century novellas, with a new author and book each week. The course asks: What can and has been accomplished by American fiction writers in fewer than 150 pages?
Area: Humanities.

The central concern of this course is to read, study, think about, and discuss several novels and short story collections, paying special attention to the voice and structural techniques these authors have invented to create compelling works.
Instructor(s): M. Klam
Area: Humanities.
AS.220.422. Readings in Fiction: Women Behaving Badly!
This course will focus on fiction that centers around a profoundly flawed female protagonist, an antitheroine. Why is it that we love some of these women in spite of their wrongdoing? How do we connect to a character who is acting in ways that we would never hope to act? And how is it that bad behavior is often perceived as sexy? Are evil women any less or more evil than their male counterparts? Students will read 8 books with villainesses whose crimes range from poor parenting to serial killing. One final paper (10-20 pages) will be due at the end of the semester on a topic of the student’s choosing, relating to one or more of the protagonists from the reading list.
Area: Humanities.

AS.220.423. Readings in Fiction: Castaways in Literature.
Our primary text will be Defoe’s Robinson Crusoe. We will read spin-offs of Robinson Crusoe (Muriel Spark’s Robinson, J. M. Coetzee’s Foe, Elizabeth Bishop’s “Crusoe in England”) as well as Golding’s Lord of the Flies and Sylvia Townsend Warner’s Mr. Fortune’s Maggot. Selections from Homer, Swift, and Byron. We will conclude with Shakespeare’s The Tempest. (Leithauser)
Instructor(s): B. Leithauser
Area: Humanities.

AS.220.424. Science as Narrative.
Class reads the writings of scientists to explore what their words would have meant to them and their readers. Discussion will focus on the shifting scientific/cultural context throughout history. Authors include Aristotle, Copernicus, Galileo, Descartes, Newton, Darwin, Freud, Einstein, Heisenberg, Bohr, Crick and Watson.
Instructor(s): R. Panek
Area: Humanities.

A study of the short story cycle as a literary form. Authors may include Joyce, Schulz, Anderson, Welty, Calvino, Munro, Erdrich, Diaz and others.
Instructor(s): R. Puchner
Area: Humanities.

A close study of the writing that Auden, Isherwood, Spender, and MacNeice produced during the 1930s against the backdrop of the Great Depression, the Spanish Civil War, and the rise of Nazism. This is not a workshop course, but students will have the opportunity to respond artistically as well as analytically to the course readings.
Instructor(s): J. Arthur

A study of the novella as a literary form. Authors may include Melville, Turgenev, Tolstoy, Chekhov, Kafka, James, Wharton, Baldwin, Porter, Rufo, Smiley, and others.
Instructor(s): B. Leithauser
Area: Humanities.

We will read the major long and short stories of Chekhov, along with selected letters written in the full course of his lifetime. Juniors and Seniors only.
Prerequisites: AS.220.105 AND AS.220.106 AND AS.220.200 AND 300 level Intermediate Fiction
Instructor(s): J. McGarry
Area: Humanities.

A close study of twentieth- and twenty-first-century Irish poetry. Course readings will include work by W.B. Yeats, Austin Clarke, Michael Longley, Seamus Heaney, Eiléan Ní Chuilleanáin, Eavan Boland, Ciaran Carson, and others. This is not a workshop course, but students will have the opportunity to respond artistically as well as analytically to the course readings.
Instructor(s): J. Arthur
Area: Humanities.

Lives of the Poets: Hecht, Merrill, Sexton, Plath. “The intellect of man is forced to choose / perfection of the life, or of the work,” wrote Yeats. This course examines important intersections between the life and the work in the poems and memoirs of four, biographically interconnected poets. Poems treating subjects of depression and mental illness (Hecht, Sexton, Plath), the terror of war (Hecht), the depredations of disease (Merrill), and suicide (Sexton, Plath), find their sources in these poets fascinating—and, to varying degrees, troubled—lives.
Instructor(s): D. Yezzi
Area: Humanities.

This course will trace the development of the short story beginning with its tentative emergence from the shadow of the novel, through the early commercial period triggered by the invention of inexpensive newsprint, and to its full maturation at the turn of the 20th century. Works by E. T. A. Hoffmann, Heinrich Von Kleist, Alexander Pushkin, Nikolai Gogol, Ivan Turgenev, Guy de Maupassant, Henry James, Anton Chekhov, and Edith Wharton.
Instructor(s): T. Davies
Area: Humanities.

AS.220.432. Readings in Fiction: Innovators of the Short Story.
In this class, we’ll look at particularly influential writers who’ve had a lasting effect on the form of the short story, reshaping it through their own idiosyncratic vision. Authors may include Hawthorne, Kafka, Chekhov, Babel, Joyce, Borges, O’Connor, Welty, Barthelemy, Paley, and Munro.
Instructor(s): R. Puchner
Area: Humanities.

This course examines important intersections between the life and the work in the poems and memoirs of four, biographically interconnected poets. Poems treating subjects of depression and mental illness (Hecht, Sexton, Plath), the terror of war (Hecht), the depredations of disease (Merrill), and suicide (Sexton, Plath), find their sources in these poets fascinating—and, to varying degrees, troubled—lives.
Instructor(s): D. Yezzi
Area: Humanities.

AS.220.434. Readings in Poetry: The Mind in Motion: The Rhetoric of Poetry. 3 Credits.
This course examines how argument and formal thought shape poetry. Through class discussion about readings ranging from Donne to Dickinson to contemporary poets, and through critical and creative exercises, students will explore poems that reveal not only feeling and observation, but also the architecture of the analytical mind at work.
Instructor(s): D. Malech
Area: Humanities.

AS.220.435. Readings in Poetry: The Romance Tradition. 3 Credits.
A writer’s survey of the medieval romance and of the subsequent poetry that it inspired. Course readings will include Sir Gawain and the Green Knight, The Death of King Arthur, and romances by Chretien de Troyes, as well as poetry by Spenser, Tennyson, and Robert Browning. This is a workshop course, but students will have the opportunity to respond artistically as well as analytically to the course readings.
Instructor(s): J. Arthur
Area: Humanities.
AS.220.436. Readings in Fiction: A Writer’s Journal. 3 Credits.
We will study the role journals play in the work of Virginia Woolf, Franz Kafka, Rainer Maria Rilke, and Anton Chekov. Readings include novels, stories, and diaries.
Instructor(s): J. McGarry
Area: Humanities.

AS.220.437. Creating the Poetry Chapbook.
Students will build on previous work in the major by completing a project of sustained length, depth, and cohesion (25-35 pages) in their final semester. The course will include independent creative and critical work, peer review and discussion, and meetings with the instructor. Application only; Advanced Poetry prerequisite.
Prerequisites: AS.220.400
Instructor(s): D. Malech
Area: Humanities.

In this Community-Based Learning course, students will explore poetry of social and political engagement in partnership with high-school age writers from Writers in Baltimore Schools. Participants will put learning into practice by organizing community conversation, reflection, and collaboration. Participation in some events outside of class time will be required.
Instructor(s): D. Malech
Area: Humanities.

Caribbean history is reflected in the literature of emigration and collapse of empire. We’ll study novels by Naipaul, Rhys, and other 20th century authors.
Instructor(s): W. Biddle
Area: Humanities.

Ordinarily no more than one independent study course may be counted among the eight Writing Seminars courses presented for graduation.

Instructor(s): D. Yezzi; G. Williamson; Staff.

AS.220.505. Writing Seminars Internship.
Instructor(s): Staff.

AS.220.506. Writing Seminars Internship.
Instructor(s): Staff.

Permission Required.
Instructor(s): Staff.

Department Permission Required.

AS.220.509. Practicing Journalism Internship.
This internship is given in conjunction with local media and must be taken on a satisfactory/unsatisfactory basis. It covers many aspects of the operation of a metropolitan newspaper or magazine or TV station. Permission Required. Satisfactory/ Unsatisfactory only.
Instructor(s): M. Klam; Staff; T. Davies; W. Biddle.

AS.220.510. Practicing Journalism.
Permission Required.
Instructor(s): T. Davies
Area: Humanities.

AS.220.513. Teaching Writing.
Permission Required.
Instructor(s): Staff
Area: Humanities.

AS.220.570. Independent Study-Intersession.
Instructor(s): G. Williamson; Staff; T. Davies.

AS.220.572. Practicing Journalism Internship.
Instructor(s): T. Davies; W. Biddle.

AS.220.592. Internship-Summer.
Instructor(s): Staff.

AS.220.594. Practicing Journalism Internship.
Instructor(s): D. Basford; J. Arthur; J. McGarry; T. Davies; W. Biddle.

AS.220.596. Teach Writing-Internship.
Instructor(s): S. Dixon.

AS.220.598. Independent Study.
Instructor(s): G. Blake; G. Williamson; J. McGarry; Staff; T. Davies.

The central concern of this course is to read, study, think about, and discuss several novels and short story collections, paying special attention to the voice and structural techniques these authors have invented to create compelling works. Restricted to Graduate Students.
Instructor(s): M. Klam
Area: Humanities.

We will examine a number of classic and contemporary coming-of-age novels. Students will compose their own: an original work of fiction that may well described as such.
Area: Humanities.

AS.220.610. Readings in Fiction: Alternatives to Realism.
Instructor(s): A. McDermott.

AS.220.611. Writing about Science.
A seminar in the writing of factual prose about scientific matters, whether for the general reader or for professional scientists as audience. Weekly writing, editing, and reading assignments. Permission required.
Instructor(s): A. Finkbeiner.

AS.220.614. Graduate - Science Workshop.
Intensive seminar, at a professional level, in writing factual prose about science for the general reader. Students find, research, and structure their own stories. Weekly writing, editing. Permission required.

AS.220.619. Graduate Poetic Forms I.

AS.220.623. Fiction Workshop.
Discussion and critique of fiction manuscripts by students enrolled in the M.F.A. program. Some assignments possible.
Instructor(s): J. McGarry.

AS.220.624. Graduate Fiction Workshop.
Discussion and critique of fiction manuscripts by students enrolled in the MFA program. Some assignments possible.
Instructor(s): A. McDermott.

AS.220.625. Poetry Workshop.
Discussion and critique of poetry manuscripts by students enrolled in the M.F.A. program. Some assignments possible.
Instructor(s): M. Salter.
AS.220.626. Graduate Poetry Workshop.
Discussion and critique of poetry manuscripts by students enrolled in the MFA program. Some assignments possible.
Instructor(s): G. Williamson.

A study of American poetry written after 1945 with discussion of aesthetic movements, events, historical and contextual, and the character of evolution and practices in poetic structures. Readings vary.
Instructor(s): D. Smith
Area: Humanities.

We will read all--or most--of Chekhov's short stories, his "notebook," as well as the letters that have been translated into English.

A study of three major poets (English, Irish, American) who each introduced signature tones, techniques, and themes in modern poetry. Some other figures, such as Louise Bogan and the World War I poets, may be discussed.
Instructor(s): M. Salter.

A course in the poetry of the 14th-century alliterative revival in which students will read and study Middle English works such as Patience, Cleanness, Pearl, Gawain and the Green Knight, and Piers Plowman. Graduate students only.
Instructor(s): J. Irwin
Area: Humanities.

AS.220.645. Graduate Readings in Fiction: Castaways in Literature.
Our primary text will be Defoe's Robinson Crusoe. We will read spin-offs of Robinson Crusoe (Muriel Spark's Robinson, J. M. Coetzees Foe, Elizabeth Bishop's "Crusoe in England") as well as Golding's Lord of the Flies and Sylvia Townsend Warner's Mr. Fortune's Maggot. Selections from Homer, Swift, and Byron. We will conclude with Shakespeare's The Tempest. Graduate students only.
Instructor(s): B. Leithauser
Area: Humanities.

AS.220.646. Graduate Readings in Fiction and Poetry.
A graduate course designed to develop both close reading and genre study, and to support the teaching of Introduction to Fiction and Poetry (IFP) I and II. Readings in selected works of American, English, and European poetry and short fiction. Course required by all graduate students in fiction and poetry.
Instructor(s): D. Yeazzi; M. Klam
Area: Humanities.

A practical study of prosody rooted in the formalist tradition and continuing into theories of free verse. Readings include essays by Ezra Pound, William Carlos Williams, T.S. Eliot, Charles Olson, and Denise Levertov. This is not a workshop course, but students will have the opportunity to respond artistically as well as analytically to the course readings. Graduate students only.
Instructor(s): J. Arthur
Area: Humanities.

AS.220.648. Forms: The Longer Poem as Anthology.
A study of form through three poets especially concerned with formal variety as a complement to, and manifestation of, theme and voice. Readings will include book-length works by George Herbert (The Temple); Auden (The Sea and the Mirror); Schnackenberg (The Throne of Labdacus).
Instructor(s): M. Salter
Area: Humanities.

This course focuses on three poets whose individual relationships with form, inspiration, and innovation continue to shed light on the poetic process.
Area: Humanities.

Based on a close reading of major texts, this course will look at the ways in which Romantic and port-Romantic British poetry deals with the passage of time, how it creates elegiac structures, and how it records various kinds of loss: the loss of self, the loss of traditional consolations (especially in terms of the environment), and the threatened loss of poetry itself. Students will be encouraged to respond creatively, as well as critically. Restricted to graduate students in the MFA program.
Instructor(s): A. Motion
Area: Humanities.

AS.220.651. Readings in Fiction: Five from the Fifties.
We will examine five American writers who were emerging or thriving in the middle of the 20th century: John Cheever, Bernard Malamud, Vladimir Nabokov, Jean Stafford, John Updike. We will read short stories by all five, as well as the following novels: Malamud's The Assistant, Nabokov's Lolita and Pale Fire. Restricted to graduate students in the MFA program.
Instructor(s): B. Leithauser
Area: Humanities.

This course will look at the way poets have responded to the environment, from the early Romantic period to the present day. In the process, it will study and show how the role of the natural world in poetry has changed from being a cause for celebration and a mirror for self-scrutiny, into a way of continuing these things while also expressing anxiety about the effects of global warming any other dangers to the health of the planet. Poets included in the discussion will include Wordsworth, Clare, Hopkins, Frost, Auden, Hughes and Heaney.
Instructor(s): A. Motion
Area: Humanities.

Which books do writers often foist on other writers, telling them "You have to read this"? In this course, we'll look at books that have yet to find much popular appeal, but which writers often speak about in reverential tones. Authors may include James Salter, Paula Fox, Dezso Kosztolanyi, J.L. Carr, Juan Rulfo, Tom Drury, Christina Stead, Evan S. Connell, Leonard Gardner, Joy Williams, and Penelope Fitzgerald.
Instructor(s): R. Puchner
Area: Humanities.

AS.220.800. Independent Study.
Instructor(s): Staff.

Instructor(s): Staff.
Cross Listed Courses

**Film and Media Studies**

**AS.061.205. Introduction to Dramatic Writing: Film.**
In this course we will explore the basic principles of visual storytelling in narrative film as they apply to the design and execution of a screenplay. During the course of the semester, each student will work on different writing exercises while they search for their specific story and the best way to approach it. We will study different narrative tools and methods of screenwriting by analyzing films to ascertain how they work or fail to do so at script level. Through in-class critiques, group discussions and one-on-one sessions, students will apply these techniques to their own work as they undergo the process of designing, breaking down, outlining and writing a screenplay for a short film. In-class analysis and debate on the strengths and challenges posed by the students' work will help shape the thematic emphasis of the second half of the course.
Instructor(s): R. Buso-garcia
Area: Humanities.

**AS.061.315. Screenwriting By Genre.**
Story design for the screenplay with special attention to the genres of comedy, horror, melodrama, and adventure. Regular workshops, short written exercises, and a longer final project.
Prerequisites: AS.061.313 or AS.220.342 or instructor's permission
Instructor(s): L. Bucknell
Area: Humanities.

**AS.061.371. Unrealities: The Fantastic in Film & Fiction.**
The fantastic, the absurd, the blackly comic in films by Cocteau, Hitchcock, and others; and in the short fiction of Barthelme, Cortázar, Hrabal, and others. Several short creative exercises and a longer final project.
Instructor(s): L. Bucknell
Area: Humanities.

**AS.061.373. Intermediate Dramatic Writing: Film.**
This course will explore different approaches towards understanding the fabric of story as it pertains to film. Students will be exposed to key challenges in conceiving, structuring and executing a compelling, memorable and vibrant feature-length screenplay. By studying key examples, we will discuss possible solutions to these issues. In every class, students will share their work in progress and will help each other find approaches or solutions to their specific challenges and issues. We will analyze films with screenplays that effectively play with the form to create lasting, thought-provoking and affecting stories. Through in-class critiques, group discussions and one-on-one sessions, students will apply new tools and approaches to their own work as they undergo the process of designing, breaking down, outlining and writing a full step outline, a beat sheet and the first ten pages of a feature length screenplay. As the semester progresses, in-class analysis and debate on the strengths and challenges posed by the students' work will shape the thematic emphasis of each class.
Prerequisites: AS.220.204 OR AS.061.205
Instructor(s): R. Buso-garcia
Area: Humanities.

**AS.061.376. Arts and Culture Journalism: Interactive Media, Online Publishing.**
Students will participate in the ongoing creation of BmoreArt.com, an online arts and culture publication that serves the Baltimore community. In conjunction with visiting professionals, students will investigate the Baltimore cultural community and create different types of editorial content using interactive media including film, video, sound, and writing. Students will produce creative content utilizing their individual areas of expertise - such as visual art, art history, music, literary arts, film, and theater - while working together as a professional organization. A strong emphasis will be placed on the student’s collaborative participation and creative experimentation. Students with differing backgrounds in media will approach this project from unique perspectives, which will be valued and cultivated. Students with previous experience in journalism are welcome. An introductory writing or film course is suggested as a prerequisite.
Instructor(s): C. Ober
Area: Humanities.

**AS.061.404. Advanced Dramatic Writing: Film.**
Intensive workshop course where students will write both a first draft and a full revision of a feature length screenplay. Classes will be designed and centered on the specific challenges of the students' works-in-progress, with an emphasis on exploring and discussing different narrative approaches and solutions that will enhance their writing and revision processes. Select films will be screened and analyzed as they pertain to the students' scripts. Students will aim to have a polished draft of their screenplay to be submitted to industry-recognized screenwriting labs at the end of the semester.
Prerequisites: AS.061.373 or AS.220.337
Instructor(s): R. Buso-garcia

**Anthropology**

**AS.070.203. Healing: Politics and Poetics.**
Metaphors of health and illness; individual and social. The body in pain and the body politic. Ethnographies of historical memory vis-à-vis medicine, epidemics, sacredness, shamanism, terror, humanitarianism, truth and reconciliation.
Instructor(s): J. Obarrio
Area: Humanities, Social and Behavioral Sciences.

**AS.070.306. Healing: Politics and Poetics.**
Area: Humanities, Social and Behavioral Sciences.

**AS.070.337. Digital Media, Democracy, and Control.**
This course examines how digital technologies enable new publics that circumvent state and social controls as well as how they are mobilized to confirm existing racial, gendered, and political hierarchies.
Area: Humanities, Social and Behavioral Sciences.
German Romance Languages Literatures

AS.211.472. Barbers and countesses: conflict and change in the Figaro trilogy from the age of Mozart to the 20th century.

2016 marks the bicentennial of Rossini’s irreverent masterwork The Barber of Seville, which premiered in Rome in February 1816. Thirty years earlier, in 1786, Mozart’s The Marriage of Figaro had opened in Vienna. The two operas, based on the first two plays of Beaumarchais’ controversial “Figaro trilogy”, stage conflicts of class and gender, challenging the assumptions of the aristocracy as well as the ludicrous pretensions of the raising bourgeoisie. The same themes inform the post-modern portrayal of the past in John Corigliano’s The Ghosts of Versailles (1991), which ideally completes the musical afterlife of the trilogy. By studying how the plays were adapted to the opera stage within their different cultural and historical contexts, the course will explore the representation of the ideological, social, and political turmoil that, eventually, culminated in the French Revolution. The course will also include field trips and screenings of movies such as Stanley Kubrick’s Barry Lyndon (1975) and Milos Forman’s Amadeus (1984). This course may be used to satisfy major requirements in both the French and Italian majors.

Instructor(s): E. Refini
Area: Humanities.


This course will not aim at drawing the exhaustive literary landscape of French Middle Ages, neither will it be a Comparative Literature or History class. It may be considered a gateway to French Medieval literature, given that the Modern Fantasy has obviously improved the last decades, the latter being built as a rewriting of Medieval themes and Western European folklore. Looking at texts originally written in Old French, including prose and poetry, but also at the French Medieval iconography, we will try to understand the old roots of the Modern and so popular (but sacrificing) Fantasy Literature. Basic French will be required.

Instructor(s): M. Alhinho
Area: Humanities.

AS.213.309. Walter Benjamin and His World.

All readings and class discussions in English. This course will provide an introduction to the thought, writing, and world of Walter Benjamin—one of the most interesting and influential German writers of the early 20th century. Although he died in exile having published only a single book in his lifetime, in the past three decades his ideas and preoccupations have changed the way we think about Cultural Studies, Media Studies, Literary Studies, German thought, Jewish mysticism, and the philosophy of history. We will be examining some of his major writings in tandem with precursors such as Charles Baudelaire and Louis Aragon; contemporaries such as Theodor Adorno and Gershom Scholem; and the legacy of his work among contemporary theorists, critics, and artists.

Area: Humanities.


Are all Jews funny, or only the ones from New York? This course will be an advanced-undergraduate examination of literary, theatrical, cinematic, and televised representations of Jewish culture focusing on the construction of cultural discourse through comedy. Taking as a point of departure Sigmund Freud’s Jokes and Their Relation to the Unconscious, we will consider the joke as a mode of narration and cultural coding with specific resonances for the Jewish encounter with modernity. Among the topics to be addressed in this course will be the origins of modern Jewish humor in traditional modes of storytelling and study; the problems of anxiety and otherness articulated and neutralized through humor; the significance of Jews in creating popular culture through the mass media (particularly though not exclusively in the United States) as well as the role of these mediums in transmitting and translating Jewish references to the general culture; the status of the Yiddish language as a vehicle for satire and a vehicle of resistance between tradition and modernity; the uses and abuses of Jewish stereotypes and the relationship of Jewish humor to anti-Semitism; the connections between Jewish humor and other modes of minority discourse; and the question of translation of Jewish humor both from Yiddish into other languages and from the Jewish “in-group” to a “post-ethnic” audience. Authors and performers to be examined will include Avrom Goldfaden, Sholem Aleichem, Franz Kafka, Dzigan and Szumacher, Lenny Bruce, the Marx Brothers, Mel Brooks, Phillip Roth, Woody Allen, Larry David, Sarah Silverman, and the Coen Brothers. All readings and discussions conducted in English.

Instructor(s): M. Caplan
Area: Humanities.

AS.213.361. The Holocaust in Film and Literature.

How has the Holocaust been represented in literature and film? Are there special challenges posed by genocide to the traditions of visual and literary representation? Where does the Holocaust fit in to the array of concerns that the visual arts and literature express? And where do art and literature fit in to the commemoration of communal tragedy and the working through of individual trauma entailed by thinking about and representing the Holocaust? These questions will guide our consideration of a range of texts — nonfiction, novels, poetry — in Yiddish, German, English, French and other languages (including works by Elie Wiesel, Primo Levi, and Isaac Bashevis Singer), as well as films from French documentaries to Hollywood blockbusters (including films by Alain Resnais, Claude Lanzmann, and Quentin Tarantino). All readings in English.

Instructor(s): S. Spinner
Area: Humanities.
AS.213.387. Major City, Minor Literature? Berlin in German-Jewish and Yiddish Literature. 3 Credits.
Between the two World Wars, a period of intense artistic and intellectual vitality, Berlin was an international center for theater, visual arts, and literature. Many important Yiddish-language writers were drawn to Berlin and, together with their German-language counterparts, produced a body of literature that explores issues of modernity and identity. By comparing works in Yiddish and German, we will learn about inter-War Berlin’s cultural diversity and richness, while also gaining insight into the particular issues of writing about Jewish identity in the 1920s, and the implications of writing in a minor language (Yiddish).
We will read works by authors including Joseph Roth and Alfred Döblin in German, and Moyshe Kuliak and David Bergelson in Yiddish. All texts will be in translation. Some questions we will explore include: • What is a minority/minor language or literature? • How did German and Yiddish interact in cultural and social spheres? • Can texts in different languages comprise a single body of literature? • What did it mean to be German and what did it mean to be Jewish? • Are assimilation and hybridity useful concepts? • Is there such a thing as Jewish modernism?
• How did literature of the period respond to the rise of the Nazi party and the intensification of antisemitism?
Instructor(s): S. Spinner
Area: Humanities.

AS.214.479. Dante Visits the Afterlife: The Divine Comedy.
Dante’s Divina commeda is the greatest long poem of the Middle Ages; some say the greatest poem of all time. We will study the Commedia critically to find: (1) What it reveals about the worldview of late-medieval Europe; (2) how it works as poetry; (3) its relation to the intellectual cultures of pagan antiquity and Latin (Catholic) Christianity; (4) its presentation of political and social issues; (5) its influence on intellectual history, in Italy and elsewhere; (6) the challenges it presents to modern readers and translators; (7) what it reveals about Dante’s understanding of cosmology, world history and culture. We will read and discuss the Commedia in English, but students will be expected to familiarize themselves with key Italian terms and concepts. Students taking section 02 (for 4 credits) will spend an additional hour working in Italian at a time to be mutually decided upon by students and professor.
Instructor(s): W. Stephens
Area: Humanities.

The first objective of the course is to train students in close reading and analysis of literary texts. The second objective is to read prose and poetry by some of the canonical texts in the Latin American tradition written by women. Taught in English.
Instructor(s): S. Castro-Klaren
Area: Humanities.

This course will deal with close readings of Borges ficciones and critical essays in order to determine how his thinking on the problem of writing and thinking is fictionalized in his stories.
Instructor(s): S. Castro-Klaren
Area: Humanities.

This course will focus on the art of writing poetry, the art of reading poetry and the poetics of each of the poets whose work is the textual matter of the course.
Instructor(s): S. Castro-Klaren
Area: Humanities.

AS.216.300. Contemporary Israeli Poetry.
This course examines the works of major Israeli poets such as Yehuda Amichai, Nathan Zach, Dalia Rabikovitch, Erez Biton, Roni Somek, Dan Pagis, Yona Wollach, Yair Horwitz, Maya Bejerano, and Yitzhak Laor. Against the background of the poetry of these famous poets we will study recent developments and trends in Israeli poetry, including less known figures such as Mois Benarroch, Shva Salhoov and Almog Behar. Through close reading of the poems, the course will trace the unique style and aesthetic of each poet, and will aim at presenting a wide picture of contemporary Hebrew poetry.
Prerequisites: Students may receive credit for AS.216.300 or AS.300.413, but not both.
Instructor(s): N. Stahl
Area: Humanities.

AS.216.342. The Holocaust in Israeli Society and Culture.
This course examines the role of the Holocaust in Israeli society and culture. We will study the emergence of the discourse of the Holocaust in Israel and its development throughout the years. Through focusing on literary, artistic and cinematic responses to the Holocaust, we will analyze the impact of its memory on the nation, its politics and its self-perception.
Instructor(s): N. Stahl
Area: Humanities.

AS.216.370. Israel Through Prose.
This course examines representations of various aspects of Israeli society and culture in contemporary Israeli prose. The course will follow both a thematic and chronological path in order to study the ways in which Israeli prose reflects political, ideological, social and cultural aspects of contemporary Israel. In this context, we will read works by several major authors such as: Agnon, Shabtai, Kahanah-Carmon, Oz, Kenaz, Yehoshua, Grossman, Castel-Bloom, Matalon, Laor, Kashua and Hoffmann. Students who sign up for section 2 will work an additional hour in Hebrew with Professor Cohen at a time mutually agreed upon by the professor and the students enrolled. –Carmon, Oz, Kenaz, Yehoshua, Grossman, Castel-Bloom, Matalon, Laor, Kashua and Hoffmann.
Instructor(s): N. Stahl; Z. Cohen
Area: Humanities.

AS.216.373. War in Israeli Arts and Culture. 3 Credits.
In this course we will study the various representations of what functions as one of Israel’s most unifying and yet dividing forces: war. By analyzing literary and cinematic works as well as visual art and popular culture we will attempt to understand the role of war in shaping Israeli society, culture and politics. Topics such as commemoration and mourning, dissent and protest, trauma and memory and the changing image of the soldier will stand at the center of the course. Students with a knowledge of Hebrew wishing to do extra work in Hebrew should enroll in section 2 and the fourth hour will be scheduled at a time convenient to the enrollees and instructor.
Instructor(s): N. Stahl; Z. Cohen
Area: Humanities.
AS.216.398. Zionism: Literature, Film, Thought.
This course studies the relation between Israeli culture and Zionism. Based on a close reading of both literary and non-literary Zionist texts, we will explore the thematic, social and political aspects of the Zionist movement. The course focuses on primary sources and its main goal is to familiarize students with the history of Zionism and its influence on Israeli culture. In the last part of the semester we will investigate the different meanings of Post-Zionism through contemporary literary and non-literary texts as well as recent Israeli films. Students wishing to do additional work in Hebrew should enroll in section 2 where students will meet for an additional hour at a time TBD and will earn 4 credits for the course.
Prerequisites: Students may receive credit for AS.216.398 or AS.300.398, but not both.
Instructor(s): N. Stahl; Z. Cohen
Area: Humanities.

AS.216.412. The Divine in Literature and Cinema.
This course studies various issues concerning literary and cinematic representations of the divine. We will investigate theoretical, theological, generic and aesthetic aspects of the topic and will familiarize ourselves with the general problem of the relation between religion, literature and cinema. Among the topics to be discussed are, negative theology in literature and film, theodicy and anti-theodicy, the question of religion and literary modernism, providence and narratology in the modern novel and in contemporary cinema.

This course studies literary and cinematic representations of the apocalypse. We will investigate theoretical, theological, generic and aesthetic aspects of the topic and seek to trace the narrative dynamics as well as literary and cinematic means of apocalyptic representations. We will discuss works from various periods, languages, cultures and religions. Among the issues to be discussed are: what is the apocalypse, war and the apocalypse, the Holocaust as apocalypse, Biblical apocalypse, post-apocalyptic works, the apocalypse in popular culture, realism, anti-realism and the apocalypse.
Instructor(s): N. Stahl
Area: Humanities.

AS.216.612. The Divine in Literature and Cinema.
This course studies various issues concerning literary and cinematic representations of the divine. We will investigate theoretical, theological, generic and aesthetic aspects of the topic and will familiarize ourselves with the general problem of the relation between religion, literature and cinema. Among the topics to be discussed are, negative theology in literature and film, theodicy and anti-theodicy, the question of religion and literary modernism, providence and narratology in the modern novel and in contemporary cinema.
Instructor(s): N. Stahl.

Theatre Arts Studies

AS.225.324. Adaptation for the Stage.
For aspiring playwrights, dramaturgs, and literary translators, this course is a workshop opportunity in learning to adapt both dramatic and non-dramatic works into fresh versions for the stage. Students with ability in foreign languages and literatures are encouraged to explore translation of drama as well as adaptation of foreign language fiction in English. Fiction, classical dramas, folk and fairy tales, independent interviews, or versions of plays from foreign languages are covered.
Instructor(s): J. Martin
Area: Humanities.

A seminar and workshop in playwriting with Dr. Joe Martin, playwright and dramaturge. Student writers, developing their plays, will learn how to open up to the creative process, “brainstorm,” refine their work, and shape it toward an act of artistic communication. Writer’s techniques, such as attending to plot or “story,” delineation of character, creating effective “dialog,” even overcoming “writer’s block,” will be addressed. This course is designed to be complementary to – not a replacement for – playwriting classes in the Writing Seminars.
Instructor(s): J. Martin.

Humanities Center

AS.300.113. Freshmen Seminar: Drama and Gender in Shakespeare’s England.
In this seminar we will read male and female authored plays and discuss how they reflect contemporary social expectations in Tudor and Stuart England. Authors include William Shakespeare; Mary Sidney, Countess of Pembroke; Christopher Marlowe; Elizabeth Cary; Ben Jonson; and Mary Sidney, Lady Wroth.
Instructor(s): E. Patton
Area: Humanities.

AS.300.133. Freshmen Seminar: Women of Epic Fame in Literature and Drama, 800 BCE-1650 CE.
From Homer’s Odyssey to Shakespeare’s Antony and Cleopatra, powerful women who achieve their ends by working from within the system are often overlooked or not fully explored. Our readings and discussions will foreground these women of fiction, while we also consider the social conditions of their living contemporaries. Readings will include: Homer’s Odyssey (Penelope); Virgil’s Aenead (Dido); Dante’s Inferno (Beatrice); Milton’s Paradise Lost (Eve), and several accounts of Cleopatra in plays by Shakespeare and his contemporary women writers. Cross listed with Theater Arts, Writing Seminars, and WGS.
Instructor(s): E. Patton
Area: Humanities.

AS.300.139. Introduction to Intellectual History.
This course offers a conceptual and historical introduction to Intellectual History. What makes the “history of ideas” different from the history of other objects? What, if anything, distinguishes the history of ideas from the history of philosophy? What is it exactly that we call “ideas”? In what sense do they have a history? These are examples of the kind of questions addressed in the course.
Instructor(s): P. Marrati; S. Carmel
Area: Humanities.

AS.300.143. Introduction to Comparative Literature.
This course offers an introduction to the history, theory, and praxis of comparative literature. We will read texts from some of the founding figures of the discipline and look at the most recent debates in the field, including translation studies, literary theory, and world literature, among others. Particular attention will be given to the methodologies and problems of studying literatures in different linguistic traditions and the relation between literature and other areas of thought and culture, such as philosophy, art history, and psychoanalysis. Case studies in comparative approaches to literature will provide concrete examples to our discussions.
Instructor(s): L. Lisi
Area: Humanities.
AS.300.356. From Literature to Film - the case of Israeli Cinema.
This course explores the differences and similarities between two artistic mediums: literature and cinema. Our case study will be the interesting transformation of Hebrew fiction into Israeli films--a dominant phenomenon in Israeli cinema since its very beginning. Our main framework will be narrative theories, but we will also consider the specific historical, ideological and geo-political aspects involved in this transformation. By comparing the two artistic modes and studying the transformation of 5 literary works into films, students will become familiar with the history of modern Hebrew literature, contemporary Israeli cinema, and the relationship between these two artistic mediums. Cross-listed with Jewish Studies, Film and Media Studies, and Writing Seminars
Instructor(s): N. Stahl
Area: Humanities.

AS.300.363. Reading Judith Shakespeare: poetry and drama by women writers in Elizabethan England (ca 1558-1650).
Virginia Woolf’s account of the thwarted career of Shakespeare’s hypothetical sister, Judith (in A Room of One’s Own) frames our reading of plays and poetry by Shakespeare and contemporary women writers, including Isabella Whitney, Elizabeth Cary, Mary Sidney, Aemelia Lanyer, Mary Wroth, and others. Students will create fictional biographies of “Judith Shakespeare” and her literary accomplishments. Cross listed with English, Theater Arts, Writing Seminars, and WGS.
Instructor(s): E. Patton
Area: Humanities.

AS.300.413. Israeli poetry.
This course examines the works of major Israeli poets such as Yehuda Amichai, Nathan Zach, David Avidan, Dalia Rabikovitch, Yona Wollach, Maya Bejerano, and Yitzhak Laor. These works will be read against the background of the poetry of previous literary generations of writers such as H.N Bialik, Avraham Shlonsky, Natan Alterman and Lea Goldberg in an attempt to uncover changes in style, themes and aesthetic. Through close reading of the poems, the course traces the unique style and aesthetic of each poet, and aims at presenting a wide picture of contemporary Hebrew poetry. Class will be conducted in English and texts will be read in both English translation and the Hebrew original. Open for both Hebrew and non-Hebrew speakers. Students may receive credit for AS.216.300 or AS.300.413, but not both.
Prerequisites: Students may receive credit for AS.216.300 or AS.300.413, but not both.
Instructor(s): N. Stahl.

East Asian Studies

This course aims to introduce students to a variety of literary texts featuring romantic love from the 9th to the mid-20th centuries in China. The target materials cover a wide range of literary products from Bo Juyi’s court poem to the modern Shanghai novella by the woman writer Zhang Ailing (Eileen Chang). As we read romance in a variety of narrative forms such as fiction, drama, and poetry, we will examine changing ideas about marriage, love, sexuality, family, emotion, and morality within the literary discourse as well as in society. Thus, students are expected to connect various literary texts about romance to their socio-historical, literary, and political surroundings. At the same time, we will discuss the shifting significance of romance for writers and reading public and consider how literary texts formed ideas about romance in society. The course is organized chronologically and thematically. Reading assignments are all in English.
Instructor(s): F. Joo
Area: Humanities.

Interdepartmental

AS.360.133. Freshman Seminar: Great Books at Hopkins.
Students attend lectures by an interdepartmental group of Hopkins faculty and meet for discussion in smaller seminar groups; each of these seminars is led by one of the course faculty. In lectures, panels, multimedia presentations, and curatorial sessions among the University’s rare book holdings, we will explore some of the greatest works of the literary and philosophical traditions in Europe and the Americas. Close reading and intensive writing instruction are hallmarks of this course; authors for Fall 2015 include Homer, Thucydides, Dante, Milton, Diderot, Shelley, Nietzsche, Nabokov, and Douglass.
Instructor(s): E. Patton; E. Russo; R. Bett; S. Achinstein; W. Stephens
Area: Humanities.

Program in Latin American Studies

AS.361.316. Caribbean Writing in Shakespeare, V. S. Naipaul, and Alejo Carpentier.
Readings and polemics concerned with Shakespeare’s play The Tempest (1610-1611) and its postcolonial afterlives; V. S. Naipaul’s novel A House for Mr. Biswas (1961); and Alejo Carpentier’s El siglo de las luces (1962). The socio historical and political contexts of each work and authorship will be considered in depth in terms of dominant notions of writing in current critical theory. Cross-listed with GRLL, English, and Writing Seminars.
Instructor(s): E. Gonzalez
Area: Humanities, Social and Behavioral Sciences.

Center for Africana Studies

AS.362.304. Reading and Writing Black Poetry.
This course is an exploration of twentieth and twenty-first century black poetry and poetics. Readings include Paul Laurence Dunbar, Langston Hughes, Gwendolyn Brooks, Amiri Baraka, Sonia Sanchez, Nikki Giovanni, Lucille Clifton, Rita Dove, Natasha Trethewey, Terrance Hayes, Claudia Rankine, and Danez Smith. Texts will be mined for theme as well as formal technique as a basis for poetic experimentation.
Instructor(s): A. Gunn
Area: Humanities.

Whiting School of Engineering

Engineering education at Johns Hopkins began with the establishment of an engineering school in 1913. Throughout its history, the Whiting School has maintained close ties with the Krieger School of Arts and Sciences, which has led pioneering education and research since the Faculty of Philosophy was assembled in 1876. The Whiting School of Engineering provides its students with an education and research environment that fosters a lifetime ability to create and apply new knowledge and to contribute to their professions.

The Whiting School offers 10 ABET-accredited programs in engineering leading to the Bachelor of Science degree: biomedical engineering, chemical and biomolecular engineering, civil engineering, computer engineering, computer science, electrical engineering, engineering mechanics, environmental engineering, materials science and engineering, and mechanical engineering. The school also offers B.S. and B.A. degrees in applied mathematics & statistics as well as B.A. degrees in biomedical engineering, computer science, general engineering, and geography.

Our commitment to advanced study and research yields outstanding programs that lead to masters and doctoral degrees. In the descriptions that follow, each department lists its faculty and their research,
research facilities, graduate programs, and the elementary and advanced courses they offer. More details can be obtained from the departmental websites, through the Whiting School homepage at http://engineering.jhu.edu.

## Applied Mathematics and Statistics

The Department of Applied Mathematics and Statistics is devoted to the study and development of mathematical disciplines especially oriented to the complex problems of modern society. A broad undergraduate and graduate curriculum emphasizes several branches of applied mathematics: **Probability**, the mathematical representation and modeling of uncertainty; **Statistics**, the analysis and interpretation of data; **Operations Research**, the design, analysis, and improvement of actual operations and processes; **Optimization**, the determination of best or optimal decisions; **Discrete Mathematics**, the study of finite structures, arrangements, and relations; and **Scientific Computation**, which includes all aspects of numerical computing in support of the sciences.

**Probability and Statistics** is treated in the curriculum as a single general area, dealing in a unified way with theory and methodology for probabilistic representation of chance phenomena, applications of stochastic modeling to physical and social sciences, formulation of statistical models, fitting of statistical models to data, and interpretation of data. **Operations Research and Optimization** represents a second general area, dealing in unified fashion with the application of optimization theory, mathematical programming, computer modeling, stochastic modeling, and game theory to planning and policy problems such as scheduling, allocation of resources, and facility location. **Discrete Mathematics** includes the traditional themes of graph theory and combinatorics, as well as newer topics arising from modern technological and theoretical developments. The fourth general area, **Computational and Applied Mathematics**, covers topics pertaining to computing, numerical analysis, advanced matrix analysis, and mathematical modeling. **Financial Mathematics** addresses applications by making use of applied mathematics techniques and models from many of the above-mentioned areas.

In its fundamental role of representing applied mathematics at Johns Hopkins University, the Department of Applied Mathematics and Statistics is complemented by the Department of Mathematics, with its differing emphasis. Located in the School of Engineering, the Department of Applied Mathematics and Statistics fulfills a special integrative role, stemming in part from the affinity of engineers and scientists and cooperation with other scientists.

The department's degree programs include foundational and introductory course work drawing from all areas of the curriculum, along with specialized course work in areas such as probability, statistics, operations research, and optimization. Students, in consultation with their advisors, may develop challenging individual programs. The department emphasizes mathematical reasoning, mathematical modeling, abstraction from the particular, and innovative application all in a problem-oriented setting. The aim is to prepare graduates for professional careers in the mathematical sciences and related areas, in academic institutions as well as in governmental, industrial, and research organizations.

The undergraduate major in applied mathematics and statistics leads to the B.A. and B.S. degrees. The graduate program leads to the M.A., M.S.E., and Ph.D. degrees. In addition, under a combined bachelor’s/master’s program, exceptionally able undergraduates may be admitted early to simultaneous graduate work.

## Facilities

The department is located in Whitehead Hall. Office space and liberal access to computing facilities are provided to resident graduate students. A Reading/Commons Room provides the opportunity for informal discussions among faculty and graduate students. The university’s Milton S. Eisenhower Library maintains an excellent collection of literature in the mathematical sciences, including all of the important current journals.

The undergraduate major in applied mathematics and statistics may serve as preparation for employment as an applied mathematician, for graduate study in applied mathematics or related areas, or as a general quantitative training for a career in business, medicine, or other fields. An undergraduate major in applied mathematics and statistics takes an individually tailored program of courses within the department and in the Department of Mathematics (calculus, and perhaps further courses such as differential equations, analysis, complex variables, topology, and modern algebra) and electives in science and engineering. By suitable choice of electives, heavy concentration in a specific field of engineering is possible.

In order to develop a sound program suited to individual needs and interests, the student should consult regularly with the faculty advisor. Additional advisory information, including information about the areas of focus described below, may be obtained from the department office.

With the advice and consent of the faculty advisor, each student constructs an individualized program meeting the requirements below. A written copy of the program should be on file with the faculty advisor, with whom it can be revised and updated from time to time.

## Bachelor’s Degrees

Departmental majors can earn either the B.A. or the B.S. degree by meeting the general university requirements and the general requirements of the School of Engineering (see Requirements for a Bachelor’s Degree at http://e-catalog.jhu.edu/undergrad-students/academic-policies/requirements-for-a-bachelors-degree), including Writing Requirement, in this catalog), and the departmental requirements.

All courses used to meet the following departmental requirements must be taken for a letter grade and passed with grade of C- or higher:

### 1. Calculus I, II, and III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
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<tbody>
<tr>
<td>AS.110.106</td>
<td>Calculus I</td>
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<tr>
<td>&amp; AS.110.107</td>
<td>Calculus II (For Biological and Social Science)</td>
<td>(can be used to satisfy the Calculus I and II requirements.)</td>
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<tr>
<td>or AS.110.108</td>
<td>Calculus I</td>
<td></td>
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<tr>
<td>&amp; AS.110.109</td>
<td>Calculus II (For Physical Sciences and Engineering)</td>
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AS.110.202 Calculus III (satisfies the Calculus III requirements. Advanced placement is acceptable as well) or AS.110.211 Honors Multivariable Calculus

2. Linear Algebra and Differential Equations

Two courses in linear algebra and differential equations. These two courses must, collectively, touch both areas. There are two ways to meet this two-course requirement:

Option A
Choose one of the following for Linear Algebra:

- AS.110.201 Linear Algebra 4
- AS.110.212 Honors Linear Algebra 4

Choose one of the following for Differential Equations:

- AS.110.302 Diff Equations/Applic 4
- AS.110.417 Partial Diff Equations 4
- EN.550.386 Scientific Computing: Differential Equations 4
- EN.550.391 Dynamical Systems 4

Option B
EN.550.291 Linear Algebra and Differential Equations 4

Plus an additional course in linear algebra or differential equations chosen from among the following:

- EN.550.385 Scientific Computing: Linear Algebra 4
- EN.550.386 Scientific Computing: Differential Equations 4
- EN.550.391 Dynamical Systems 4
- EN.550.692 Matrix Analysis and Linear Algebra 4
- AS.110.417 Partial Diff Equations 4


Choose one of the following (or one of the courses approved to meet the the Master’s/PhD Computing Requirement):

- AS.171.426 Practical Scientific Analysis of Big Data 0-3
- AS.250.205 Introduction to Computing 4
- EN.500.200 Computing for Engineers and Scientists 4
- EN.510.202 Computation and Programming for Materials Scientists and Engineers 4
- EN.530.371 Quantitative Applications in Mechanical Engineering 4
- EN.540.305 Modeling and Statistical Analysis of Data for Chemical and Biomolecular Engineers 4
- EN.550.281 Computing in Applied Mathematics 4
- EN.550.383 Scientific Computing with Python 4
- EN.550.385 Scientific Computing: Linear Algebra 4
- EN.550.386 Scientific Computing: Differential Equations 4
- EN.550.400 Mathematical Modeling and Consulting 4
- EN.550.413 Applied Statistics and Data Analysis 4
- EN.550.415 Practical Scientific Analysis of Big Data 4
- EN.550.433 Monte Carlo Methods 4
- EN.550.436 Data Mining 4
- EN.550.443 Financial Computing in C++ 4
- EN.550.450 Computational Molecular Medicine 4

or EN.550.487 Numerical Methods for Financial Mathematics 4
or EN.550.493 Mathematical Image Analysis 4
or EN.560.220 Civil Engineering Analysis 4
or EN.570.210 Computation/Math Modeling 4
or EN.580.200 Introduction to Scientific Computing in BME using Python, Matlab, and R 4
or EN.580.223 Models and Simulations 4
or EN.600.475 Introduction to Machine Learning 4

4. Discrete Mathematics

Choose one of the following:

- EN.550.171 Discrete Mathematics 4
- EN.550.371 Cryptology and Coding 4
- EN.550.471 Combinatorial Analysis 4
- EN.550.472 Graph Theory 4

5. Probability and Statistics

EN.550.420 Introduction to Probability 4
EN.550.430 Introduction to Statistics 4

6. Optimization

EN.550.361 Introduction to Optimization 4

7. Completion of an area of Focus, chosen from the list below.

Two additional courses are to be taken in the area of focus, distinct from those used to satisfy requirements 5 and 6.

8. Courses coded Quantitative Studies totaling 40 credits of which at least 18 credits must be in courses numbered 300 or higher. (Courses used to meet the requirements above may be counted toward this total.)

9. For the B.S. degree, at least 12 credits coded Natural Sciences

Laboratory courses that accompany Natural Science courses may be used in reaching this total. (Courses used to meet the requirements above may be counted toward this total.)

Area of Focus

Two additional courses are to be taken in the area of focus.

Probability and Statistics

Choose two of the following: 7-8

- AS.110.405 Analysis I 4
- EN.550.400 Mathematical Modeling and Consulting 4
- EN.550.413 Applied Statistics and Data Analysis 4
- EN.550.426 Introduction to Stochastic Processes 4
or EN.550.427 Stochastic Processes and Applications to Finance 4
- EN.550.433 Monte Carlo Methods 4
- EN.550.436 Data Mining 4
- EN.550.439 Time Series Analysis 4

Scientific Computing

Choose two of the following: 7-8

- EN.550.385 Scientific Computing: Linear Algebra 4
- EN.550.386 Scientific Computing: Differential Equations 4
- EN.550.433 Monte Carlo Methods 4

Optimization and Operations Research
Choose two of the following: 8
- EN.550.362 Introduction to Optimization II
- EN.550.400 Mathematical Modeling and Consulting
- EN.550.453 Mathematical Game Theory
- EN.550.463 Network Models in Operations Research

**Discrete Mathematics**

Choose two of the following: 8
- AS.110.401 Advanced Algebra I
- EN.550.371 Cryptology and Coding
- EN.550.463 Network Models in Operations Research
- EN.550.471 Combinatorial Analysis
- EN.550.472 Graph Theory

**Financial Mathematics**

Choose two of the following: 8
- EN.550.427 Stochastic Processes and Applications to Finance
- EN.550.442 Investment Science
- EN.550.444 Introduction to Financial Derivatives
- EN.550.445 Interest Rate and Credit Derivatives

* Neither the pair of EN.550.385-EN.550.386 nor EN.550.386-EN.550.388 allowed in fulfillment of the area of focus.

Requirements 1–9 together constitute a minimal core program, allowing maximum flexibility in planning degree programs. Students often are able to complete a second major during a four-year program or to proceed to the department’s combined bachelor’s/master’s degree program.

It is highly recommended that students develop a coherent program of study (see below) or at least take additional departmental courses, in order to establish a broad foundation for a career as an applied mathematician. Of particular importance are additional courses in optimization (EN.550.362 Introduction to Optimization II), stochastic processes (EN.550.426 Introduction to Stochastic Processes), and scientific computing (EN.550.385 Scientific Computing: Linear Algebra, EN.550.386 Scientific Computing: Differential Equations), and investment science (EN.550.442 Investment Science). Students planning to continue to graduate school in an applied mathematics program are encouraged to consider taking one or more graduate-level courses in probability (EN.550.620 Probability Theory I, EN.550.621 Probability Theory II), statistics (EN.550.631 Statistical Theory I, EN.550.632 Statistical Theory II, optimization (EN.550.661 Foundations of Optimization, EN.550.662 Optimization Algorithms), combinatorics (EN.550.671 Combinatorial Analysis), graph theory (EN.550.672 Graph Theory), numerical analysis (EN.550.681 Numerical Analysis), or matrix analysis (EN.550.692 Matrix Analysis and Linear Algebra).

**Honors**

The Department of Applied Mathematics and Statistics awards departmental honors based on a number of factors, including performance in coursework, research experiences, teaching, and service. If a student completes a senior thesis (EN.550.501 Senior Thesis) and also earns a GPA of 3.5 or higher in Applied Mathematics and Statistics courses, then the student will automatically be awarded departmental honors.

**Minor in Applied Mathematics and Statistics**

The minor in applied mathematics and statistics should be attractive to students majoring in a variety of disciplines, in both the School of Engineering and the School of Arts and Sciences. The minor provides formal recognition of the depth and strength of a student’s quantitative knowledge beyond the minimal requirements of his/her major.

The requirements of the minor in applied mathematics and statistics are the following:

- Completion of an approved program of study containing at least 18 credits in courses coded Quantitative Studies. The first two courses in calculus (AS.110.106 Calculus I-AS.110.107 Calculus II (For Biological and Social Science) or AS.110.108 Calculus I-AS.110.109 Calculus II (For Physical Sciences and Engineering) or their equivalents) may not be used to fulfill this requirement.
- Among the courses comprising the 18 Q credits, there must be:
  - (a) at least four courses in the Department of Applied Mathematics and Statistics (each of these must be a 3- or 4-credit course); and
  - (b) at least three 3- or 4-credit courses coded Q at the 300-level or above, of which at least two must be in the Department of Applied Mathematics and Statistics; and
  - (c) an approved semester course based on a high-level computer language chosen from the list below or one of the courses approved to meet the AMS Master’s/PhD Computing Requirement (http://engineering.jhu.edu/ams/courses-approved-meet-ams-mastersph-d-computing-requirement).

- AS.171.426 Practical Scientific Analysis of Big Data
- or AS.250.205 Introduction to Computing
- or EN.500.200 Computing for Engineers and Scientists
- or EN.510.202 Computation and Programming for Materials Scientists and Engineers
- or EN.530.371 Quantitative Applications in Mechanical Engineering
- or EN.540.305 Modeling and Statistical Analysis of Data for Chemical and Biomolecular Engineers
- or EN.550.281 Computing in Applied Mathematics
- or EN.550.383 Scientific Computing with Python
- or EN.550.385 Scientific Computing: Linear Algebra
- or EN.550.386 Scientific Computing: Differential Equations
- or EN.550.388 Scientific Computing: Differential Equations in Vector Spaces
- or EN.550.400 Mathematical Modeling and Consulting
- or EN.550.413 Applied Statistics and Data Analysis
- or EN.550.415 Practical Scientific Analysis of Big Data
- or EN.550.433 Monte Carlo Methods
- or EN.550.436 Data Mining
- or EN.550.443 Financial Computing in C++
- or EN.550.450 Computational Molecular Medicine
- or EN.550.487 Numerical Methods for Financial Mathematics
- or EN.550.493 Mathematical Image Analysis
- or EN.560.220 Civil Engineering Analysis
- or EN.570.210 Computation/Math Modeling
- or EN.580.200 Introduction to Scientific Computing in BME using Python, Matlab, and R
or the master of science in engineering (M.S.E.) degree in applied mathematics and statistics. Students may work toward either the master of arts (M.A.) degree or the master of science (M.S.) degree.

Requirements for the Master's Degree in Applied Mathematics and Statistics

Students must show that he/she has the basic intellectual capacity and has acquired the skills necessary to complete the program successfully within a reasonable period of time. A faculty committee evaluates each applicant’s credentials; there are no rigid requirements.

Prospective applicants should submit transcripts of previous academic work, letters of recommendation from persons qualified to evaluate the applicant’s academic performance and potential for graduate study, a statement of purpose describing anticipated professional goals, and Graduate Record Examination (GRE) scores. Foreign students must submit scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS).

Most applicants have undergraduate majors in quantitative fields such as mathematics, statistics, engineering, or a field in the physical sciences, but any major is permitted. Regardless of the major, completion of a program in undergraduate mathematics at least through advanced calculus and linear algebra is essential to begin the normal graduate program.

Requirements for the Master’s Degree in Applied Mathematics and Statistics

Students may work toward either the master of arts (M.A.) degree or the master of science (M.S.) degree in applied mathematics and statistics, or the master of science in engineering (M.S.E.) degree in financial mathematics (described in the next section). All master’s degrees in applied mathematics and statistics ordinarily require a minimum of two semesters of registration as a full-time resident graduate student.

To obtain departmental certification for the master’s degree, the student must:

- Complete satisfactorily at least eight one-semester courses of graduate work in a coherent program approved by the faculty advisor. Some 400-level and all 600-level or higher courses in the Applied Mathematics and Statistics Department (with the exception of seminar and research courses) are “graduate level” for the purpose of meeting the Master’s degree requirements. For courses used toward the degree, all grades must be C or higher, at most two grades can be below a B-, and the overall average grade point average in these courses must be at least 3.0.

- Meet one of the following two options:
  - (a) submit an acceptable research report based on an approved project; or
  - (b) complete satisfactorily two additional one-semester graduate courses, as approved by the faculty advisor.

- Demonstrate a working knowledge of the utilization of computers in applied mathematics and statistics.

In consultation with the faculty advisor, a candidate for the master’s degree plans a complete program of proposed course work and submits it in writing for departmental approval. This should be done early in the first semester of residence.

Doctoral students in other departments may undertake concurrently a master’s program in Applied Mathematics and Statistics. Application forms and information are available in the department office.

Requirements for the Master’s Degree in Financial Mathematics

The department offers an M.S.E. degree in Financial Mathematics. The structure of this program is summarized below. More detailed information about this program may be found on the department’s website.

Full-time students in this program are expected to attend courses for three semesters beginning in the fall semester, a summer internship after the spring semester of their first year, and return for a second fall semester.

For departmental certification for this degree, the student must complete the following courses or approved substitute courses with program approval:

### Core financial mathematics requirements (4 courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.550.442</td>
<td>Investment Science</td>
<td>4</td>
</tr>
<tr>
<td>or EN.550.642</td>
<td>Investment Science-Commodities as a Unique Asset Class</td>
<td></td>
</tr>
<tr>
<td>EN.550.444</td>
<td>Introduction to Financial Derivatives</td>
<td>4</td>
</tr>
<tr>
<td>EN.550.445</td>
<td>Interest Rate and Credit Derivatives</td>
<td>4</td>
</tr>
<tr>
<td>EN.550.448</td>
<td>Financial Engineering and Structured Products</td>
<td>4</td>
</tr>
<tr>
<td>or EN.550.446</td>
<td>Risk Measurement/Management in Financial Markets</td>
<td></td>
</tr>
</tbody>
</table>

### Core applied mathematics requirements (5 courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.550.427</td>
<td>Stochastic Processes and Applications to Finance</td>
<td>4</td>
</tr>
<tr>
<td>EN.550.433</td>
<td>Monte Carlo Methods</td>
<td>3</td>
</tr>
<tr>
<td>EN.550.413</td>
<td>Applied Statistics and Data Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>
Requirements for the Bachelor’s/Master’s Program

Highly motivated and exceptionally well-qualified undergraduates may apply for admission to the combined bachelor’s/master’s program in applied mathematics and statistics. Interested students should apply no later than fall semester of their senior year.

The requirements for this program consist of those for the bachelor’s and master’s programs.

Requirements for the Ph.D. Degree

The objective of the department’s Ph.D. program is to produce graduates who are broadly educated in applied mathematics and statistics and who can work at the current frontiers of their chosen specialized disciplines. The introductory phase of graduate study acquaints the student with a spectrum of topics, provides an opportunity to fill gaps in his or her background, and affords a close view of the doctoral research process and of potential research areas and advisors. Continuation to advanced study and dissertation research is based upon favorable evaluation of preparedness and potential. The progress of students is evaluated at the end of every semester. The culmination of the program is the doctoral dissertation, representing an original and significant contribution to knowledge in applied mathematics.

In addition to fulfilling the university requirement of a minimum of two consecutive semesters of registration as a full-time resident graduate student, the student must accomplish the following to obtain departmental certification for the Ph.D.:

- Pass the Introductory Examination, normally offered immediately before each semester.
- Pass the Ph.D. Candidacy Examination. This oral examination is normally taken in the third year of residency. The scope of the exam will be governed by a syllabus prepared by the student with the help of the student’s mentor or advisor.
- Pass the Graduate Board Oral Examination, normally taken in the third year of residence.

- Complete satisfactorily a one year elective course (or the equivalent) in some area of application of applied mathematics and statistics.
- Acquire teaching experience under the supervision of the faculty.
- Demonstrate a working knowledge of the utilization of computers in applied mathematics and statistics.
- Complete a program of original research and its clear exposition in a written dissertation. The dissertation must be approved by at least two faculty readers and be certified by them to be a significant contribution to knowledge and worthy of publication in scholarly journals. The candidate defends the dissertation in a public examination held under the auspices of the department.

Additional details on these items may be found on the department’s website.

Course Program

The most common way for students to gain the knowledge and skills to succeed in the Ph.D. program is through course work. In consultation with his or her advisor, each student will develop a program of proposed course work. The relevant courses for the Ph.D. are of three types: basic graduate-level courses, additional specialized courses appropriate to the student’s field of research, and an elective one year course selected to broaden the student in applied mathematics. To promote a well-rounded education and record, all full-time graduate students are expected to enroll in an appropriate number of courses for their stage in the program. Students are required to enroll in and attend EN.550.600 Department Seminar, the Applied Mathematics and Statistics Department Seminar, every semester. Grades of B- or better (or equivalent level of performance in pass/fail courses) are expected of all department Ph.D. graduate students in their course work.

Basic Courses

All students are encouraged to master basic material in:

- probability (EN.550.620), statistics (EN.550.630), and stochastic processes (EN.550.426);
- optimization (EN.550.661);
- numerical and matrix analysis (EN.550.681, EN.550.692); and
- discrete mathematics (EN.550.671, EN.550.672).

Normally, a student will have completed at least eight basic courses by the end of the fourth semester of residence.

Specialized Courses

Each student takes advanced courses appropriate to the proposed area of dissertation research, with the approval of the research advisor.

Elective Courses

A one-year graduate course (or the equivalent) in a field distinct from the student’s specialized area is required. This is a minimal requirement. Students are encouraged to take more than two semesters of elective course work, either covering one area in depth or covering two areas. Typical areas in other departments are biology, econometrics, mathematical economics, mathematical ecology, computational geometry, systems theory, health systems, mathematics, facility location, psychometrics, and physics. These courses may complement or supplement the student’s previous experience, but if a student has no previous experience in an area some elementary course work may be necessary as a prerequisite to acceptable graduate level courses. Although students are strongly encouraged to take the elective

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.550.439</td>
<td>Time Series Analysis</td>
<td>4</td>
</tr>
<tr>
<td>EN.550.461</td>
<td>Optimization in Finance</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>3 elective courses:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One in Applied Mathematics and Statistics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>One course in Financial Mathematics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>One additional course with prior program approval</td>
<td>4</td>
</tr>
<tr>
<td>Financial Mathematics Masters Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computing requirement (includes the Financial Computing Workshop)</td>
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<tr>
<td>Communication skills requirement (includes the Communication Skills Practicum)</td>
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<td></td>
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<tr>
<td>Summer Internship</td>
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</tr>
</tbody>
</table>

For courses used toward the degree, all grades must be C or higher, at most two grades can be below a B-, and the overall average grade point average in these courses must be at least 3.0.

* Please see department website for approved electives.
courses outside the department, with the approval of the advisor they may be chosen within the department, provided they are 600- or 700-level courses in a field clearly distinct from the student’s specialized area.

Financial Assistance

A limited number of teaching and research assistantships providing full tuition and a competitive academic year stipend are available to qualified full-time Ph.D. candidates. Furthermore, the following special fellowships are awarded:

• The Rufus P. Isaacs Fellowship, named in honor of a late member of the faculty acclaimed for his contributions to operations research.
• The Charles and Catherine Counselman Fellowship, generously endowed by Hopkins alumnus Charles Counselman.

In addition, summer employment opportunities are often available within the university and in the Baltimore-Washington corridor.

Faculty

Chair
E. Laurent Younes
Professor: mathematical imaging, shape theory and applied differential geometry, computational probability, statistics.

Vice Dean of Education
Edward R. Scheinerman
Professor: discrete mathematics, graph theory, social networks, random methods, partially ordered sets.

Director of Undergraduate Studies
James A. Fill
Professor: probability, stochastic processes, random structures, and algorithms.

Associate Director of Undergraduate Studies
Donniell E. Fishkind
Associate Research Professor: combinatorics, graph theory, matrix analysis.

Executive Director of Financial Mathematics Master’s Program
David Audley
Senior Lecturer: financial mathematics, term structure models, fixed income derivatives, and quantitative portfolio strategies.

Professors
Gregory L. Eyink
Professor: mathematical physics, fluid mechanics, turbulence, dynamical systems, partial differential equations, nonequilibrium statistical physics, geophysics and climate.

Donald Geman
Professor: image analysis, statistical learning, bioinformatics.

Daniel Naiman
Professor and Director, Financial Mathematics Master’s Program: statistics, computational probability, bioinformatics.

Carey E. Priebe
Professor: statistics, image analysis, pattern recognition.

John C. Wierman
Professor: probability, statistics, discrete mathematics, percolation theory, stochastic processes.

Assistant Professors
Amitabh Basu
Assistant Professor: optimization, discrete and combinatorial geometry, convex analysis, operations research.

Maxim Bichuch
Assistant Professor: financial mathematics, utility optimization, market with transaction costs, counterparty risk, valuation adjustments.

Tamas Budavari
Assistant Professor: computational statistics, Bayesian inference, low-dimensional embeddings, streaming algorithms, parallel processing on GPUs, scientific databases, survey astronomy.

Nicolas Charon
Assistant Professor: shape analysis, image analysis, Riemannian and discrete geometry.

Daniel P. Robinson
Assistant Professor: optimization, numerical analysis, matrix analysis, complementarity problems.

Yanxun Xu
Assistant Professor: Bayesian statistics, cancer genomics, clinical trial design, graphical model, nonparametric Bayesian, statistical inference for big data analysis, high-throughput genomic data and proteomics data.

Research Professor
Helyette Geman
Research Professor: financial mathematics, commodities.

James C. Spall

Assistant Research Professor
Avanti Athreya
Assistant Research Professor: probability, stochastic processes.

Minh Hai Tang
Assistant Research Professor: statistical pattern recognition, high-dimensional data analysis.

Senior Lecturer
Beryl Castello
Senior Lecturer: operations research, optimization, facility location, inventory modeling.

Fred Torcaso
Senior Lecturer: stochastic processes, asymptotics, and partial differential equations.

Lecturers
Prashant Athavale
Lecturer: mathematical image processing, variational problems, multiscale analysis; bio-medical imaging

John Miller
Lecturer: financial mathematics, equity derivative trading and risk management, number theory

Joint, Part-Time and Visiting Appointments

Gregory Chirikjian
Professor: Mechanical Engineering, computational structural biology, applied mathematics, robotics.

John Goutsias
Professor: Electrical and Computer Engineering.

Benjamin F. Hobbs
Professor: Geography and Environmental Engineering, energy and environmental systems and economics.

Pablo Iglesias
Professor: Electrical and Computer Engineering.

Takeru Igusa
Professor: Civil Engineering.

S. Rao Kosaraju
Edward J. Schaefer Professor: Computer Science, design of algorithms, parallel computation, pattern matching, robotics computational geometry.

Scott Levin
Assistant Professor: Emergency Medicine, School of Medicine.

David Marchette
Lecturer: Naval Surface Warfare Center.

Michael I. Miller
Professor: Biomedical Engineering.

Jerry L. Prince
Professor: Electrical and Computer Engineering, multi-dimensional signal processing, medical imaging, computational geometry.

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

EN.550.100. Introduction to Applied Mathematics and Statistics.
A seminar-style series of lectures and assignments to acquaint the student with a range of intellectual and professional activities performed by applied mathematicians and statisticians. Problems arising in applied mathematics and statistics are presented by department faculty and outside speakers. Recommended Course Background: one semester of Calculus.
Instructor(s): E. Younes
Area: Engineering, Quantitative and Mathematical Sciences.

EN.550.103. Mathematics & Politics.
Instructor(s): M. Sedlock
Area: Quantitative and Mathematical Sciences.

EN.550.111. Statistical Analysis I.
First semester of a general survey of statistical methodology. Topics include descriptive statistics, introductory probability, conditional probability, random variables, expectation, sampling, the central limit theorem, classical and robust estimation, confidence intervals, and hypothesis testing. Case studies from psychology, epidemiology, economics and other fields serve to illustrate the underlying theory. Some use of Minitab, Excel or R, but no prior computing experience is necessary. Recommended Course Background: four years of high school mathematics. Students who may wish to undertake more than two semesters of probability and statistics should consider EN.550.420-EN.550.430.
Prerequisites: Statistics Sequence restriction: students who have completed AS.230.205 or EN.550.113 may not enroll.; Statistics Sequence restriction: students who have completed any of these courses may not register: EN.550.211 OR EN.550.230 OR EN.550.310 OR EN.550.311 OR EN.550.420 OR EN.550.430 OR EN.550.112 OR EN.550.413 OR EN.560.435 OR AS.280.345 OR AS.200.314 OR AS.200.315
Instructor(s): Z. Lubberts
Area: Engineering, Quantitative and Mathematical Sciences.

EN.550.112. Statistical Analysis II.
Second semester of a general survey of statistical methodology. Topics include two-sample hypothesis tests, analysis of variance, linear regression, correlation, analysis of categorical data, and nonparametrics. Students who may wish to undertake more than two semesters of probability and statistics should strongly consider the EN.550.420-430 sequence.
Prerequisites: Prereqs: EN.550.111 OR EN.550.113 OR AS.230.205 OR AS.280.345 OR credit for AP Statistics
Instructor(s): J. Paat
Area: Engineering, Quantitative and Mathematical Sciences.

EN.550.113. Statistics Through Case Study.
A case-study based course treating basic statistical theory and methodology. All theoretical material will be presented in the context of timely real-world case studies. Topics covered will include basic probability, random variables and their distributions, the central limit theorem and normal approximation, sampling distributions, statistical inference, confidence intervals, and hypothesis testing. Recommended Course Background: Four years of high school mathematics.
Prerequisites: This course is not open to students who have received credit for 550.111 or AP Statistics.; Statistics Sequence restriction: AS.230.205 OR EN.550.211 OR EN.550.230 OR AS.280.345 OR AS.280.345 OR AS.200.315 OR EN.550.310 OR EN.550.311 OR EN.560.435 OR EN.550.430 OR EN.550.413
Instructor(s): D. Athreya
Area: Engineering, Quantitative and Mathematical Sciences.

Introduction to the mathematics of finite systems. Logic; Boolean algebra; induction and recursion; sets, functions, relations, equivalence, and partially ordered sets; elementary combinatorics; modular arithmetic and the Euclidean algorithm; group theory; permutations and symmetry groups; graph theory. Selected applications. The concept of a proof and development of the ability to recognize and construct proofs are part of the course. Recommended Course Background: Four years of high school mathematics.
Instructor(s): B. Castello
Area: Quantitative and Mathematical Sciences.
EN.550.200. Computing for Engineers and Scientists.
This course introduces a variety of techniques for solving problems in engineering and science on a computer using MATLAB. Topics include structure and operation of a computer, the programming language MATLAB, computational mathematics, and elementary numerical analysis. Co-listed with EN.500.200
Prerequisites: AS.110.107 OR AS.110.109 or credit for those courses through AP Calculus.
Area: Engineering, Quantitative and Mathematical Sciences.

This is an introduction to statistics aimed at students in the life sciences. The course will provide the necessary background in probability with treatment of independence, Bayes theorem, discrete and continuous random variables and their distributions. The statistical topics covered will include sampling and sampling distributions, confidence intervals and hypothesis testing for means, comparison of populations, analysis of variance, linear regression and correlation. Analysis of data will be done using Excel.
Prerequisites: AS.110.106 OR AS.110.108; Statistics Sequence restriction: Students who have completed any of these courses may not register: EN.550.230 OR AS.280.345 OR AS.200.314 OR AS.200.315 OR EN.550.310 OR EN.550.311 OR EN.560.435 OR EN.550.420 OR EN.550.430
Instructor(s): P. Athavale
Area: Quantitative and Mathematical Sciences.

EN.550.230. Introduction to Biostatistics.
Prerequisites: Statistics Sequence restriction: Students who have completed any of these courses may not enroll: EN.550.211 OR AS.280.345 OR AS.200.314 OR AS.200.315 OR EN.550.310 OR EN.550.311 OR EN.560.435 OR EN.550.420 OR EN.550.430
Instructor(s): K. Hernandez Cuevas
Area: Engineering, Quantitative and Mathematical Sciences.

As society’s enterprises and technologies grow more and more complex, their operation and planning rely increasingly on mathematics-based analyses. This course is an introduction to management science and the quantitative approach to decision making. Emphasis on model development and case studies, using spreadsheets or other computer software, applied to a variety of problems in manufacturing, transportation, finance, and general management.
Prerequisites: AS.110.106 or AS.110.108
Instructor(s): B. Castello
Area: Engineering, Quantitative and Mathematical Sciences.

This course is an introduction to management science and the quantitative approach to decision making. Our focus will be on the formulation and analysis of stochastic models, where some problem data may be uncertain. The covered topics may include Project Scheduling, Decision Analysis, Time Series Forecasting, Inventory Models with Stationary or Nonstationary Demand, Queuing Models, Discrete-Event Simulation, and Quality Management. We emphasize model development and case studies, using spreadsheets and other computer software. The applications we study occur in a wide variety of applications. Recommended Course Background: One semester of calculus
Prerequisites: AS.110.106 or AS.110.108
Instructor(s): B. Castello
Area: Engineering, Quantitative and Mathematical Sciences.

Prereq: Calculus I Overview of some of the more common computational platforms in which to do applied mathematics. The course will cover computing in at least three general areas: numerical linear algebra using Matlab, symbolic mathematics using Maple, and statistics using R. Students will be presented with applications, basic mathematics that underlies the problems to be solved, and computational approaches to their solution.
Instructor(s): D. Naiman
Area: Engineering, Quantitative and Mathematical Sciences.

EN.550.282. A Hands-On Introduction to MATLAB.
This is an introductory course in programming MATLAB for students in the mathematical sciences. MATLAB is widely used in research and industry for numerical calculations, plotting of functions and data, and the creation of user interfaces. Short tutorial lectures will be followed by problem solving sessions. Topics emphasized will be basic programming in the MATLAB environment and the practical solution of problems in matrix calculations, differential equations, signal and image processing, and machine learning.
Prerequisites: AS.110.201 OR AS.110.212 OR EN.550.291
Instructor(s): T. Ding
Area: Quantitative and Mathematical Sciences.

EN.550.283. Introduction to R.
This is an introductory course in R for both undergraduate and graduate students. R is a programming language and software environment that provides a wide variety of statistical and graphical techniques, including linear and nonlinear modeling, classical statistical tests, time-series analysis, etc. We will discuss data structures, data entry and manipulation, graphical procedures, statistical models, and programming in R. No previous programming experience is required.
Instructor(s): T. Bosede
Area: Quantitative and Mathematical Sciences.

EN.550.284. VBA For Finance.
Excel VBA is a powerful programming environment that lurks behind the Excel program that many of us have some familiarity with. This course aims to get students up to speed with working with this tool.
Instructor(s): D. Naiman
Area: Quantitative and Mathematical Sciences.

This is an introductory course in programming python for students in the mathematical sciences. Short tutorial lectures will be followed by problem solving sessions. Topics emphasized will include linear algebra problems, ordinary differential equations and optimization. Also a particular interest will be given to practical machine learning problems (classification, regression and clustering).
Instructor(s): K. Lahouel
Area: Quantitative and Mathematical Sciences.

EN.550.291. Linear Algebra and Differential Equations.
An introduction to the basic concepts of linear algebra, matrix theory, and differential equations that are used widely in modern engineering and science. Intended for engineering and science majors whose program does not permit taking both AS.110.201 and AS.110.302.
Prerequisites: (AS.110.106 OR AS.110.108) AND (AS.110.107 OR AS.110.109)
Instructor(s): B. Castello
Area: Engineering, Quantitative and Mathematical Sciences.
An introduction to probability and statistics at the calculus level, intended for engineering and science students planning to take only one course on the topics. Combinatorial probability, independence, conditional probability, random variables, expectation and moments, limit theory, estimation, confidence intervals, hypothesis testing, tests of means and variances, goodness-of-fit. Recommended course background: Co-requisite, Multivariable Calculus.
Prerequisites: ( AS.110.106 OR AS.110.108 ) AND ( AS.110.107 OR AS.110.109 ); Statistics Sequence restriction: students who have completed any of these courses may not register: EN.550.311 OR EN.560.435 OR EN.550.420 OR EN.550.430
Instructor(s): P. Athavale
Area: Engineering, Quantitative and Mathematical Sciences.

EN.550.311. Probability and Statistics for the Biological Sciences and Engineering.
An introduction to probability and statistics at the calculus level, intended for students in the biological sciences planning to take only one course on the topics. This course will be at the same technical level as EN.550.310. Students are encouraged to consider EN.550.420-430 instead. Combinatorial probability, independence, conditional probability, random variables, expectation and moments, limit theory, estimation, confidence intervals, hypothesis testing, tests of means and variances, and goodness-of-fit will be covered. Students cannot receive credit for both EN.550.310 and EN.550.311. Students cannot receive credit for EN.550.311 after having received credit for EN.550.420 or EN.550.430. Recommended Course Corequisite: AS.110.202
Prerequisites: ( AS.110.106 OR AS.110.108 ) AND ( AS.110.107 OR AS.110.109 ); Statistics Sequence restriction: students who have completed any of these courses may not register: EN.550.310 OR EN.560.435 OR EN.550.420 OR EN.550.430
Instructor(s): P. Athavale
Area: Engineering, Quantitative and Mathematical Sciences.

EN.550.361. Introduction to Optimization I.
Appropriate for undergraduate and graduate students without the mathematical background required for EN.550.661. An introductory survey of optimization methods, supporting mathematical theory and concepts, and application to problems of planning, design, prediction, estimation, and control in engineering, management, and science. Study of varied optimization techniques including linear programming, network-problem methods, dynamic programming, integer programming, and nonlinear programming. Appropriate for undergraduate and graduate students without the mathematical background required for EN.550.661.
Prerequisites: EN.550.361 AND ( AS.110.202 OR AS.110.211 )
Instructor(s): D. Fishkind
Area: Engineering, Quantitative and Mathematical Sciences.

EN.550.362. Introduction to Optimization II.
An introductory survey of optimization methods, supporting mathematical theory and concepts, and application to problems of planning, design, prediction, estimation, and control in engineering, management, and science. Study of varied optimization techniques including linear programming, network-problem methods, dynamic programming, integer programming, and nonlinear programming. Appropriate for undergraduate and graduate students without the mathematical background required for EN.550.661.
Prerequisites: EN.550.361 AND ( AS.110.202 OR AS.110.211 )
Instructor(s): D. Fishkind
Area: Engineering, Quantitative and Mathematical Sciences.

Computing experience. A first course in the mathematical theory of secure and reliable electronic communication. Cryptology is the study of secure communication: How can we ensure the privacy of messages? Coding theory studies how to make communication reliable: How can messages be sent over noisy lines? Topics include finite field arithmetic, error-detecting and error-correcting codes, data compressions, ciphers, one-time pads, the Enigma machine, one-way functions, discrete logarithm, primality testing, secret key exchange, public key cryptosystems, digital signatures, and key escrow. Recommended Course Background: AS.110.204
Prerequisites: EN.550.171 AND ( EN.550.291 OR AS.110.201 )
Instructor(s): D. Fishkind
Area: Engineering, Quantitative and Mathematical Sciences.

In this course, we will study numerical methods, and scientific computing using the Python language. We will discuss topics in numerical analysis, such as equation solving, differential equations, interpolation, integration etc. We will also introduce image analysis techniques such as filtering, denoising, inpainting, and segmentation. We will discuss core computer language concepts, algorithms, and data-structures using Python. No previous experience with computer programming is needed.
Prerequisites: ( EN.550.291 OR AS.110.201 ) AND ( AS.110.202 OR AS.110.211 )
Instructor(s): P. Athavale
Area: Quantitative and Mathematical Sciences.

A first course on computational linear algebra and applications. Topics include floating-point arithmetic, algorithms and convergence, Gaussian elimination for linear systems, matrix decompositions (LU, Cholesky, QR), iterative methods for systems (Jacobi, Gauss-Seidel), and approximation of eigenvalues (power method, QR-algorithm). Theoretical topics such as vector spaces, inner products, norms, linear operators, matrix norms, eigenvalues, and canonical forms of matrices (Jordan, Schur) are reviewed as needed. Matlab is used to solve all numerical exercises; no previous experience with computer programming is required.
Prerequisites: ( EN.550.291 OR AS.110.201 OR AS.110.212 ) AND ( AS.110.202 OR AS.110.211 )
Instructor(s): G. Eyink
Area: Engineering, Quantitative and Mathematical Sciences.
A first course on computational differential equations and applications.
Topics include floating-point arithmetic, algorithms and convergence, root-finding (midpoint, Newton, and secant methods), numerical differentiation and integration, and numerical solution of initial value problems (Runge-Kutta, multistep, extrapolation methods, stability, implicit methods, and stiffness). Theoretical topics such as existence, uniqueness, and stability of solutions to initial-value problems, conversion of higher order/ non-autonomous equations to systems, etc., will be covered as needed. Matlab is used to solve all numerical exercises; no previous experience with computer programming is required.
Prerequisites: ( EN.550.291 OR AS.110.201 OR AS.110.212) AND ( AS.110.202 OR AS.110.211 )
Instructor(s): G. Eyink
Area: Engineering, Quantitative and Mathematical Sciences.

A first course on computational differential equations in vector spaces and applications, a continuation of EN.550.385. Topics include root-finding for nonlinear systems of equations (bisection, Newton, and secant methods), numerical differentiation and integration, and numerical solution of initial-value problems (Runge-Kutta, multistep, extrapolation methods, stability, implicit methods, and stiffness) and boundary-value problems (shooting method, relaxation) for ordinary differential equations in finite-dimensional vector spaces. Theoretical topics such as existence, uniqueness, and stability of solutions to initial-value problems, conversion of higher-order/non-autonomous equations to systems, etc., will be covered as needed. Matlab is used to solve all numerical exercises.
Instructor(s): G. Eyink
Area: Engineering, Quantitative and Mathematical Sciences.

Mathematical concepts and methods for describing and analyzing linear and nonlinear systems that evolve over time. Topics include boundedness, stability of fixed points and attractors, feedback, optimality, Liapounov functions, bifurcation, chaos, and catastrophes. Examples drawn from population growth, economic behavior, physical and engineering systems. The main mathematical tools are linear algebra and basic differential equations.
Prerequisites: EN.550.291 OR AS.110.201 OR AS.110.211
Instructor(s): P. Athavale
Area: Engineering, Quantitative and Mathematical Sciences.

Creating, analyzing and evaluating optimization and mathematical models using case studies. Project-oriented practice and guidance in modeling techniques, with emphasis on communication of methods and results. Applications may include transportation networks, scheduling, industrial processes, and telecommunications. Computation will be emphasized throughout using MATLAB.
Prerequisites: EN.550.361 OR EN.550.362
Instructor(s): B. Castello
Area: Engineering, Quantitative and Mathematical Sciences.

EN.550.413. Applied Statistics and Data Analysis.
An introduction to basic concepts, techniques, and major computer software packages in applied statistics and data analysis. Topics include numerical descriptive statistics, observations and variables, sampling distributions, statistical inference, linear regression, multiple regression, design of experiments, nonparametric methods, and sample surveys. Real-life data sets are used in lectures and computer assignments. Intensive use of statistical packages such as S+ to analyze data.
Prerequisites: EN.550.112 or EN.550.310 or EN.550.311 or EN.550.420
Instructor(s): M. Tang
Area: Engineering, Quantitative and Mathematical Sciences.

This course explores common issues around computational analysis of massive data. We will learn about numerical inaccuracies in calculations, work with databases, and venture out into parallel computing (multi-threading and CUDA). Students will be introduced to streaming algorithms and elements of robust statistics.
Instructor(s): T. Budavari
Area: Natural Sciences, Quantitative and Mathematical Sciences.

EN.550.420. Introduction to Probability.
Probability and its applications, at the calculus level. Emphasis on techniques of application rather than on rigorous mathematical demonstration. Probability, combinatorial probability, random variables, distribution functions, important probability distributions, independence, conditional probability, moments, covariance and correlation, limit theorems. Students initiating graduate work in probability or statistics should enroll in EN.550.620. Auditors are not permitted. Students can use any of the 6th, 7th or 8th editions of the textbook. Recommended Course Background: one year of calculus; Corequisite: multivariable calculus.
Prerequisites: Prereqs: AS.110.106 OR AS.110.108 AND AS.110.107 OR AS.110.109 OR AS.110.113;Statistics Sequence restriction: students who have already completed EN.550.430 may not register
Instructor(s): F. Torcaso
Area: Engineering, Quantitative and Mathematical Sciences.

Mathematical theory of stochastic processes. Emphasis on deriving the dependence relations, statistical properties, and sample path behavior including random walks, Markov chains (both discrete and continuous time), Poisson processes, martingales, and Brownian motion. Applications that illuminate the theory. Students may not earn credit for both EN.550.426 and EN.550.427.
Prerequisites: EN.550.420 AND ( EN.550.291 OR AS.110.201 OR AS.110.212)
Instructor(s): F. Torcaso
Area: Engineering, Quantitative and Mathematical Sciences.
A development of stochastic processes with substantial emphasis on the processes, concepts, and methods useful in mathematical finance. Relevant concepts from probability theory, particularly conditional probability and conditional expectation, will be briefly reviewed. Important concepts in stochastic processes will be introduced in the simpler setting of discrete-time processes, including random walks, Markov chains, and discrete-time martingales, then used to motivate more advanced material. Most of the course will concentrate on continuous-time stochastic processes, particularly martingales, Brownian motion, diffusions, and basic tools of stochastic calculus. Examples will focus on applications in finance, economics, business, and actuarial science. Students may not receive credit for both EN.550.427 and EN.550.426.
Prerequisites: Students may not receive credit for both
EN.550.427 and EN.550.426; EN.550.420
Instructor(s): D. Athreya
Area: Quantitative and Mathematical Sciences.

EN.550.428. Stochastic Processes and Applications to Finance II.
A basic knowledge of stochastic calculus and Brownian motion is assumed. Topics include stochastic differential equations and Brownian motion is assumed. Topics include stochastic differential equations, the Feynman-Kac formula and connections to partial differential equations, changes of measure, fundamental theorems of asset pricing, martingale representations, first passage times and pricing of path-dependent options, and jump processes.
Prerequisites: EN.550.427
Instructor(s): J. Miller
Area: Quantitative and Mathematical Sciences.

EN.550.430. Introduction to Statistics.
Introduction to the basic principles of statistical reasoning and data analysis. Emphasis on techniques of application. Classical parametric estimation, hypothesis testing, and multiple decision problems; linear models, analysis of variance, and regression; nonparametric and robust procedures; decision-theoretic setting. Bayesian methods.
Prerequisites: EN.550.420 OR APPROVED ALTERNATIVE AND
( EN.550.291 OR AS.110.201 OR AS.110.212 )
Instructor(s): D. Naiman
Area: Engineering, Quantitative and Mathematical Sciences.

Denoising, segmentation, texture modeling, tracking, object recognition are challenging problems in imaging. We will present a collection of statistical models and methods in order to address these, including the E.M. algorithm, Maximum Entropy Modeling, Particle filtering, Markov Random Fields and Belief Propagation. Co-listed with EN.580.466. Some practice of Matlab or R is highly recommended.
Prerequisites: (AS.110.202 OR AS.110.211) AND (EN.550.310 OR EN.550.311 OR EN.550.420)
Instructor(s): B. Jedynak
Area: Engineering, Quantitative and Mathematical Sciences.

The objective of the course is to survey essential simulation techniques for popular stochastic models. The stochastic models may include classical time-series models, Markov chains and diffusion models. The basic simulation techniques covered will be useful in sample-generation of random variables, vectors and stochastic processes, and as advanced techniques, importance sampling, particle filtering and Bayesian computation may be discussed.
Prerequisites: EN.550.430
Instructor(s): J. Spall
Area: Engineering, Quantitative and Mathematical Sciences.

Nonparametric, or distribution-free methods for statistical data analysis design statistical decision regions under minimal assumptions on the observed data, avoiding, in particular, making the assumption that their distribution is known, or that it belongs to a specific parametric class (like Gaussian). The course will study the following topics: order statistics, rank-based methods, tests of independence, symmetry, location differences, scale differences and goodness-of-fit, permutation tests with an introduction to the problem of multiple comparisons.
Prerequisites: Prereqs: EN.550.310 OR EN.550.311 OR EN.550.430
Instructor(s): E. Younes
Area: Engineering, Quantitative and Mathematical Sciences.

EN.550.436. Data Mining.
Data mining is a relatively new term used in the academic and business world, often associated with the development and quantitative analysis of very large databases. Its definition covers a wide spectrum of analytic and information technology topics, such as machine learning, artificial intelligence, statistical modeling, and efficient database development. This course will review these broad topics, and cover specific analytic and modeling techniques such as advanced data visualization, decision trees, neural networks, nearest neighbor, clustering, logistic regression, and association rules. Although some of the mathematics underlying these techniques will be discussed, our focus will be on the application of the techniques to real data and the interpretation of results. Because use of the computer is extremely important when “mining” large amounts of data, we will make substantial use of data mining software tools to learn the techniques and analyze datasets. Recommended Course Background: EN.550.413
Prerequisites: EN.550.310 or EN.550.311 or EN.550.430
Instructor(s): T. Budavari
Area: Engineering, Quantitative and Mathematical Sciences.

Managing and analyzing big data in finance can be of ultimate challenge but of ultimate opportunity. The need for statistical tools and machine learning techniques has been gradually influencing the marketplace. This course will explore several topics of machine learning and statistical finance, while the emphasis will be the applications on market prediction, risk detection and validity of finance models. The tentative topics include traditional finance models, linear models, kernel methods (e.g. support vector machine), hidden Markov models, decision trees, dimensionality reduction (e.g. PCA, low rank approximation), conditional modeling and conditional inference, and hypothesis testing. Students will be involved in several projects (computer experiments) to exam those tools with real market data. Recommended Course Background: EN.550.428
Prerequisites: (EN.550.420 OR EN.550.620) AND (EN.550.430 OR EN.550.630)
Instructor(s): L. Chang
Area: Engineering, Quantitative and Mathematical Sciences.

Time series analysis from the frequency and time domain approaches. Descriptive techniques; regression analysis; trends, smoothing, prediction; linear systems; serial correlation; stationary processes; spectral analysis.
Prerequisites: (EN.550.310 OR EN.550.311 OR EN.550.420) AND
(AS.110.201 OR AS.110.221 OR EN.550.291)
Instructor(s): F. Torcaso
Area: Engineering, Quantitative and Mathematical Sciences.
**EN.550.441. Equity Markets and Quantitative Trading.**
This course introduces equity markets from a mathematical point of view. The properties of equities and equity-linked instruments will be described. Several quantitative trading strategies will be studied. Order execution tactics and the effect of market structure will be analyzed. Students will select a specialized aspect of the equity markets to investigate and complete a related independent project.

**Prerequisites:** EN.550.442 or instructor's permission  
Instructor(s): J. Miller  
Area: Engineering, Quantitative and Mathematical Sciences.

**EN.550.442. Investment Science.**
Intended for upper-level undergraduate and graduate students, this course offers a rigorous treatment of the subject of investment as a scientific discipline. Mathematics is employed as the main tool to convey the principles of investment science and their use to make investment calculations for good decision-making. Topics covered in the course include the basic theory of interest and its application to fixed-income securities, cash flow analysis and capital budgeting, mean-variance portfolio theory, and the associated capital asset pricing model, utility function theory and risk analysis, derivative securities and basic option theory, portfolio evaluation. The student is expected to be comfortable with the use of mathematics as a method of deduction and problem solving. Some familiarity with optimization is desirable but not necessary.

Instructor(s): J. Miller  
Area: Engineering, Quantitative and Mathematical Sciences.

**EN.550.443. Financial Computing in C++.**
The first part of course, will introduce the basic concepts of C++ including variables, functions, pointers and references, function and operator overloading and along with inheritance and polymorphism, templates and the C++ Standard Library. Basic ideas of object-oriented design will be introduced. The second part of the course will cover computational techniques for solving mathematical problems arising in finance. Numerical solution of parabolic partial differential equations for option valuation and their relation to tree methods together with a basic introduction of concepts such as convergence and stability as applied to finite difference schemes. Prerequisites EN.550.427 Stochastic Processes and Applications to Finance. No prior experience with C/C++ is required.

**Prerequisites:** EN.550.427  
Instructor(s): M. Bichuch  
Area: Quantitative and Mathematical Sciences.

**EN.550.444. Introduction to Financial Derivatives.**
This course will develop the mathematical concepts and techniques for modeling cash instruments and their hybrids and derivatives.

**Prerequisites:** AS.110.302 AND EN.550.420  
Instructor(s): D. Audley  
Area: Engineering, Quantitative and Mathematical Sciences.

**EN.550.445. Interest Rate and Credit Derivatives.**
Advances in corporate finance, investment practice and the capital markets have been driven by the development of a mathematically rigorous theory for financial instruments and the markets in which they trade. This course builds on the concepts, techniques, instruments and markets introduced in EN.550.444. In addition to new topics in credit enhancement and structured securities, the focus is expanded to include applications in portfolio theory and risk management, and covers some numerical and computational approaches.

**Prerequisites:** EN.550.444  
Instructor(s): D. Audley  
Area: Engineering, Quantitative and Mathematical Sciences.

**EN.550.446. Risk Measurement/Management in Financial Markets.**
This course applies advanced mathematical techniques to the measurement, analysis, and management of risk. The focus is on financial risk. Sources of risk for financial instruments (e.g., market risk, interest rate risk, credit risk) are analyzed; models for these risk factors are studied and the limitation, shortcomings and compensatory techniques are addressed.

**Prerequisites:** EN.550.444  
Instructor(s): D. Audley  
Area: Engineering, Quantitative and Mathematical Sciences.

**EN.550.447. Quantitative Portfolio Theory and Performance Analysis.**
This course focuses on modern quantitative portfolio theory, models, and analysis. Topics include intertemporal approaches to modeling and optimizing asset selection and asset allocation; benchmarks (indexes), performance assessment (including, Sharpe, Treynor and Jenson ratios) and performance attribution; immunization theorems; alpha-beta separation in management, performance measurement and attribution; Replicating Benchmark Index (RBI) strategies using cash securities / derivatives; Liability-Driven Investment (LDI); and the taxonomy and techniques of strategies for traditional management: Passive, Quasi-Passive (Indexing) Semi-Active (Immunization & Dedicated) Active (Scenario, Relative Value, Total Return and Optimization). In addition, risk management and hedging techniques are also addressed.

**Prerequisites:** Prereq: EN.550.442 OR EN.550.444  
Instructor(s): D. Audley  
Area: Engineering, Quantitative and Mathematical Sciences.

**EN.550.448. Financial Engineering and Structured Products.**
This course focuses on structured securities and the structuring of aggregates of financial instruments into engineered solutions of problems in capital finance. Topics include the fundamentals of creating asset-backed and structured securities—including mortgage-backed securities (MBS), stripped securities, collateralized mortgage obligations (CMOs), and other asset-backed collateralized debt obligations (CDOs)—structuring and allocating cash-flows as well as enhancing credit; equity hybrids and convertible instruments; asset swaps, credit derivatives and total return swaps; assessment of structure-risk interest rate-risk and credit-risk as well as strategies for hedging these exposures; managing portfolios of structured securities; and relative value analysis (including OAS and scenario analysis).

**Instructor(s): D. Audley  
Area: Engineering, Quantitative and Mathematical Sciences.**
EN.550.449. Advanced Equity Derivatives.
This course will cover the pricing, trading and risk management of equity derivatives, with emphasis on more exotic derivatives such as path-dependent and multi-asset derivatives. The course will emphasize practical issues: students will build their own pricing and risk management tools, and gain experience simulating the dynamic hedging of a complex derivatives portfolio. Students will practice structuring and selling equity derivative products. Pricing issues such a model selection, unobservable input parameters and calibration will be discussed, and students will learn techniques to manage the often highly nonlinear and discontinuous risks associated with these products. The course will have a significant computing component: both in the classroom and as homework projects, students will use Excel, write VBA macros and write and call C++ routines in the Microsoft Windows environment (which is the most common computing environment used by the financial industry).
Prerequisites: EN.550.444
Instructor(s): J. Miller
Area: Engineering, Quantitative and Mathematical Sciences.

EN.550.450. Computational Molecular Medicine.
Computational systems biology has emerged as the dominant framework for analyzing high-dimensional "omics" data in order to uncover the relationships among molecules, networks and disease. In particular, many of the core methodologies are based on statistical modeling, including machine learning, stochastic processes and statistical inference. We will cover the key aspects of this methodology, including measuring associations, testing multiple hypotheses, and learning predictors, Markov chains and graphical models. In addition, by studying recent important articles in cancer systems biology, we will illustrate how this approach enhances our ability to annotate genomes, discover molecular disease networks, detect disease, predict clinical outcomes, and characterize disease progression. Whereas a good foundation in probability and statistics is necessary, no prior exposure to molecular biology is required (although helpful).
Prerequisites: (EN.550.420 AND EN.550.430) OR equivalent courses in probability and statistics.
Instructor(s): D. Geman
Area: Engineering, Quantitative and Mathematical Sciences.

EN.550.453. Mathematical Game Theory.
Mathematical analysis of cooperative and noncooperative games. Theory and solution methods for matrix game (two players, zero-sum payoffs, finite strategy sets), games with a continuum of strategies, N-player games, games in rule-defined form. The roles of information and memory. Selected applications to economic, recreational, and military situations. Prereq: Multivariable Calculus, probability, linear algebra.
Prerequisites: (AS.110.202 OR AS.110.211) AND (EN.550.420 AND EN.550.291 OR AS.110.201)
Instructor(s): B. Castello
Area: Engineering, Quantitative and Mathematical Sciences.

Study in depth of a special mathematical or computational area of operations research, or a particular application area. Recent topics: decision theory, mathematical finance, optimization software.
Instructor(s): B. Castello
Area: Engineering, Quantitative and Mathematical Sciences.
This course will examine the mathematical methods relevant to modeling biological phenomena, particularly dynamical systems and probability. Topics include ordinary differential equations and their simulation; stability and phase plane analysis; branching processes; Markov chains; and stochastically perturbed systems. Biological applications will be drawn from population growth, predator-prey dynamics, epidemiology, genetics, intracellular transport, and neuroscience.
Prerequisites: ( EN.550.420 OR EN.550.310 OR EN.550.311 ) AND (( EN.550.291 ) OR ( AS.110.201 AND AS.110.302 ))
Instructor(s): D. Athreya
Area: Natural Sciences, Quantitative and Mathematical Sciences.

EN.550.493. Mathematical Image Analysis.
This course gives an overview of various mathematical methods related to several problems encountered in image processing and analysis, and presents numerical schemes to address them. It will focus on problems like image denoising and deblurring, contrast enhancement, segmentation and registration. The different mathematical concepts shall be introduced during the course; they include in particular functional spaces such as Sobolev and BV, Fourier and wavelet transforms, as well as some notions from convex optimization and numerical analysis. Most of such methods will be illustrated with algorithms and simulations on discrete images, using MATLAB.
Prerequisites: linear algebra, multivariate calculus, basic programming in MATLAB. Recommended Course Background: Real analysis
Prerequisites: ( AS.110.202 OR AS.110.211 ) AND ( EN.550.291 OR AS.110.201 OR AS.110.212)
Instructor(s): N. Charon
Area: Engineering, Quantitative and Mathematical Sciences.

EN.550.500. Undergraduate Research.
Reading, research, or project work for undergraduate students. Pre-arranged individually between students and faculty.
Instructor(s): D. Fishkind; E. Scheinerman; Staff.

Instructor(s): J. Wierman.

Reading, research, or project work for undergraduate students. Pre-arranged individually between students and faculty. Recent topics and activities: percolation models, data analysis, course development assistance, and dynamical systems.
Instructor(s): F. Torcaso; Staff.

EN.550.503. Preparation for Research.
Primarily an independent study course. Readings, assignments, and discussion to prepare students for research in applied mathematics and statistics. Topics include the research process, problem-solving, mathematical writing, LaTeX, Beamer, reading mathematics, literature search, oral presentations, REU programs, and the publication process. Brief meetings to be arranged. Students are expected to spend 3 to 4 hours per week in addition to the meetings. Grading is Satisfactory/Unsatisfactory only.

Instructor Permission Required - Opportunity for students to particiate
Instructor(s): B. Castello
Area: Quantitative and Mathematical Sciences.

Instructor(s): D. Fishkind
Area: Quantitative and Mathematical Sciences.

Preparation of a substantial thesis based upon independent student research, under the pre-arranged supervision of at least one faculty member in Applied Mathematics and Statistics. Instructor permission required.
Instructor(s): D. Geman; F. Torcaso.

EN.550.517. Undergraduate Internship.
Instructor(s): Staff.

EN.550.574. Research-Intersession.
Instructor(s): D. Fishkind; E. Scheinerman; J. Fill.

EN.550.590. Internship-Summer.
Instructor(s): Staff.

EN.550.597. Research-Summer.
Instructor(s): Staff.

EN.550.599. Independent Study.
Instructor(s): D. Fishkind; E. Scheinerman; J. Fill; N. Lee.

EN.550.600. Department Seminar.
A variety of topics discussed by speakers from within and outside the university. Required of all resident department graduate students.
Instructor(s): D. Robinson.

EN.550.620. Probability Theory I.
The course objectives are to develop probabilistic reasoning and problem solving approaches, to provide a rigorous mathematical basis for probability theory, and to examine several important results in the theory of probability. Topics include axiomatic probability, independence, random variables and their distributions, expectation, integration, variance and moments, probability inequalities, and modes of convergence of random variables. The course will include introductory measure theory as needed. Students are expected to have previous study of both analysis and probability. This course is the first half of a yearlong sequence. The second semester’s course, EN.550.621 Probability Theory II, will cover classical limit theorems, characteristic functions, and conditional expectation.
Prerequisites: EN.550.420 and AS.110.405 or equivalent
Instructor(s): V. Lyzinski.

EN.550.621. Probability Theory II.
Probability at the level of measure theory, focusing on limit theory. Modes of convergence, Poisson convergence, three-series theorem, strong law of large numbers, continuity theorem, central limit theorem, Berry-Esseen theorem, infinitely divisible and stable laws.
Prerequisites: EN.550.620 OR AS.110.405
Instructor(s): J. Fill.

EN.550.622. Introduction to Stochastic Calculus.
A graduate-level class on stochastic calculus, providing a rigorous introduction on stochastic integrals and differential equations.
Prerequisites: EN.550.621
Instructor(s): M. Bichuch.
This course explores several topics and tools toward modern applications of probability and statistics in computational, cognitive, engineering, and neural sciences. The course will introduce the theoretical background for each topic, while the emphasis will be on the applications that are not often covered in the standard probability and statistics courses. The tentative topics include: Gibbs distribution and the maximum entropy with connections to large deviations and information theory; Nonparametric statistics ("learning theory") and classifications including consistency, bias/variance tradeoff, and regularization; Markov chains and their applications in MCMC computing and hidden Markov models; Graphical models and their applications; Parameter estimation, the EM algorithm and applications on image template learning. For each topic, there will be a related project assignment, which is composed of both paper work problems and computer experiments, designed to demonstrate the mathematics and the utility of the approach in the topic. Students are required to submit their own work individually.
Prerequisites: EN.550.310 OR EN.550.311 OR ( EN.550.420 AND EN.550.430)
Instructor(s): L. Chang.

EN.550.630. Statistical Theory.
The fundamentals of mathematical statistics will be covered. Topics include: distribution theory for statistics of normal samples, exponential statistical models, the sufficiency principle, least squares estimation, maximum likelihood estimation, uniform minimum variance unbiased estimation, hypothesis testing, the Neyman-Pearson lemma, likelihood ratio procedures, the general linear model, the Gauss-Markov theorem, simultaneous inference, decision theory, Bayes and minimax procedures, chi-square methods, goodness-of-fit tests, and nonparametric and robust methods.
Prerequisites: EN.550.420 or EN.550.620.
Instructor(s): C. Priebe.

EN.550.631. Statistical Theory II.
Advanced concepts and tools fundamental to research in mathematical statistics and statistical inference: asymptotic theory; optimality; various mathematical foundations.
Instructor(s): C. Priebe.

The course will cover Bayesian methods for exploratory data analysis. The emphasis will be on applied data analysis in various disciplines. We will consider a variety of topics, including introduction to Bayesian inference, prior and posterior distribution, hierarchical models, spatial models, longitudinal models, models for categorical data and missing data, model checking and selection, computational methods by Markov Chain Monte Carlo using R or Matlab. We will also cover some nonparametric Bayesian models if time allows, such as Gaussian processes and Dirichlet processes. Prerequisite: 550.630 (recommended) or 550.430
Prerequisites: EN.550.630 OR EN.550.430
Instructor(s): Y. Xu.

This course covers advanced topics in Bayesian statistical analysis beyond the introductory course. Therefore knowledge of basic Bayesian statistics is assumed (at the level of “A first course in Bayesian statistical methods”, by Peter Hoff (Springer, 2009). The models and computational methods will be introduced with emphasis on applications to real data problems. This course will cover nonparametric Bayesian models including Gaussian process, Dirichlet process (DP), Polya trees, dependent DP, Indian buffet process, etc. Recommended Course Background: EN.550.632 or permission from the instructor
Instructor(s): Y. Xu.

EN.550.635. Topics in Bioinformatics.
A “readings” course organized around research articles in the recent bioinformatics and computational biology literatures. In this term, the choice of papers will favor work on inferring phenotype from genotype, and modeling signaling networks, based on gene microarrays bearing the expression levels of thousands of transcripts, and on properties of proteins, such as predicting active sites and detecting harmful mutations. One major objective is to prepare students to comfortably read articles which involve extensive mathematical and statistical modeling as well as techniques from pattern recognition and machine learning. Most papers will be presented by the students. In addition, student expositions will be preceded by “tutorials” by the instructor on various aspects of statistical learning, modeling and prediction, such as properly estimating generalization error in cancer classification and avoiding over-fitting in learning networks of molecular interactions. Recommended Course Background: course in statistics; previous exposure to machine learning or pattern recognition
Instructor(s): D. Geman.

The focus of this roundtable-format course will be stochastic modeling as relates to system identification and maximum likelihood. The principles and algorithms being covered in this course have tremendous importance in the world at large. For example, maximum likelihood is arguably the most popular method for parameter estimation in most real-world applications. System identification is the term used in many fields to refer to the process of mathematical model building from experimental data, with a special focus on dynamical systems. The system identification process refers to several important aspects of model building, including selection of the model form (linear or nonlinear, static or dynamic, etc.), experimental design, parameter estimation, and model validation. This course will cover topics such as the maximum likelihood formulation and theory for dynamical systems, the EM (expectation-maximization) algorithm and its variants, Fisher information, common model structures, online versus offline estimation, the role of feedback in identification (i.e., open-loop versus closed-loop estimation), standard and extended Kalman filtering, and uncertainty characterization (e.g., confidence regions). Recommended Course Background: Undergraduate-level matrix theory and ordinary differential equations; graduate-level course in probability and statistics (e.g., 550.430 or equivalent; in particular, students should have prior exposure to maximum likelihood and Bayes’ rule). Prior experience in data analysis and algorithms will be helpful.
Instructor(s): J. Spall.
**EN.550.642. Investment Science-Commodities as a Unique Asset Class.**
The aims of the course are the following: 1. understand the properties of commodities and shipping as an asset class distinct from bonds and equity, 2. learn the fundamental economic results, e.g., theory of storage, established for commodities by leading figures like Keynes and Kaldor, 3. recognize the specific difficulties of the different groups, i.e., energy, metals, agricultural and shipping, 4. analyze the forward curve and its stochastic modeling, with or without seasonality, 5. discuss the pricing and hedging of options mostly traded in commodity markets, such as Asian and spread, as well as the valuation of physical assets through alternative approaches, 6. identify the different ways of investing in Commodities: Futures, ETFs, indexes, structured notes. Students should have rudimentary knowledge of financial markets.

**Prerequisites:** Rudimentary knowledge of financial markets; EN.550.420 and (AS.110.106 or AS.110.108)

**Instructor(s):** H. Geman.

**EN.550.643. Graphical Models.**
This course describes how models based on networks encoding the conditional dependency structure between random variables, also called graphical models, can be used to design multivariate probability distributions. A special focus will be made on important particular cases, like Markov Chains, Bayesian networks or Markov Random Fields. We will also discuss parametric estimation and inference problems, and issues arising when some of the variables cannot be observed.

**Prerequisites:** EN.550.420 or equivalent AND EN.550.430 or equivalent

**Instructor(s):** L. Chang.

**EN.550.646. Advanced Topics in Derivatives.**
Topics will include static arbitrage versus dynamic arbitrage, proof of Black-Scholes formula using a change of measure, the Modigliani-Miller representation of the corporation, Merton model of corporate debt valuation, Asian options’ operational use, pricing and hedging; stochastic volatility and local volatility models; elements of market microstructure and high frequency trading. Grading will be mostly based on oral presentations. The course is aimed at second year Master’s students and will not begin meetings until mid-October.

**Instructor(s):** H. Geman.

**EN.550.647. Financial Mathematics Masters Seminar.**
This course is only open to students enrolled in the MSE in Financial Mathematics program. Advanced topics chosen according to the interests of the instructor and graduate students. The course will focus on recent research articles in the financial mathematics literature.

**Instructor(s):** D. Audley.

**EN.550.648. Credit and Systemic Risk.**
Credit risk is a topic which has become of fundamental importance after the recent crisis, due to the larger number of credit quality deteriorations and default events. This course deals with mathematical modeling and valuation of credit risk. Students will be exposed to key theoretical principles (doubly stochastic intensity processes, enlargement of filtrations, risk measures), related to the construction of modern credit risk management systems. The course will analyze computational techniques for simulating default times, as well as methodologies for measuring credit losses based on probabilistic tools. We will discuss topics of currently high research interest, such as counterparty risk valuation, systemic risk, liquidity risk, and default contagion.

**Prerequisites:** (EN.550.426 OR EN.550.427) AND EN.550.620

**Instructor(s):** A. Capponi.
EN.550.653. Commodities and Commodity Markets.
The first half of this course will be devoted to energy markets, both in terms of the market itself and how to model peculiar features of this business. First we will discuss fossil fuels, including physical and financial natural gas and LNG; crude and refined petroleum commodities; and possibly coal markets. Then the focus will turn to electricity markets, including market structures; energy, capacity and ancillary services markets; characteristics of demand; power plant commitment and dispatch; the “stack” or market supply curve; characteristics of different plants and fuels; regional differences in markets; and hedging techniques from trading vanilla products all the way to complex multi-commodity structures. We will discuss renewable energy sources, their characteristics, economics, and effects on the larger market, as well as emissions markets as a way of removing pollution externalities. The first half will conclude by elaborating on risk management techniques; credit; legislation and regulation; and derivative accounting as time permits. The second half of the course will turn to shipping, metals and agricultural markets. The metal physical markets will be described, the major Exchanges presented (LME, SHFE), as well as the warehousing issues in the case of base metals. The case of precious metals will be singled out, and gold in particular; and finally uranium and rare earths. Agricultural (grains and softs) markets will be presented, together with the crucial issues of biofuels, fertilizers, water, and arable land. In all cases, there will be a large focus on the trading activities – both to hedge and to gain exposure to commodities – in spot and derivative markets. Numerous examples of forward curves will be provided, as well as volatility skews. The valuation of swaps, spread options and Asian options will be (re)derived. Students should have rudimentary knowledge of financial markets. Recommended Course Background: EN.550.420 and AS.110.106 or AS.110.108
Instructor(s): G. Schultz; H. Geman.

This course considers algorithms for solving various important nonlinear optimization problems and, in parallel, develops the supporting theory. Primary focus will be on unconstrained and bound-constrained optimization. Topics will include: necessary and sufficient optimality conditions; gradient, Newton, and quasi-Newton based line-search and trust-region methods; linear and nonlinear least-squares problems; linear and nonlinear conjugate gradient methods; stochastic optimization; optimal gradient methods; structured nonsmooth optimization, and derivative-free optimization. Special attention will be paid to the large-scale case and will include topics such as limited-memory quasi-Newton methods, projected gradient methods, and subspace accelerated two-phase methods for bound-constrained optimization. Recommended Course Background: Multivariable Calculus, Linear Algebra; Coreq: AS.110.405
Instructor(s): D. Robinson.

This course considers algorithms for solving various nonlinear constrained optimization problems and, in parallel, develops the supporting theory. Topics include: necessary and sufficient optimality conditions for constrained optimization; projected-gradient and two-phase accelerated subspace methods for bound-constrained optimization; simplex, interior-point, Bender’s decomposition, and the Dantzig-Wolfe decomposition methods for linear programming; duality theory; penalty, augmented Lagrangian, sequential quadratic programming, and interior-point methods for general nonlinear programming. In addition, we will consider the Alternating Direction Method of Multipliers (ADMM), which is applicable to a huge range of problems including sparse inverse covariance estimation, consensus, and compressed sensing.
Instructor(s): S. Arguillere.

EN.550.663. Stochastic Search & Optimization.
An introduction to stochastic search and optimization, including discrete and continuous optimization problems. Topics will include the “no free lunch” theorems, beneficial effects of injected Monte Carlo randomness, algorithms for global and local optimization problems, random search, recursive least squares, stochastic approximation, simulated annealing, evolutionary and genetic algorithms, machine (reinforcement) learning, and statistical multiple comparisons. Students should have knowledge of basic matrix algebra. Recommended Course Background: Graduate course in probability and statistics
Instructor(s): J. Spall.

Concepts and statistical techniques critical to constructing and analyzing effective simulations; emphasis on generic principles rather than specific applications. Topics include model building (bias-variance tradeoff, model selection., Fisher information), benefits and drawbacks of simulation modeling, random number generation, simulation-based optimization, discrete multiple comparisons using simulations, Markov chain Monte Carlo (MCMC), and input selection using optimal experimental design.
Instructor(s): J. Spall.

This course presents algorithms for convex optimization along with the supporting theoretical convergence results. The chosen topics covered, which are driven by big data and machine learning applications, include convex sets and functions, gradient methods (steepest descent, line searches, rates-of-convergence for weakly and strongly convex functions, Frank-Wolfe method), accelerated methods (heavy ball, Nesterov), stochastic gradient, coordinate descent, proximal and projected gradient methods, duality theory and duality-based algorithms (augmented Lagrangian, ADMM), and Newton/quasi-newton methods. Recommended Course Background: (AS.110.201 or AS.110.212 or EN.550.291) and AS.110.405
Instructor(s): D. Robinson.

The main goal of this course is to introduce students to combinatorial optimization techniques. The first part of the course will focus on combinatorial algorithms for classical problems. The next part of the course will show how polyhedral theory can be used to deal with combinatorial optimization problems in a unifying manner. Familiarity with linear programming and algorithms desirable but not strictly required. Recommended Course Background: Linear Algebra.
Instructor(s): A. Basu.
EN.550.671. Combinatorial Analysis.
An introduction concurrently with combinatorial analysis at the graduate level.
Meets concurrently with 550.471. See 550.471 for course description.
Recommended Course Background: EN.550.291 or AS.110.201
Instructor(s): E. Scheinerman.

EN.550.672. Graph Theory.
An introduction to graph theory at the graduate level. See 550.472 for course description.
Meets with EN.550.472
Prerequisites: EN.550.291 OR AS.110.201 OR AS.110.212
Instructor(s): A. Basu.

The purpose of this class is to provide an elementary knowledge of the
differential geometry of curves and surfaces, and to place this in relation with the description and characterization of 2D and 3D shapes.
Intrinsic local and semi-local descriptors, like the curvature or the second fundamental form will be introduced, with an emphasis on the invariance of these features with respect to rotations, translations, etc.
Extension of this point of view to other class of linear transformations will be given, as well as other shapes of shape descriptors, like moments or medial axes.
Recommended Course Background: Calculus III and linear algebra
Instructor(s): E. Younes
Area: Engineering, Quantitative and Mathematical Sciences.

Brief review of topics in elementary numerical analysis such as floating-point arithmetic, Gaussian elimination for linear equations, interpolation and approximation.
Core topics to be covered: numerical linear algebra including eigenvalue and linear least-squares problems, iterative algorithms for nonlinear equations and least squares problems, and convergence theory of numerical methods.
Other possible topics: sparse matrix computations, numerical solution of partial differential equations, finite element methods, and parallel algorithms.
Instructor(s): N. Charon.

This class will explore basic aspects of functional analysis, focusing mostly on normed vector spaces. This will include, in particular, the Hahn-Banach and open mapping theorems, a discussion of strong and weak topologies, the theory of compact operators, and spaces of integrable functions and Sobolev spaces, with applications to the study of some partial differential equations.
Recommended Course Background: AS.110.415/AS.110.416/AS.110.605 or EN.550.620
Prerequisites: AS.110.405 or equivalent
Instructor(s): E. Younes.

The course will provide fundamental concepts and methods that pertain the analysis of the variation of anatomical shapes extracted from medical images. It will review basic properties of the most important shape representations (landmark, curves, surfaces, images...), describe distances and discrepancy measures that allow for their comparison, and introduce nonlinear optimal control methods that underlie the Large Deformation Diffeomorphic Metric Mapping (LDDMM) family of registration algorithms.
The course will then discuss shape averaging methods and template-centered representations for the analysis of shape datasets.
Recommended Course Background: Optimization (EN.550.361 or higher) and (AS.110.202 OR AS.110.211 or higher) AND AS.110.302 or higher.
Prerequisites: ( AS.110.202 OR AS.110.211 or higher) AND ( AS.110.302 or higher)
Instructor(s): E. Younes.

EN.550.690. Neural Networks and Feedback Control Systems.
This roundtable course is an introduction to two related areas: neural networks (NNs) and control systems based on the use of feedback.
Artificial NNs are effective conceptual and computational vehicles for many important applications; feedback control is relevant to virtually all natural and human-made systems.
NNs are applied in areas such as system modeling and control, function approximation, time-series filtering/prediction/smoothing, speech/image/signal processing, and pattern recognition.
Topics to be covered for NNs include network architecture, learning algorithms, and applications.
Specific NNs discussed include perceptrons, feedforward networks with backpropagation, and recurrent networks.
This course also provides an introduction to feedback control systems, including the role of feedback in regulating systems and in achieving stability in systems.
We consider stochastic (noise) effects in feedback systems.
We also consider the interface of NNs and control by discussing how NNs are used in building modern control systems in problems where standard methods are infeasible.
Recommended Course Background: Matrix theory, differential equations, and a graduate course in probability and statistics.
Instructor(s): J. Spall.

This course is open only to AMS department master's students.
Instructor(s): D. Audley; D. Naiman.

A second course in linear algebra with emphasis on topics useful in analysis, economics, statistics, control theory, and numerical analysis.
Review of linear algebra, decomposition and factorization theorems, positive definite matrices, norms and convergence, eigenvalue location theorems, variational methods, positive and nonnegative matrices, generalized inverses.
Prerequisites: ( AS.110.202 OR AS.110.211 ) AND ( AS.110.201 OR AS.110.212 OR EN.550.291 ) AND AS.110.405
Instructor(s): D. Fishkind.

EN.550.693. Turbulence Theory.
An advanced introduction to turbulence theory for graduate students in the physical sciences, engineering and mathematics.
Both intuitive understanding and exact analysis of the fluid equations will be stressed.
Students should have previous familiarity with fluid mechanics.
Instructor(s): G. Eyink.

EN.550.694. Turbulence Theory II.
This course will continue the theoretical investigation of fluid turbulence, directly following on from EN.550.693.
Topics to be considered are turbulent vortex dynamics, Lagrangian dynamics, and special topics such as wall-bounded turbulence, free shear flows, two-dimensional and quasigeostrophic turbulence, MHD turbulence, etc.
Cross-listed with Physics
Prerequisites: EN.550.693
Instructor(s): G. Eyink.
This course will present an overview of topics in science-based parameterization, including dynamics, probability and other applied mathematical methods. These concepts will be presented in a unified format, with some emphasis on scientific computing. Specific topics include: basic probability, statistical dynamics, (moment hierarchies, Liouville/forward equations, path-integral methods), asymptotic closure (homogenization, Chapman-Enskog), closure techniques without any separation of scales (non-linear Galerkin & Weighted residuals, algebraic closures, PDF-based closures, down-scaling), uncertainty quantification (variance & other measures of uncertainty, Bayesian estimation, ensemble methods), hybrid methods.
Instructor(s): G. Eyink
Area: Engineering, Quantitative and Mathematical Sciences.

his course will discuss turbulence theory relevant for planetary atmospheres and oceans (including Earth's) and astrophysical plasmas. The three basic topics will be two-dimensional & geostrophic turbulence, compressible fluid turbulence, and magnetohydrodynamic turbulence. It would be useful for students to have taken courses EN.550.693-694, but these are not formal prerequisites and material from those courses will be reviewed as required. Exact mathematical results will be developed wherever possible to inform physical theories. The course focuses on coarse-grained nonlinear dynamics, turbulent cascades, wave-turbulence interactions, scaling theories, and relevant experimental observations from satellites and spacecraft.
Instructor(s): G. Eyink.

A control system is a dynamical system on which one can act through a parameter that can be chosen freely at any point in time. In this class, we will be interested in two main problems. The first one is controllability, which studies conditions for the existence of controls allowing an initial point to be driven to any other point. The second one is optimal control, in which we will study methods to minimize a certain cost over all possible controls, possibly with endpoint constraints. Such problems have many applications in engineering: crossing a river with minimal fuel, planning trajectories of rocket engines etc. Pre-requisites: Multivariate Calculus, Linear Algebra, Differential Equations. Some familiarity with Optimization is recommended, but not mandatory.
Instructor(s): S. Arguillere.

EN.550.700. Master's Research.
Reading, research, or project work for Master's level students. Arranged individually between students and faculty.
Instructor(s): Staff.

EN.550.701. Graduate Independent Study.
Instructor(s): C. Priebe; E. Vishniac.

Recent advances in computer science, physics, and statistics have been made possible by correspondingly sharpened quantitative developments in the mathematical theory of Markov chains. Possible topics: rates of convergence to stationarity, eigenvalue techniques, Markov chain Monte Carlo, perfect simulation, self-organizing data structures, approximate counting and other applications to computer science, reversible chains, interacting particle systems.
Instructor(s): J. Fill.

EN.550.730. Topics In Statistics.
Roundtable course covers system identification and maximum likelihood for models, including EM (expectation-maximization) and variants, online versus offline estimation, role of feedback in estimation (open-loop versus closed-loop), and uncertainty bounds. Students should have an understanding of matrix theory and ordinary differential equations. Prior experience in data analysis and algorithms will be helpful. Recommended Course Background: EN.550.430; in particular, students should have prior exposure to maximum likelihood and Bayes' rule.
Instructor(s): M. Tang.

EN.550.735. Topics in Statistical Pattern Recognition.
The Dissimilarity Representation for Pattern Recognition. This course will investigate aspects of statistical inference and statistical pattern recognition associated with observing only dissimilarites between entities rather than observing feature vectors associated with the individual entities themselves. Recommended Course Background: EN.550.735
Instructor(s): M. Tang.

This course will cover various topics in financial mathematics and will be co-taught in two parts Part one (Chavez-Bedoya) will cover various aspects of portfolio optimization, and part two (Geman) will cover topics including stochastic time changes, subordination, pure jump Lévy Processes; the Lévy- Kintchine and its relationship to the Fast Fourier transform of option prices. The last part will be dedicated to general changes of probability measure in finance.
Instructor(s): H. Geman; L. Chavez-Bedoya.

Topics in Discrete Mathematics: Graphons. Just as real numbers can be defined as limits of convergent sequences of rational numbers, graphons are the limits of convergent sequences of graphs. The notion of a graphon is very recent (less than a decade old) but graphons already are playing an interesting role in pure combinatorics (extremal graph problems) and in applications/algorithms for huge networks. Active participation by students is key as we work our way through challenging ideas.
Instructor(s): E. Scheinerman.

One of the most powerful tools currently applied in combinatorics. This course covers the basic method, with applications to graph theory, combinatorics, and especially algorithm design.
Instructor(s): V. Lyzinski.
Analysis of Algorithms. This course in the probabilistic analysis of algorithms (AofA) will be accessible to any student who has had at least one course in probability and will be most beneficial to those who have had at least one probability course at the measure-theoretic level. The course will review basic topics from the theory of probability that have proved useful in AofA. It will provide introductions to more advanced AofA-relevant topics chosen from such topics as: Markov chains, branching processes, urn models, Poissonization (and de-Poissonization), various metrics on distributions, fixed-point characterizations of distributions, convergence of sequences of stochastic processes, perfect simulation using Markov chains (and otherwise), and large deviation principles. The course will interweave probability theory and applications to AofA, focusing on the fundamentally important and exceptionally rich example of limiting distributions for various ways of measuring the cost of executing the QuickSort and QuickSelect algorithms.
Instructor(s): J. Fill.

Instructor(s): Staff.

Open to students in the Financial Mathematics Master’s Program only.
Instructor(s): Y. Li.

EN.550.805. Communications Practicum.
Open to students in the Financial Mathematics Master’s Program only.
Instructor(s): J. Heiserman.

Instructor(s): C. Priebe.

Discussion of new results in the specified research area based on journal articles, research monographs and current research. Each week a participant in the seminar will present a lecture. Organized by advanced graduate students with the sponsorship of an Applied Mathematics and Statistics faculty member.
Instructor(s): A. Basu; D. Robinson.

Continuation of EN.550.692.
Instructor(s): D. Fishkind.

Cross Listed Courses

Biomedical Engineering
EN.580.694. Statistical Connectomics.
This course will cover the basics of an exciting emerging field of statistical connectomics (aka, brain-graphs). It is so new, that we are going to make some of it up in this class! The first week will be introductory lectures that I give. The rest of the semester will be run like a seminar; each week will focus on a different topic. On Tuesdays we will hear about a statistical method that operates on graphs, and on Thursdays we will read about some neuroscience data upon which one could apply these techniques. The final project will consist of implementing a statistical method devised for graphs on a brain-graph problem. Recommended background: coursework in probability, linear algebra, and numerical programming (eg, R, Python, Matlab).
Instructor(s): J. Vogelstein
Area: Engineering.

Computer Science
EN.600.442. Modern Cryptography.
This course focuses on cryptographic algorithms, formal definitions, hardness assumptions, and proofs of security. Topics include number-theoretic problems, pseudo-randomness, block and stream ciphers, public-key cryptography, message authentication codes, and digital signatures. Recommended Course Background: EN.600.226 and a 300-level or above systems course; EN.600.271/EN.600.471 and EN.550.171 or equivalent.
Instructor(s): A. Jain
Area: Engineering, Quantitative and Mathematical Sciences.

This is a second graduate level course in machine learning. It will provide a formal and an in-depth coverage of topics at the interface of statistical theory and computational sciences. We will revisit popular machine learning algorithms and understand their performance in terms of the size of the data (sample complexity), memory needed (space complexity), as well as the overall computational runtime (computation or iteration complexity). We will cover topics including nonparametric methods, kernel methods, online learning and reinforcement learning, as well as introduce students to current topics in large-scale machine-learning and randomized projections. Topics will vary from year-to-year but the general focus would be on combining methodology with theoretical and computational foundations. [Analysis or Applications] Prerequisites: EN.600.475 OR EN.600.476 OR EN.600.676 OR permission of the instructor.
Instructor(s): R. Arora.

Biomedical Engineering
www.bme.jhu.edu

Faculty and students in the Department of Biomedical Engineering have been breaking new ground in biomedical research for over 50 years, and we strive to continue this history of innovation and discovery every day. Some examples of biomedical engineering include instrumentation and systems for use in medical environments, health care delivery systems, therapeutic and prosthetic devices such as artificial organs and orthopedic implants, and the application of quantitative methods and engineering-based modeling to basic research in the biological sciences.

The Department of Biomedical Engineering offers three programs of study to prepare students to work in this area: an undergraduate program leading to a bachelor’s degree with a choice of B.S. or B.A., a master’s degree program, and a doctoral degree program.

Research in the department focuses on several general areas: biomaterials, biomedical imaging systems, biomedical sensors and instrumentation, cardiovascular systems physiology, molecular and cellular engineering physiology, systems neuroscience, theoretical and computational biology, cell and tissue engineering, and nanobiotechnology.

Facilities
The center of gravity for the Department of Biomedical Engineering is the Traylor, Ross, Miller, and Smith research buildings on the campus of the School of Medicine. This location favors a close association with other basic medical science programs and provides access to the clinical environment of one of the nation’s top-ranked hospitals. The Homewood campus houses the Whitaker Biomedical Engineering
The undergraduate program provides a strong foundation in mathematics, engineering, and science. It emphasizes preparation for advanced study in an area related to biomedical engineering and is broad enough to accommodate students who plan graduate work in biology, medicine, engineering, biophysics, physiology, or biomedical engineering.

Thus, the objective of the undergraduate program is to educate students majoring in biomedical engineering who will attain one or both of the following upon or within a few years of graduation:

- entry into graduate (M.S. or Ph.D. degree programs) or professional schools (medical, dental, veterinarian, business, public health, law)
- employment in jobs that utilize biomedical engineering or a related field.

Each student plans a curriculum suited to his or her goals with the assistance of a faculty advisor. Upon completion of the B.S. in biomedical engineering, students will demonstrate the ability to:

- apply knowledge of advanced mathematics, life sciences, natural sciences, and principles of engineering to problems at the interface of engineering, biology, and medicine and mathematically model and simulate biological systems using computers.
- design and conduct experiments, as well as analyze and interpret data; formulate hypotheses for experiments, including those on living systems; devise procedures for experiments, including those on living systems; collect and validate data using appropriate equipment; display, describe, summarize, and interpret experimental results in a lab report; relate the experimental results to previous work, including the interaction between living and non-living materials and systems; and practice lab safety.
- design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability; identify a need and define the biomedical engineering problem to be solved, determine the constraints to the problem and assess the successful likelihood for different approaches, undergo the design process of creation, synthesis, and integration and evaluate success of the design to meet the desired need.
- function on multidisciplinary teams; understand team goals and complementary roles and expertise of each team member; share opinions and viewpoints with other team members; and assume and fulfill individual responsibilities within a team.
- identify, formulate, and solve engineering problems; conceptualize the engineering problem, formulate a solution to the problem, and solve problems using experimental, mathematical and/or computational tools.
- understand professional and ethical responsibility; understand the guidelines for ethical and responsible use of human subjects and data for research; understand the guidelines for ethical and responsible use of animals for research; understand professional and ethical standards in the workplace and properly reference the work of others.
- communicate effectively; synthesize, summarize, and explain technical content in a written report; and synthesize, summarize, and explain technical content in an oral presentation.
- understand the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context; understand the contributions biomedical engineers can play in academia, industry, and government; and understand how biomedical engineering solutions are of benefit inside and outside the U.S.
- recognize the need for, and gain an ability to engage in, life-long learning; use library resources, professional journals, and Internet effectively; update technical literacy to understand contemporary issues; and recognize the need for self-assessment.
- comprehend contemporary issues; understand recent developments in biomedical engineering; understand differing viewpoints in academia, government, industry, and business; and gain the ability to search and critically evaluate scientific literature.
- use the techniques, skills, and modern engineering tools necessary for engineering practice; gain proficiency in computer simulations...
and mathematical analysis tools; create mathematical models; develop laboratory skills applied to living systems; and utilize data acquisition systems.

The program also encourages individual study and research and gives academic credit for them. Students are welcome to work in laboratories on the Homewood campus or at the Medical Institutions in East Baltimore.

**Bachelor of Science in Biomedical Engineering**

Students seeking the B.S. degree are encouraged to focus their studies on one of five subspecialties that incorporates traditional engineering disciplines and biomedical applications. See the Biomedical Engineering Undergraduate Advising Manual for specifics on focus areas, lists of recommended mathematics and engineering electives, limitations on credits for courses with overlapping material, and the design content of engineering courses.

**Requirements for the B.S. Degree**

(See also General Requirements for Departmental Majors (p. 20.).)

The B.S. degree in biomedical engineering requires 129 credits. The courses listed below must either be taken or passed by examination for advanced credit. Engineering, science, and mathematics courses may not be taken satisfactory/unsatisfactory. No more than 6 credits of engineering, science, or mathematics courses in which a grade of D was received may be counted.

**Basic Sciences (22 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AS.171.101</td>
<td>General Physics: Physical Science Major I</td>
<td>4</td>
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<tr>
<td>or AS.171.107</td>
<td>General Physics: Physical Science Majors (AL)</td>
<td></td>
</tr>
<tr>
<td>AS.171.102</td>
<td>General Physics: Physical Science Majors II</td>
<td>4</td>
</tr>
<tr>
<td>or AS.171.108</td>
<td>General Physics: Physical Science Majors (AL)</td>
<td></td>
</tr>
<tr>
<td>AS.173.111</td>
<td>General Physics Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>AS.173.112</td>
<td>General Physics Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>AS.030.101</td>
<td>Introductory Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; AS.030.105</td>
<td>and Introductory Chemistry Lab I</td>
<td></td>
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<tr>
<td>AS.030.102</td>
<td>Introductory Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; AS.030.106</td>
<td>and Introductory Chemistry Laboratory II</td>
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<tr>
<td>AS.030.205</td>
<td>Organic Chemistry I</td>
<td>4</td>
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**Mathematics (24 credits)**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AS.110.108</td>
<td>Calculus I</td>
<td>8</td>
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<tr>
<td>&amp; AS.110.109</td>
<td>and Calculus II (For Physical Sciences and</td>
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<td></td>
<td>Engineering)</td>
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<tr>
<td>AS.110.202</td>
<td>Calculus III</td>
<td>4</td>
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<tr>
<td>or AS.110.211</td>
<td>Honors Multivariable Calculus</td>
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<tr>
<td>AS.110.201</td>
<td>Linear Algebra</td>
<td>4</td>
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<tr>
<td>or AS.110.212</td>
<td>Honors Linear Algebra</td>
<td></td>
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<tr>
<td>AS.110.302</td>
<td>Diff Equations/Applic</td>
<td>4</td>
</tr>
<tr>
<td>EN.550.311</td>
<td>Probability and Statistics for the Biological</td>
<td>4</td>
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<tr>
<td></td>
<td>Sciences and Engineering</td>
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<tr>
<td>or EN.550.310</td>
<td>Probability &amp; Statistics for the Physical</td>
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<td></td>
<td>and Information Sciences &amp; Engineering</td>
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<tr>
<td>or EN.550.413</td>
<td>Applied Statistics and Data Analysis</td>
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<tr>
<td>or EN.550.430</td>
<td>Introduction to Statistics</td>
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<tr>
<td>or EN.550.433</td>
<td>Monte Carlo Methods</td>
<td></td>
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or EN.550.434 Nonparametric Statistics
or EN.560.348 Probability & Statistics for Engineers

**Humanities and Social Sciences (18 credits)**

These courses should form a coherent program, relevant to the student’s goals, with at least one course at the 300-level or higher. They should include:

- One course in which ethical and social issues related to technology are discussed.
- At least two semesters of writing-intensive courses.

**Biomedical Core Knowledge (35 credits)**

The program also encourages individual study and research and gives academic credit for them. Students are welcome to work in laboratories on the Homewood campus or at the Medical Institutions in East Baltimore.

**Focus Area (21 credits)**

Each student is required to take one of five Biomedical Engineering focus areas.

**Design**

Among the technical elective courses offered, at least 6 credits must come from an approved list of design options.

**Computer Programming**

Select 1 of the following courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EN.580.200</td>
<td>Introduction to Scientific Computing in BME using</td>
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</tr>
<tr>
<td>or EN.500.200</td>
<td>Python, Matlab, and R</td>
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</tr>
<tr>
<td>or EN.510.202</td>
<td>Computation and Programming for Materials</td>
<td></td>
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<tr>
<td></td>
<td>Scientists and Engineers</td>
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</tr>
<tr>
<td>or EN.550.385</td>
<td>Scientific Computing: Linear Algebra</td>
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<tr>
<td>or EN.550.386</td>
<td>Scientific Computing: Differential Equations</td>
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</tr>
<tr>
<td>or EN.570.210</td>
<td>Computation/Math Modeling</td>
<td></td>
</tr>
<tr>
<td>or EN.600.107</td>
<td>Introductory Programming in Java</td>
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</tr>
<tr>
<td>or EN.600.111</td>
<td>Python Scripting</td>
<td></td>
</tr>
<tr>
<td>or EN.600.112</td>
<td>Introductory Programming for Scientists and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engineers</td>
<td></td>
</tr>
<tr>
<td>or EN.600.120</td>
<td>Intermediate Programming</td>
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</table>

**General Electives**

Students may choose at least two courses from any area.

<table>
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<tbody>
<tr>
<td>21</td>
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<table>
<thead>
<tr>
<th>Total Credits</th>
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</thead>
</table>

*Johns Hopkins University - 2015-2016*
** Building on the foundation of this core curriculum, each student is required to take a cohesive sequence of advanced engineering encompassing one of five Biomedical Engineering focus areas. A student’s choice of focus area is made before the start of the junior year and is based on their experience with the Biomedical Engineering Core and their answers to the questions given below:

** Systems Biology **— “Do you want to focus on understanding at a fundamental level how biological systems work?”

** Sensors, Micro/Nano Systems, and Instrumentation **— “Do you want to build things that facilitate research or clinical medicine?”

** Cell/Tissue Engineering and Biomaterials **— “Do you want to create replacement cells, tissues, and organs?”

** Computational Bioengineering **— “Do you want to focus on the use of mathematical theory or computers to solve complex biological and medical problems?”

** Imaging **— “Do you want to develop new imaging technology to reveal how biological systems work or diagnose disease?”

Courses in a focus area must be taken for a total of 21 or more credits. At least 18 credits must come from the relevant upper-level engineering course list; a maximum of three credits from the non-upper-level engineering course list may count in focus area.

Among the technical elective courses offered, at least 6 credits must come from an approved list of design options. There are many combinations of courses, programs and independent study opportunities to satisfy this requirement. This is discussed in detail in the Undergraduate Handbook. Please refer to http://www.bme.jhu.edu/undergraduate/resources.htm for applicable courses designed for each focus area by faculty members with research interests appropriate to the area; all faculty members are active participants in shaping the undergraduate curriculum.

*** Among the technical elective courses offered, at least 6 credits must come from an approved list of design options. There are many combinations of courses, programs and independent study opportunities to satisfy this requirement. This is discussed in detail in the Undergraduate Handbook. Please refer to http://www.bme.jhu.edu/undergraduate/resources.htm for applicable courses designed for each focus area by faculty members with research interests appropriate to the area; all faculty members are active participants in shaping the undergraduate curriculum.

Contact the department advising office for course additions.

### Cell/Tissue Engineering and Biomaterials Focus Area - Upper-Level Engineering Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EN.510.311</td>
<td>Structure of Materials</td>
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<tr>
<td>EN.510.312</td>
<td>Thermodynamics/Materials</td>
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<td>EN.510.313</td>
<td>Mechanical Properties of Materials</td>
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<tr>
<td>EN.510.314</td>
<td>Electronic Properties of Materials</td>
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<tr>
<td>EN.510.315</td>
<td>Physical Chemistry of Materials II</td>
<td>3</td>
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<tr>
<td>EN.510.316</td>
<td>Biomaterials I</td>
<td>3</td>
</tr>
<tr>
<td>EN.510.403</td>
<td>Materials Characterization</td>
<td>3</td>
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<tr>
<td>EN.510.407</td>
<td>Biomaterials II: Host response and biomaterials</td>
<td>3</td>
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<td>EN.510.415</td>
<td>The Chemistry of Materials Synthesis</td>
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<td>EN.510.421</td>
<td>Nanoparticles</td>
<td>3</td>
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<td>EN.510.422</td>
<td>Micro and Nano Structured Materials &amp; Devices</td>
<td>3</td>
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<tr>
<td>EN.510.426</td>
<td>Biomolecular Materials I - Soluble Proteins and</td>
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<td>EN.510.430</td>
<td>Biomaterials Lab</td>
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<td>EN.510.435</td>
<td>Mechanical Properties of Biomaterials</td>
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<td>EN.510.606</td>
<td>Polymer Chemistry &amp; Biology</td>
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<td>EN.530.426</td>
<td>Biofluid Mechanics</td>
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<td>Experimental Methods in Biomechanics</td>
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<td>EN.530.448</td>
<td>Biosolid Mechanics</td>
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<td>EN.540.303</td>
<td>Transport Phenomena I</td>
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<td>Transport Phenomena II</td>
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<td>EN.540.306</td>
<td>Chemical &amp; Biomolecular Separation</td>
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<td>EN.540.400</td>
<td>Project in Design: Pharmacodynamics</td>
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<td>EN.540.402</td>
<td>Metabolic Systems Biotechnology</td>
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<td>EN.540.403</td>
<td>Colloids and Nanoparticles</td>
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<tr>
<td>EN.540.405</td>
<td>The Design of Biomolecular Systems</td>
<td>3</td>
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<td>EN.540.414</td>
<td>Computational Protein Structure Prediction and Design</td>
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<td>EN.540.416</td>
<td>Current Topics in Protein Structure Prediction</td>
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<td>EN.540.421</td>
<td>Project in Design: Pharmacodynamics</td>
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<tr>
<td>EN.540.422</td>
<td>Introduction to Polymeric Materials</td>
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<tr>
<td>EN.540.426</td>
<td>Biomacromolecules at the Nanoscale</td>
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<td>EN.540.437</td>
<td>Application of Molecular Evolution to Biotechnology</td>
<td>3</td>
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<tr>
<td>EN.540.440</td>
<td>Micro/Nanotechnology: The Science and Engineering of Small Structures</td>
<td>3</td>
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<tr>
<td>EN.540.459</td>
<td>Bioengineering in Regenerative Medicine</td>
<td>3</td>
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<td>EN.540.460</td>
<td>Computational and Experimental Design of Biomolecules</td>
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<td>EN.550.391</td>
<td>Dynamical Systems</td>
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<tr>
<td>EN.580.420</td>
<td>Build-a-Genome</td>
<td>4</td>
</tr>
<tr>
<td>EN.580.425</td>
<td>Ion Channels in Excitable Membranes</td>
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<tr>
<td>EN.580.430</td>
<td>Systems Pharmacology and Personalized Medicine</td>
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<td>Bioelectricity</td>
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<td>EN.580.441</td>
<td>Cellular Engineering</td>
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<td>EN.580.442</td>
<td>Tissue Engineering</td>
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<td>Biomechanics of the Cell</td>
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<td>EN.580.452</td>
<td>Cell and Tissue Engineering Lab</td>
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<tr>
<td>EN.580.455</td>
<td>Introduction to Orthopaedic Biomechanics</td>
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<td>EN.580.456</td>
<td>Introduction to Rehabilitation Engineering</td>
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<td>EN.580.492</td>
<td>Build-a-Genome Mentor</td>
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<td>EN.580.495</td>
<td>Microfabrication Lab</td>
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<tr>
<td>EN.580.643</td>
<td>Advanced Orthopaedic Tissue Engineering</td>
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</table>

Contact the department advising office for course additions.

### Cell/Tissue Engineering and Biomaterials Focus Area - Non Upper-Level Engineering Courses

(maximum of 3 credits from this list may count in focus area)

<table>
<thead>
<tr>
<th>Course Code</th>
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<td>Genetics</td>
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<td>AS.020.337</td>
<td>Stem Cells &amp; the Biology of Aging &amp; Disease</td>
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<td>AS.020.363</td>
<td>Developmental Biology</td>
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<td>Developmental Biology Lab</td>
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<td>AS.250.391</td>
<td>Proteins and Nucleic Acids</td>
<td>3</td>
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<td>EN.580.112</td>
<td>BME Design Group</td>
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<td>EN.580.211</td>
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<td>EN.580.212</td>
<td>BME Design Group</td>
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<td>EN.580.311</td>
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<td>BME Design Group</td>
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<td>EN.580.411</td>
<td>BME Design Group</td>
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<td>EN.580.412</td>
<td>BME Design Group</td>
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<td>EN.580.413</td>
<td>Design-Team, Team Leader</td>
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<td>EN.580.414</td>
<td>Design Team/Team Leader</td>
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### Computational Biology Focus Area - Upper-Level Engineering Courses

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<td>EN.520.447</td>
<td>Information Theory</td>
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<td>EN.540.303</td>
<td>Transport Phenomena I</td>
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<td>EN.540.400</td>
<td>Project in Design: Pharmacokinetics</td>
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<td>EN.540.409</td>
<td>Dynamic Modeling and Control</td>
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<tr>
<td>EN.540.414</td>
<td>Computational Protein Structure Prediction and Design</td>
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<td>EN.550.361</td>
<td>Introduction to Optimization</td>
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<td>EN.550.362</td>
<td>Introduction to Optimization II</td>
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<td>EN.550.371</td>
<td>Cryptology and Coding</td>
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<td>Dynamical Systems</td>
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<td>Mathematical Modeling and Consulting</td>
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<td>Applied Statistics and Data Analysis</td>
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<td>Introduction to Probability</td>
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<td>Introduction to Stochastic Processes</td>
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<td>Introduction to Statistics</td>
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<td>EN.550.433</td>
<td>Monte Carlo Methods</td>
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<td>Data Mining</td>
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<td>EN.550.450</td>
<td>Computational Molecular Medicine</td>
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<td>EN.550.463</td>
<td>Network Models in Operations Research</td>
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<td>Mathematical Biology</td>
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<td>Ion Channels in Excitable Membranes</td>
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<tr>
<td>EN.580.431</td>
<td>Introduction to Computational Medicine I</td>
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<td>EN.580.439</td>
<td>Models of the Neuron</td>
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<td>EN.580.445</td>
<td>Networks</td>
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<td>Biomechanics of the Cell</td>
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<tr>
<td>EN.580.460</td>
<td>Theory of Cancer</td>
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<td>EN.580.491</td>
<td>Learning Theory</td>
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<td>EN.580.492</td>
<td>Build-a-Genome Mentor</td>
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<td>EN.580.688</td>
<td>Foundations of Computational Biology &amp; Bioinformatics II</td>
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<td>EN.580.689</td>
<td>Computational Personal Genomics</td>
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<td>EN.580.694</td>
<td>Statistical Connectomics</td>
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<td>Data Structures</td>
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<td>EN.600.233</td>
<td>Computer System Fundamentals</td>
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<td>Databases</td>
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<td>Parallel Programming</td>
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<td>EN.600.325</td>
<td>Declarative Methods</td>
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<td>Algorithms for Sensor-Based Robotics</td>
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<td>Introduction To Algorithms</td>
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<td>Digital Health and Biomedical Informatics</td>
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<td>EN.600.457</td>
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<td>Survey of Methods in Computer Graphics</td>
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<td>Computer Systems</td>
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<td>Computational Genomics</td>
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<td>Security &amp; Privacy in Computing</td>
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<td>Computer Integrated Surgery I</td>
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<td>Computer Integrated Surgery II</td>
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<td>Network Embedded Systems &amp; Sensor Networks</td>
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<td>EN.600.461</td>
<td>Computer Vision</td>
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<td>Natural Language Processing</td>
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<td>Information Retrieval and Web Agents</td>
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<td>EN.520.401</td>
<td>Basic Communication</td>
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<td>EN.520.410</td>
<td>Fiber Optics &amp; Devices</td>
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<td>EN.520.414</td>
<td>Image Processing &amp; Analysis</td>
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<td>Image Process &amp; Analysis II</td>
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<td>Medical Image Analysis</td>
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<td>Modern Biomedical Imaging Instrumentation and Techniques</td>
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<td>EN.520.435</td>
<td>Digital Signal Processing</td>
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<td>Information Theory</td>
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<td>EN.520.454</td>
<td>Control Systems Design</td>
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<td>EN.520.465</td>
<td>Digital Communications I</td>
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Students may use a maximum of 3 research credits as a non-upper-level engineering course.

### Computational Biology Focus Area - Non Upper-Level Engineering Courses

(3 maximum of credits from this list may count in focus area)

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<tr>
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<td>AS.110.405</td>
<td>Analysis I</td>
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<td>AS.110.421</td>
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<td>AS.110.443</td>
<td>Fourier Analysis</td>
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<td>BME Design Group</td>
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<td>Design-Team, Team Leader</td>
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<td>Design Team/Team Leader</td>
<td>4</td>
</tr>
<tr>
<td>EN.580.580</td>
<td>Senior Design Project</td>
<td>3</td>
</tr>
<tr>
<td>EN.580.581</td>
<td>Senior Design Project</td>
<td>3</td>
</tr>
<tr>
<td>EN.600.271</td>
<td>Automata &amp; Computation Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Students may use a maximum of 3 research credits as a non-upper-level engineering course.

### Imaging Focus Area - Upper-Level Engineering Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.520.401</td>
<td>Basic Communication</td>
<td>3</td>
</tr>
<tr>
<td>EN.520.410</td>
<td>Fiber Optics &amp; Devices</td>
<td>3</td>
</tr>
<tr>
<td>EN.520.414</td>
<td>Image Processing &amp; Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EN.520.415</td>
<td>Image Process &amp; Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>EN.520.432</td>
<td>Medical Imaging Systems</td>
<td>3</td>
</tr>
<tr>
<td>EN.520.433</td>
<td>Medical Image Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EN.520.434</td>
<td>Modern Biomedical Imaging Instrumentation and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>EN.520.435</td>
<td>Digital Signal Processing</td>
<td>3</td>
</tr>
<tr>
<td>EN.520.447</td>
<td>Information Theory</td>
<td>3</td>
</tr>
<tr>
<td>EN.520.454</td>
<td>Control Systems Design</td>
<td>3</td>
</tr>
<tr>
<td>EN.520.465</td>
<td>Digital Communications I</td>
<td>3</td>
</tr>
</tbody>
</table>
Contact the department advising office for course additions.

**Imaging Focus Area - Non Upper-Level Engineering Courses**

(maximum of 3 credits from this list may count in focus area)

- AS.110.405 Analysis I 4
- AS.110.443 Fourier Analysis 4
- EN.520.214 Signals & Systems 4
- EN.580.112 BME Design Group 3
- EN.580.211 BME Design Group 3
- EN.580.212 BME Design Group 3
- EN.580.311 BME Design Group 3
- EN.580.312 BME Design Group 3
- EN.580.411 BME Design Group 3
- EN.580.412 BME Design Group 3
- EN.580.413 Design-Team, Team Leader 4
- EN.580.414 Design Team/Team Leader 4
- EN.580.580 Senior Design Project 3
- EN.580.581 Senior Design Project 3

Students may use a maximum of 3 research credits as a non-upper-level engineering course.

**Sensors, Instrumentation, and Micro/Nanotechnology Focus Area - Upper-Level Engineering Courses**

- EN.510.311 Structure of Materials 3
- EN.510.313 Mechanical Properties of Materials 3
- EN.510.314 Electronic Properties of Materials 3
- EN.510.316 Biomaterials I 3
- EN.510.403 Materials Characterization 3
- EN.510.407 Biomaterials II: Host response and biomaterials applications 3
- EN.510.421 Nanoparticles 3
- EN.510.422 Micro and Nano Structured Materials & Devices 3
- EN.510.430 Biomaterials Lab 3
- EN.520.216 Introduction To VLSI 3
- EN.520.315 Introduction to Information Processing of Sensory Signals 3
- EN.520.345 Electrical & Computer Engineering Laboratory 3
- EN.520.349 Microprocessor Lab I 3
- EN.520.353 Control Systems 3
- EN.520.372 Programmable Device Lab 3
- EN.520.401 Basic Communication 3
- EN.520.407 Introduction to the Physics of Electronic Devices 3
- EN.520.410 Fiber Optics & Devices 3
- EN.520.424 FPGA Synthesis Lab 3
- EN.520.425 FPGA Senior Projects Laboratory 3
- EN.520.432 Medical Imaging Systems 3
- EN.520.435 Digital Signal Processing 3
- EN.520.447 Information Theory 3
- EN.520.448 Electronics Design Lab 3
- EN.520.450 Advanced Micro-Processor Lab 3
- EN.520.454 Control Systems Design 3
- EN.520.465 Digital Communications I 3
EN.520.483 Bio-Photonics Laboratory 3
EN.520.491 CAD Design of Digital VLSI Systems I (Seniors/Grads) 3
EN.520.492 Mixed-Mode VLSI Systems 3
EN.530.414 Computer-Aided Design 3
EN.530.420 Robot Sensors/Actuators 4
EN.530.421 Mechatronics 3
EN.530.446 Experimental Methods in Biomechanics 3
EN.530.646 Robot Devices, Kinematics, Dynamics, and Control 3
EN.530.672 Biosensing & BioMEMS 3
EN.540.403 Colloids and Nanoparticles 3
EN.540.440 Micro/Nanotechnology: The Science and Engineering of Small Structures 3
EN.580.425 Ion Channels in Excitable Membranes 3
EN.580.434 Bioelectricity 3
EN.580.441 Cellular Engineering 3
EN.580.442 Tissue Engineering 3
EN.580.451 Cell and Tissue Engineering Lab 3
EN.580.456 Introduction to Rehabilitation Engineering 3
EN.580.472 Medical Imaging Systems 3
EN.580.495 Microfabrication Lab 4
EN.580.616 Introduction to Linear Dynamical Systems 3
EN.580.688 Foundations of Computational Biology & Bioinformatics II 3
EN.600.445 Computer Integrated Surgery I 4
EN.600.446 Computer Integrated Surgery II 3

Contact the department advising office for course additions.

Sensors, Instrumentation, and Micro/Nanotechnology Focus Area - Non Upper-Level Engineering Courses
(maximum of 3 credits from this list may count in focus area)

EN.520.213 Circuits 4
EN.520.214 Signals & Systems 4
EN.580.112 BME Design Group 3
EN.580.211 BME Design Group 3
EN.580.212 BME Design Group 3
EN.580.311 BME Design Group 3
EN.580.312 BME Design Group 3
EN.580.411 BME Design Group 3
EN.580.412 BME Design Group 3
EN.580.413 Design-Team, Team Leader 4
EN.580.414 Design Team/Team Leader 4
EN.580.580 Senior Design Project 3
EN.580.581 Senior Design Project 3

Students may use a maximum of 3 research credits as a non-upper-level engineering course.

Systems Biology Focus Area - Upper-Level Engineering Courses
EN.510.311 Structure of Materials 3
EN.510.316 Biomaterials I 3
EN.510.407 Biomaterials II: Host response and biomaterials applications 3
EN.520.345 Electrical & Computer Engineering Laboratory 3
EN.520.353 Control Systems 3
EN.520.372 Programmable Device Lab 3
EN.520.401 Basic Communication 3
EN.520.414 Image Processing & Analysis 3
EN.520.415 Image Process & Analysis II 3
EN.520.432 Medical Imaging Systems 3
EN.520.454 Control Systems Design 3
EN.520.465 Digital Communications I 3
EN.520.636 Signaling Pathways 3
EN.530.327 Introduction to Fluid Mechanics 3
EN.530.343 Design and Analysis of Dynamical Systems 4
EN.530.414 Computer-Aided Design 3
EN.530.420 Robot Sensors/Actuators 4
EN.530.426 Biofluid Mechanics 3
EN.530.444 Computer-Aided Fluid Mechanics and Heat Transfer 3
EN.530.445 Introduction to Biomechanics 3
EN.530.446 Experimental Methods in Biomechanics 3
EN.530.448 Biosolid Mechanics 3
EN.530.457 Intro To Acoustics 3
EN.540.303 Transport Phenomena I 3
EN.540.304 Transport Phenomena II 4
EN.540.400 Project in Design: Pharmacokinetics 3
EN.540.409 Dynamic Modeling and Control 4
EN.540.414 Computational Protein Structure Prediction and Design 3
EN.540.421 Project in Design: Pharmacodynamics 3
EN.550.361 Introduction to Optimization 4
EN.550.362 Introduction to Optimization II 4
EN.550.371 Cryptology and Coding 4
EN.550.386 Scientific Computing: Differential Equations 4
EN.550.391 Dynamical Systems 4
EN.550.400 Mathematical Modeling and Consulting 4
EN.550.420 Introduction to Probability 4
EN.550.426 Introduction to Stochastic Processes 4
EN.550.430 Introduction to Statistics 4
EN.550.450 Computational Molecular Medicine 4
EN.580.420 Build-a-Genome 4
EN.580.425 Ion Channels in Excitable Membranes 3
EN.580.430 Systems Pharmacology and Personalized Medicine 3
EN.580.431 Introduction to Computational Medicine I 3
EN.580.434 Bioelectricity 3
EN.580.439 Models of the Neuron 3
EN.580.445 Networks 3
EN.580.466 Statistical Methods in Imaging 3
EN.580.448 Biomechanics of the Cell 3
EN.580.455 Introduction to Orthopaedic Biomechanics 3
EN.580.456 Introduction to Rehabilitation Engineering 3
EN.580.460 Theory of Cancer 3
### Systems Biology Focus Area - Non Upper-Level Engineering Courses

(maximum of 3 credits from this list may count in focus area)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.080.305</td>
<td>The Nervous System I</td>
<td>3</td>
</tr>
<tr>
<td>EN.520.213</td>
<td>Circuits</td>
<td>4</td>
</tr>
<tr>
<td>EN.520.214</td>
<td>Signals &amp; Systems</td>
<td>4</td>
</tr>
<tr>
<td>EN.520.216</td>
<td>Introduction To VLSI</td>
<td>3</td>
</tr>
<tr>
<td>EN.530.201</td>
<td>Statics and Mechanics of Materials</td>
<td>4</td>
</tr>
<tr>
<td>EN.530.215</td>
<td>Mechanics-Based Design</td>
<td>3</td>
</tr>
<tr>
<td>EN.580.112</td>
<td>BME Design Group</td>
<td>3</td>
</tr>
<tr>
<td>EN.580.211</td>
<td>BME Design Group</td>
<td>3</td>
</tr>
<tr>
<td>EN.580.212</td>
<td>BME Design Group</td>
<td>3</td>
</tr>
<tr>
<td>EN.580.311</td>
<td>BME Design Group</td>
<td>3</td>
</tr>
<tr>
<td>EN.580.312</td>
<td>BME Design Group</td>
<td>3</td>
</tr>
<tr>
<td>EN.580.411</td>
<td>BME Design Group</td>
<td>3</td>
</tr>
<tr>
<td>EN.580.412</td>
<td>BME Design Group</td>
<td>3</td>
</tr>
<tr>
<td>EN.580.580</td>
<td>Senior Design Project</td>
<td>3</td>
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<tr>
<td>EN.580.581</td>
<td>Senior Design Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Students may use a maximum of 3 research credits as a non-upper-level engineering course.

### Approved Design Courses - 6 credits

This 2-semester sequence must be taken in its entirety.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.510.433</td>
<td>Senior Design Research</td>
<td>3</td>
</tr>
<tr>
<td>EN.510.434</td>
<td>Senior Design/Research II</td>
<td>3</td>
</tr>
<tr>
<td>EN.520.448</td>
<td>Electronics Design Lab (This 1-semester course is augmented by taking 1 semester of 580.581 Independent Design.)</td>
<td>3</td>
</tr>
<tr>
<td>EN.520.454</td>
<td>Control Systems Design (This 1-semester course must be augmented by taking 1 semester of 580.581 Independent Design.)</td>
<td>3</td>
</tr>
</tbody>
</table>

This 2-semester sequence must be taken in its entirety.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.520.498</td>
<td>Senior Design Project</td>
<td>3</td>
</tr>
<tr>
<td>EN.520.499</td>
<td>Senior Design Project</td>
<td>3</td>
</tr>
<tr>
<td>EN.530.421</td>
<td>Mechatronics (This 1-semester course must be augmented by taking 1 semester of 580.581 Independent Design.)</td>
<td>3</td>
</tr>
</tbody>
</table>

This 2-semester sequence must be taken in its entirety.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.540.400</td>
<td>Project in Design: Pharmacokinetics</td>
<td>3</td>
</tr>
<tr>
<td>EN.540.421</td>
<td>Project in Design: Pharmacodynamics</td>
<td>3</td>
</tr>
</tbody>
</table>

This 2-semester sequence must be taken in its entirety.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.580.311</td>
<td>BME Design Group</td>
<td>3</td>
</tr>
<tr>
<td>EN.580.312</td>
<td>BME Design Group</td>
<td>3</td>
</tr>
</tbody>
</table>

This 2-semester sequence must be taken in its entirety.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.580.411</td>
<td>BME Design Group</td>
<td>3</td>
</tr>
<tr>
<td>EN.580.412</td>
<td>BME Design Group</td>
<td>3</td>
</tr>
</tbody>
</table>

This 2-semester sequence must be taken in its entirety.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.580.413</td>
<td>Design-Team, Team Leader</td>
<td>4</td>
</tr>
<tr>
<td>EN.580.414</td>
<td>Design Team/Team Leader</td>
<td>4</td>
</tr>
<tr>
<td>EN.580.471</td>
<td>Principles of Design of BME Instrumentation (This 1-semester course must be augmented by taking 1 semester of 580.571 Honors Instrumentation offered during January Intersession.)</td>
<td>4</td>
</tr>
</tbody>
</table>

This 2-semester sequence must be taken in its entirety.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.580.580</td>
<td>Senior Design Project</td>
<td>3</td>
</tr>
<tr>
<td>EN.580.581</td>
<td>Senior Design Project</td>
<td>3</td>
</tr>
</tbody>
</table>

This 2-semester sequence must be taken in its entirety.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.600.445</td>
<td>Computer Integrated Surgery I</td>
<td>4</td>
</tr>
<tr>
<td>EN.600.446</td>
<td>Computer Integrated Surgery II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Bachelor of Arts in Biomedical Engineering

(See also General Requirements for Departmental Majors (p. 20))

The B.A. in biomedical engineering requires 120 credits. The courses listed below must either be taken or passed by examination for advanced credit. See the Biomedical Engineering Undergraduate Advising Manual for lists of recommended courses, acceptable course substitutions, and limitations on credits for courses with overlapping material.

#### Basic Sciences (22 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.171.101</td>
<td>General Physics:Physical Science Major I</td>
<td>4</td>
</tr>
<tr>
<td>or AS.171.107</td>
<td>General Physics for Physical Sciences Majors (AL)</td>
<td>4</td>
</tr>
<tr>
<td>AS.171.102</td>
<td>General Physics: Physical Science Majors II</td>
<td>4</td>
</tr>
<tr>
<td>or AS.171.108</td>
<td>General Physics for Physical Science Majors (AL)</td>
<td>4</td>
</tr>
<tr>
<td>AS.173.111</td>
<td>General Physics Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>AS.173.112</td>
<td>General Physics Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>AS.030.101</td>
<td>Introductory Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>&amp; AS.030.105</td>
<td>Introductory Chemistry Lab I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; AS.030.106</td>
<td>Introductory Chemistry Laboratory II</td>
<td>4</td>
</tr>
<tr>
<td>AS.030.205</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Mathematics (20 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.110.108</td>
<td>Calculus I</td>
<td>Calculus I</td>
<td>8</td>
</tr>
<tr>
<td>&amp; AS.110.109</td>
<td>and Calculus II (For Physical Sciences and Engineering)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>AS.110.202</td>
<td>Calculus III</td>
<td>Honors Multivariable Calculus</td>
<td>4</td>
</tr>
<tr>
<td>AS.110.201</td>
<td>Linear Algebra</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Master of Science in Engineering

The master’s degree program is designed for students who wish to pursue careers in research and development, or as a step toward Ph.D. or M.D./Ph.D. education. The program, which is designed to be completed in two years, consists of core courses, elective courses, and a thesis project. The project may be basic research in a laboratory or practical engineering related to patient monitoring or other clinical problems.

Admission and Financial Aid

Students with undergraduate degrees in engineering are eligible to apply. Exceptional students with degrees in basic sciences may also apply, but would normally have to take a number of courses to overcome deficiencies in their curriculum.

All students have the potential to receive full tuition support by obtaining a position in a research laboratory. Research assistantships are usually advertised by various laboratories in the institution to carry out specific research and development projects. Students without a research assistantship are expected to pay full tuition independently. Fellowships are also awarded to the top students in the program.

Applications for admission are due by the appointed deadline (usually in mid-January).

For more information and to apply online, go to http://www.bme.jhu.edu/graduate/mse/apply.

Requirements for the M.S.E. Degree

Each student will take a minimum of 24 credits of courses at the 400-level or higher and complete a thesis. Students fulfill the course requirement by taking two courses in the Systems Bioengineering sequence (EN.580.421, EN.580.422 or EN.580.429) and other advanced engineering, math, and science courses. Students are usually advertised by various laboratories in the institution to carry out specific research and development projects. Students are advised to make an early start toward their master’s thesis. The M.S.E. program grants partial tuition fellowship awards on the basis of academic merit. Research assistantships are usually advertised by various laboratories in the institution to carry out specific research and development projects. Fellowships are also awarded to the top students in the program.

B.S./M.S.E. Program

Students enrolled in the B.S. program in biomedical engineering may pursue a combined B.S./M.S.E. degree that can be completed in five years. Students should apply in their junior year and adhere to the published deadlines and application requirements. (The only exception is that biomedical engineering undergraduates do not need to take the GRE.) Course work should be carefully structured so as to fulfill all the requirements for the B.S. as well as the M.S.E. degree in a timely and coordinated manner. Students are advised to make an early start toward their master’s thesis. The M.S.E. program grants partial tuition fellowship awards on the basis of academic merit. Research assistantships are usually advertised by various laboratories in the institution to carry out specific research and development projects. Fellowships are also awarded to the top students in the program.

Master of Science in Engineering in Innovation and Design

The Center for Bioengineering Innovation and Design (CBID), housed in the Department of Biomedical Engineering, focuses on the design aspect of Biomedical Engineering. This exciting program gives students opportunities to design, develop, build, and test devices that solve some of the most pressing problems facing clinicians today.

The mission of CBID is to:

• Improve human health by developing medical devices that solve important clinical problems
• Educate a new generation of medical device engineers and fellows
• Facilitate technology transfer and industry collaboration

In the graduate program CBID students will learn to identify clinical needs and innovate a novel solution to solve that clinical problem. Working in teams, students work closely with engineering faculty and physicians throughout the medical institution to come up with device ideas, build prototypes, research intellectual property, learn about the regulatory process, write business plans, and present their designs to fellow students, faculty, and outside advisors.

Undergraduate students in BME can also become involved in medical device design by joining an undergraduate design team which works on solving clinical problems by designing innovative devices.

Incorporated in all the BME design curriculum is a focus on technology commercialization. All students, graduate and undergraduate, will interact with clinical and corporate sponsors and have experiences that promote the development of leadership, communications, and
marketing skills, thus helping to ensure our graduates' professional success.

The CBID M.S.E. is a one-year program lasting from May through the following May. Please see our website for more information on our programs: http://cbid.bme.jhu.edu.

Information can also be found here: http://www.bme.jhu.edu/graduate/masters-design/

**Ph.D. in Biomedical Engineering through the School of Medicine**

Biomedical Engineering has emerged as one of the most exciting interdisciplinary research fields in modern science. Biomedical engineers apply modern approaches from the experimental life sciences in conjunction with theoretical and computational methods from the disciplines of engineering, mathematics, and computer science to the solution of biomedical problems of fundamental importance. The Biomedical Engineering Graduate Program of Johns Hopkins University is designed to train engineers to work at the cutting edge of this exciting discipline.

The cornerstone of the program is our belief in the importance of in-depth training of students in both life sciences and modern engineering. In-depth training in life sciences is achieved in one of two ways. Typically, incoming Ph.D. students enroll in the first year basic sciences curriculum of the Johns Hopkins University School of Medicine. That is, they learn human biology with the medical students. This is a unique and intensive curriculum covering a broad range of topics including molecules and cells, human anatomy, immunology, physiology, and neuroscience. Students choosing this option typically devote their entire first academic year to these courses. This curriculum is an excellent way to build a broad and solid foundation in the life sciences. Alternatively, students may elect alternative life sciences curricula. These curricula have been carefully designed to provide training in areas of the life sciences that are appropriate to each of the program's research areas. This option is of particular value to students who enter the program having a strong background in the life sciences. In-depth training in engineering, mathematics, and computer science is achieved through elective courses that are taken in the second year.

All students are admitted with full fellowship. This covers tuition and provides a modest stipend for the duration of their Ph.D. Because the students are fully funded, they can choose to perform their dissertation in essentially any laboratory in the University (subject to the approval of the Program directors). A special program with the National Heart, Lung, and Blood Institute of the National Institute of Health (NIH) allows students to also choose from research laboratories at the NIH.

Students typically do research rotations during the summer before start of the first academic semester, during the first year (typically as they are taking medical school courses), and during the following summer year. They are expected to choose a research laboratory before the start of the second academic year.

Emphasis is placed on original research leading to the doctoral dissertation. The research is usually experimental in nature, and students are expected to learn biological experimentation techniques. Nevertheless, experiment or theory can be emphasized in the research as desired by the student.

**Requirements for Admission**

The School of Medicine program accepts applications for the Ph.D. program until December 15 of each year. We typically recruit students in five areas: Computational Biology, Imaging, Tissue Engineering, Neural engineering, and Molecular, Neural, and Cardiac physiology (MNCP). The program is unique in that it offers the BME student the strengths of one of the best medical schools in the world. If you wish to combine engineering with cutting edge research in medicine, this may be the program for you.

In their first year, our students have the option of taking many of the same courses as the medical students, including human anatomy, molecules and cells, and genes to society. In their second year, our students take advanced engineering courses. Therefore, students that apply to our program need to not only have a strong background in engineering and mathematics, but also sufficient background in chemistry (including organic chemistry) and biology (at least two introductory courses).

The admission process is by committee. The applicant should specify which area they are interested in and write about the kind of research they are considering. The faculty in each area vote and rank the applicants. The final pool of applicants is ranked and voted on by the entire faculty.

About one third of our incoming students are international students. A short list of these students is formed by committee and the top candidates are interviewed by phone. Like all admitted students, international students receive full financial aid as well as a monthly stipend. They too have the freedom to choose from any lab.

Applications should be complete when submitted. In order to be considered a complete application we must have:

- A completed online application form.
- **Official transcripts from each college or university attended**—Sealed, official transcripts or certified records of all university (undergraduate and graduate) study must be submitted. If you have attended more than one institution, transcripts from each must be included with your application.
- **Official Graduate Record Examination**—GRE/MCAT scores will be acceptable and can be arranged through the Office of Graduate Affairs (address provided below). The GRE code for applying to graduate programs at the Johns Hopkins School of Medicine is 5316.
  - The BME Ph.D. program does not rely heavily on the GRE exam in making admissions or financial aid decisions. Research experience, course grades, and recommendations carry more weight. However, because the GRE score is part of the application and does affect admissions decisions in some cases, foreign applicants who took the GRE in its electronic form, in a country where the electronic test is no longer offered, are advised to retake the exam in its paper form. Applications will be considered regardless of which form of the exam was taken.
- **Three letters of recommendation**—These letters should come from faculty members who are acquainted with you and your academic work. These letters should be sealed and comment on your aptitude and promise for independent research.
- **Personal Statement**—A typewritten statement (one page maximum) indicating the basis of your interest in graduate study and your career objectives. Included should be a discussion of any research experience you have had.
Applicants for admission must fulfill the following course prerequisites:

- one year of college level biology (may include quantitative biology or physiology)
- one semester of organic chemistry
- differential equations

If you are interested in applying and do not have the prerequisite courses, you may want to submit your application with an explanatory note indicating you have made or will make arrangements to take the prerequisites before you would matriculate, if your application is accepted. In the past, applicants have taken the prerequisites at their present schools, local community colleges, etc. Courses taken at any accredited college or university are acceptable.

Each applicant must have received a B.A. or B.S. degree or its equivalent prior to matriculation. A Masters degree is not required for admission to our program.

All written correspondence and supporting documents should be sent directly to:

The Office of Graduate Affairs
The Johns Hopkins School of Medicine
1830 E. Monument St., Suite 2-107
Baltimore, MD 21205-2196
410-614-3385 phone
410-614-3386 fax
grad_study@jhmi.edu

Processing

The Ph.D. Program admissions committee will not consider any application until it is complete. Once an application has been received the applicant will be notified if supporting materials are missing.

Interview

The admissions committee will review completed applications and invite applicants to come to Johns Hopkins for a personal interview with faculty. Applicants from North America must come for an interview to be considered for admission. In the case of overseas applicants, for whom such a trip is not possible, a small number of telephone interviews will be conducted. The final admissions decisions will be made from the pool of interviewed applicants. Interviews are generally conducted in March.

Acceptance

Applicants will be notified by end of March of the outcome of their application. An offer of admission from the program will include a yearly stipend, full tuition, and paid medical and dental insurance. This applies to every accepted applicant, regardless of citizenship or national origin. Those offered admission will be asked to let us know their decision as soon as possible. In any case, we must have the applicant’s decision by April 15. Applications can be found at www.hopkinsmedicine.org/graduateprograms/application.cfm.

Financial Aid

Fellowships for tuition and support stipends (regardless of citizenship or national origin) are available from the general funds of the university. U.S. citizens and Permanent Residents are eligible for support from training grants from the NIH. Students are encouraged to apply for individual fellowships from the National Science Foundation and for NRSA awards from the NIH. Only online applications for admission are accepted and must be received by December 15.

Requirements for the Ph.D. Degree

The first two years are ordinarily devoted to advanced courses in engineering science and in biomedical science. Engineering, mathematics, and other physical science courses to be taken are arranged between students and their advisors. Each student is assigned a panel of three advisors during the first two years. Eighteen credit hours of course work in engineering, mathematics, or physical sciences are required. In addition, students must complete eighteen credit hours of course work in the life sciences. Of these 36 credit hours, at least six must be at the graduate level. At least three credit hours in a course with strong engineering or mathematical theory content at the 600-level must be taken.

Summers are spent working in a biomedical laboratory to gain experience and to seek out a suitable thesis research area. By the beginning of the third year, students should start original research leading to the dissertation. Students must fulfill a modest teaching requirement during one year of their program. The remaining time is spent in thesis research. The program typically takes five to six years to complete.

The student must pass a preliminary oral examination which will be a Graduate Board examination. This is taken in the first half of the third year. The student must then conduct original research, describe it in a dissertation, and pass a final oral examination that is a defense of the dissertation. There is a minimum residency requirement of two consecutive academic years.

Integrated M.D./Ph.D. Program

Candidates for the Ph.D. in biomedical engineering who wish to apply jointly for the M.D. degree must apply directly through the School of Medicine. Although the combined programs would normally require at least seven years to execute sequentially, the combined program can ordinarily be completed in six years, with appropriate planning. Good preparation in biology and chemistry as well as mathematics, engineering, and the physical sciences is essential. Life science graduate requirements are met by the first-year program of the School of Medicine. This program is more arduous than the Ph.D. program alone, but it may have marked advantages for students interested in clinical research and applications in hospital systems and in the delivery of health care. The catalog for the School of Medicine should be consulted for admissions requirements and procedures.

Information about applying to the combined M.D.-Ph.D. program can be found at www.hopkinsmedicine.org/mdphd/admissions (http://www.hopkinsmedicine.org/mdphd/admissions). Applications submitted for consideration of the combined degree will be reviewed by the Medical School admissions committee. If the Medical School admissions committee accepts the application, it is then passed along to the Biomedical Engineering Ph.D. Program admissions committee for review. A student applying to the combined program who wishes to be considered for the straight Ph.D. program must submit a written request to have his or her application forwarded to the Biomedical Engineering Ph.D. Program office for admission consideration if his or her application is not accepted by the Medical School admissions committee.

For current faculty and contact information go to http://www.bme.jhu.edu/people/completememberlist.php
Faculty
Chair
Leslie Tung
Interim Director and Director of the Undergraduate program in Biomedical Engineering: Functional electro-physiology of cultured cardiac cell networks, cardiac arrhythmias, analysis of multicellular structure, stem cell-derived cardiac cells.

Professors
Jennifer H. Elisseeff
Jules Stein Professor: tissue engineering, biomaterials, cartilage regeneration.
Taekjip Ha
Bloomberg Distinguished Professor: single molecular engineering and biophysics, DNA/RNA nanotechnology, cell mechanics, super-resolution microscopy.
Xingde Li
Endomicroscopy technologies, nanobiophotonics and molecular imaging, early detection (cancer, cardiovascular diseases, wound healing).
Elliot McVeigh
imaging.
Michael I. Miller
Herschel and Ruth Seder Chair in Biomedical Engineering: computational anatomy, medical imaging, image understanding.
Aleksander S. Popel
Physiological flows and molecular transport, microcirculation, cell mechanics.
Steven L. Salzberg
Bloomberg Distinguished Professor: Bioinformatics and computational biology.
Lawrence P. Schramm
Spinal cord injury and regeneration, neural regulation of the circulation.
Reza Shadmehr
Director of the Biomedical Engineering PhD program: human motor control and learning in health and disease, functional imaging of the brain, human neurophysiology, computational and theoretical neuroscience.
Jeffrey H. Siewersden
Medical imaging, image-guidance, flat-panel imagers, cone-beam CT, volume imaging, MRI, image science, imaging performance, radiation therapy.
Nitish V. Thakor
Medical instrumentation, medical micro and nanotechnologies, neurological instrumentation, signal processing, and neural prosthesis.
Natalia Trayanova
Murray B. Sachs Professor: computational cardiac electrophysiology and electro-mechanics, mechanisms of arrhythmogenesis and cardiac anti-arrhythmia therapies, cardiac dyssynchrony and resynchronization, development of cardiac models from imaging modalities.
Rene Vidal
Computer vision (camera sensor networks, recognition of human activities, dynamic scene analysis, structure from motion), biomedical imaging (processing of high angular resolution diffusion imaging, registration and segmentation of diffusion MRI, segmentation and fiber tracking of cardiac MRI, interactive medical image segmentation), machine learning (generalized principal component analysis, manifold learning and clustering, classification of dynamical systems), signal processing (consensus on manifolds, distributed optimization, compressive sensing).
Xiaoqin Wang
Neurophysiology of the auditory cortex, neural mechanisms of speech perception and learning, computational neuroscience.
Raimond L. Winslow
Raj and Neera Singh Professor of Biomedical Engineering: computational cell biology, systems biology, cardiac electrophysiology.

Associate Professors
Joel S. Bader
Bioinformatics, computational biology, systems biology, synthetic biology.
Michael A. Beer
Genomics and computational molecular biology.
Jordan J. Green
Cellular engineering, nanobiotechnology, biomaterials, controlled drug delivery and gene delivery.
Rachel Karchin
Computational molecular biology, bioinformatics, genetic variation.
Scot C. Kuo
Cell motility and mechanics, nanoscale biophysics, laser-based bioinstrumentation, advanced multiphoton and confocal microscopy.
Kevin J. Yarema
Director of the Master's degree program in Biomedical Engineering: metabolic glycoengineering, glycobiology, systems biology of glycosylation, carbohydrate-based cancer drug design and delivery, cellular responses to static magnetic fields.

Assistant Professors
Angelo Homayoun All
Spinal cord injury, stem cells, electrophysiology, imaging.
Patrick Cahan
Computational biology, stem cell biology, and single cell genomics.
Vikram Chib
Decision-making, motivation, movement, neuroscience, robotics, neuroeconomics.
Harry R. Goldberg
Assistant Dean of the School of Medicine: interactive simulations, virtual classrooms.
Warren L. Grayson
Tissue engineering, stem cells, bioreactors, biomaterials and orthopaedics.
Daniel Herzka
Cardiac magnetic resonance imaging, self-navigation, open-ended imaging, fast imaging, high resolution imaging, applications of MRI in cardiac electrophysiology, kinematic imaging, and fetal imaging.

Feilim Mac Gabhann
Computational modeling of growth factor-receptor networks, personalized medicine, individualized medicine, experimental studies of interindividual variation, therapeutic cardiovascular remodeling, novel methods for data visualization and automated image analysis, computational models of virus-host interactions.

Sridevi Sarma
Closed-loop deep brain stimulation, control theory, computational neuroscience and large-scale optimization.

J. Webster Stayman
Imaging physics, 3D image reconstruction, novel imaging systems, image-guided interventions and diagnostic imaging.

Winston Timp
Epigenetics, single cell analysis, single molecule biophysics, nanotechnology, systems biology, computational biology/bioinformatics.

Joshua T. Vogelstein
Big data science, connectomics, statistical neuroscience.

Youseph Yazdi
Medical instrumentation, medical device design, translation and commercialization of medical devices, biophotonics, optical spectroscopy.

Kechen Zhang
Theoretical neuroscience, computational neuroscience, neural computation.

Professors Emeriti

Richard J. Johns
University Distinguished Service Professor: Industrial liaison.

Murray B. Sachs
University Distinguished Service Professor: Auditory neurophysiology and psychophysics.

Artin A. Shoukas
Systems analysis of circulatory systems, systems physiology.

Eric D. Young
Auditory neurophysiology, neural modeling, sensory processes.

Adjunct Associate Professors

Yuanyi Gao
Methyomics, transcriptomics and bioinformatics big data analytics and visualization.

Xiaofeng Jia
Novel application of neuro-electrophysiology for detection and restoration of peripheral nerve and spinal cord injury, basic and clinical investigations in neurological injuries and therapeutic hypothermia of brain and spinal cord after asphyxial cardiac arrest.

Research Professor

Gary Brooker
Mechanism of receptor independent hormone desensitization, mechanisms of resistance to chemotherapeutic agents, optical methods in microscopy.

Andre Levchenko
Intracellular signal transduction, cell engineering, cancer research.

Alexander A. Spector
Biosolid mechanics, cell mechanics and biophysics, membrane mechanics, mechanotransduction, molecular motors, mathematical and computational modeling.

Associate Research Professor

Robert H. Allen
Design, education, biomechanics, birth mechanics.

J. Tilak Ratnanather
Computational anatomy, biomedical imaging, numerical analysis, mathematical biology of the cochlea.

Assistant Research Professor

Soumyadippta Acharya
Director of the Master’s degree program in Bioengineering Innovation and Design: Biomedical instrumentation, medical device innovation, neuroprosthetics, brain machine interfaces, computational neuroscience.

Siakumar Ardekani
Image-based (multi-detector CT and MRI) shape and motion analysis of cardiac disease using mathematical models, analysis of brain development and aging process using diffusion MRI and deformation based morphometry.

Nicholas J. Durr
Medical imaging, biomedical optics, endoscopy, ocular diagnostics, biomicroscopy, and medical device design.

David Masica
Novel computational methods to predict the impact of (epi)genetic alterations on human disease and drug response.

J. Webster Stayman
Imaging physics, 3D image reconstruction, novel imaging systems, image-guided interventions and diagnostic imaging.

Fijoy Vadakkumpadan
Patient-specific whole-heart modeling, ex vivo image-based cardiac modeling, image-based cardiac shape analysis, computational methods for brain surface mapping.

Research Associate

Ivy Dick
Ca2+ signaling mechanisms in neuronal and cardiac systems, Ca2+ channels, electrophysiology, channelopathies.

Kideok Jin
Drug resistant cancer, metastasis, angiogenesis, drug discovery.

Manu Ben Johny
Michael Scott Osmanski
Auditory neuroscience, perception and cortical representation of complex sounds, acoustic communication, comparative and evolutionary biology of hearing.

David Sherman
Quantitative and clinical neurophysiology, EEG, seizure detection, signal processing, instrumentation.

In Hong Yang
High throughput drug screening for axonal degeneration, myelination, electrical stimulation of nerve, stem cell differentiation.

Wojciech B. Zbijewski
System modeling for optimization of X-ray CT imaging chain, integration in novel reconstruction algorithms.

Karen I. Zeller
Synthetic biology.

**Senior Lecturers**

Eileen Haase
Freshmen Modeling and Design, System Bioengineering Laboratory I and II, Cell and Tissue Engineering Laboratory, Molecules and Cells, BME Teaching Practicum.

**Lecturers**

Lawrence B. Aronhime
Senior Lecturer (Center for Leadership Education): innovation, business, technology commercialization, accounting, entrepreneurship, engineering management, business history.

Paul Fearis
Industrial design, medical device design.

Elizabeth A. Logsdon
BME Design Studio Director, Engineering Design Education, Online Learning.

**Joint, Secondary, Part-Time, and Visiting Appointments**

Mohamad E. Allaf
Associate Professor (Urology): laparoscopic and robotic surgery.

William S. Anderson
Associate Professor (Neurosurgery): cerebrospinal fluid disorders and movement disorders.

Andreas G. Andreou
Professor (Electrical and Computer Engineering): bioelectronics, integrated micro and nano devices for the life sciences, natural and synthetic sensory systems, neural computation.

Isaac N. Bankman
Assistant Professor (Applied Physics Laboratory): biomedical signal and image processing.

Ronald D. Berger
Professor (Cardiology): mechanisms of sudden cardiac death, new modalities of ablation therapy, device development, signal processing.

Dan E. Berkowitz
Professor (Anesthesiology and Critical Care Medicine): molecular mechanisms of cardiovascular deconditioning in rodent models of microgravity, vasoregulatory dysfunction associated with obesity, diabetes, the role of leptin in vasoregulatory changes.

Paul A. Bottomley
Professor (Radiology): magnetic resonance imaging and spectroscopy, medical imaging.

Henry Brem
Professor (Neurosurgery): clinical treatments for brain tumor, anti-angiogenesis therapies, computer navigation systems used during surgery, brain tumor vaccines.

Jeff W.M. Bulte
Professor (Radiology): stem cells, cell therapy, imaging, nanotechnology, in vivo diagnostics.

John A. Carrino
Associate Professor (Radiology and Radiological Science): spine imaging novel MRI techniques, health services research informatics.

Charles C. Della Santina
Associate Professor (Otolaryngology-Head and Neck Surgery): electrical stimulation of the inner ear for restoring balance function, neurophysiology, vestibular function testing.

Andrew S. Douglas
Vice Dean for Faculty for the Whiting School of Engineering, Professor (Mechanical Engineering): nonlinear solid mechanics, soft tissue mechanics, mechanics of active materials.

Andrew Ewald
Associate Professor (Cell Biology and Oncology): cellular mechanisms and molecular regulation of epithelial morphogenesis in development and cancer.

Gene Fridman
Assistant Professor (Otolaryngology-Head and Neck Surgery): novel methods and devices for neural interfacing.

Paul A. Fuchs
Professor (Otolaryngology-Head and Neck Surgery): biophysics and sensory physiology of sensory hair cells and neurons on the inner ear.

Peter L. Gehrlich
Associate Professor (Ophthalmology): microsurgical tools, angiogenesis, antiangiogenesis, viral vectors, oxidative injury as they apply to diseases of the retina and vitreous, microsurgical tools, angiogenesis, antiangiogenesis, viral vectors, oxidative injury.

Donald Geman
Professor (Applied Mathematics and Statistics): statistical learning, visual recognition, computational genomics.

John Goutsias
Professor (Electrical and Computer Engineering): complex interaction networks, biochemical reaction system modeling and analysis, computational systems biology.

Edith D. Gurewitsch
Associate Professor (Gynecology and Obstetrics): birth simulation, birth mechanics, mechanical birth injury, shoulder dystocia, obstetric brachial plexus injury, human subjects testing.

Henry R. Halperin
Professor (Cardiology): cardiovascular medicine, MR compatible devices.
Justin Hanes  
Professor (Ophthalmology): drug and gene delivery, biomaterials synthesis, particle transport through biological barriers.

Kalina Hristova  
Professor (Materials Science and Engineering): biomolecular materials, biomembranes, biosensor development, signal transduction across biological membranes.

Chao-Wei Hwang  
Assistant Professor (Cardiology): optimization of PCI and stent-based drug delivery using computational fluid dynamics, cell-based therapy for the heart and peripheral vasculature, active sensing drug delivery systems.

Pablo A. Iglesias  
Professor (Electrical and Computer Engineering): computational biology, models of cellular signal transduction, directed cell motility, cell division, control systems.

Takanari Inoue  
Associate Professor (Cell Biology): directed cell migration, tumor metastasis, primary cilia, synthetic chemical biology, technology development.

David A. Kass  
Professor (Cardiology): molecular pathophysiology of heart failure and hypertrophy, pathobiology of cardiac dysynchrony and resynchronization, cardiac stress regulation by phosphodiesterase 5, nitric oxide synthase uncoupling, structure-function of sarcomeric proteins to cardiac mechanics, heart failure with preserved ejection fraction.

A. Jay Khanna  
Professor (Orthopaedic Surgery): spine surgery, minimally invasive, musculoskeletal imaging, image guidance for surgery, MRI, biomechanics, clinical outcomes.

Konstantinos Konstantopoulos  
Professor (Chemical and Biomolecular Engineering): cell adhesion and microfluidics, nanoscale mechanics, receptor biochemistry, quantitative modeling and functional genomics.

Albert C. Lardo  
Associate Professor (Cardiology): cardiovascular MRI, cardiovascular CT, image guided therapy.

Jonathan S. Lewin  
Professor (Radiology): interventional MRI, intraoperative MRI, neuroradiology.

Hai-Quan Mao  
Professor (Materials Science and Engineering): nanomaterials, electrospinning, nanofibers, biomimetic matrix, stem cell expansion and differentiation, nerve regeneration, micellar nanoparticle, therapeutic delivery, biodegradable polymers.

W. Lowell Maughan  
Professor (Department of Medicine): left ventricular function.

Robert E. Miller  
Associate Professor (Pathology Informatics): clinical laboratory instrumentation, laboratory information systems.

Wayne Mitzner  
Professor (Environmental Health Sciences, Program in Respiratory Biology and Lung Disease): modeling lung function, lung structure-function interactions, mechanical aspects of lung disease.

Hien Nguyen  
Assistant Professor (Surgery): clinical outcomes in hernia surgery, critical care medicine, bariatric surgery and metabolic syndrome.

Carey E. Priebe  

Jerry L. Prince  
Professor (Electrical and Computer Engineering): image processing and computer vision with application to medical imaging.

Lewis H. Romer  
Professor (Anesthesiology and Critical Care Medicine, Cell Biology, and Pediatrics, and the Center for Cell Dynamics): tissue engineering the micro-vasculature, extracellular matrix as an instructive environment, biophysics and biochemistry of matrix assembly, interactions between tyrosine kinases and Rho family GTPases in cell matrix adhesion, mechanochemical coupling in cell-matrix adhesion signaling, harnessing stem and progenitor cells for microvascular restitution.

Lakshmi Santhanam  
Assistant Professor (Anesthesiology and Critical Care Medicine): molecular mechanisms of vascular stiffness.

Lew Schon  
Associate Professor (Orthopaedic Surgery): surgical delivery systems for stem cells and bioactive molecules.

Mark J. Shelhamer  
Associate Professor (Otolaryngology-Head and Neck Surgery): sensorimotor adaptation, nonlinear dynamics, vestibular and oculomotor modeling, space flight adaptation, traumatic brain injury.

Joseph M. Smith  
Adjunct Associate Professor (Biomedical Engineering): health care innovations and technologies.

Sean Sun  
Associate Professor (Mechanical Engineering): biological force generation, molecular motors, cell motility, statistical mechanics of soft condensed materials.

Benjamin M.W. Tsui  
Professor (Radiology): molecular imaging including SPECT, PET and CT, anatomical and physiological models of humans and small animals, simulation of imaging systems and processes, quantitative image reconstruction methods, image quality assessment.

Jennifer Van Eyk  
Professor (Cardiology): proteomics, mass spectrometry, cardiac disease, biomarker discovery, technology development.

Tza-Huei (Jeff) Wang  
Professor (Mechanical Engineering): BioMEMS and microfluidics, single molecule manipulation and detection, nano/micro scale fabrication, conformational dynamics of biomolecules.

Clifford R. Weiss  
Assistant Professor (Radiology and Surgery): Clinical Director of the Johns Hopkins Center for Bioengineering, Innovation and Design (CBID).
Thomas B. Woolf  
Professor (Physiology): molecular dynamics calculations, membrane biophysics, computational neurosciences.

Laurent Younes  
Professor (Applied Mathematics and Statistics): statistical properties of Markov random fields, image analysis, deformation analysis-shape recognition.

Elias Zerhouni  
Professor (Radiology): imaging.

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

**EN.580.104. Advanced Cardiac Imaging.**  
This course starts with cardiac anatomy and physiology, a description of cardiac diseases and their prevalence in the US, and introduces the fundamentals of image acquisition in imaging modalities used in cardiac imaging such as computerized tomography (CT), magnetic resonance imaging (MRI), echocardiography, angiography and single positron emission computerized tomography (SPECT). The second part of the course covers recent advances in cardiac imaging in each modality with special focus on cardiac function assessment in CT and MRI.  
Instructor(s): A. Pourmorteza  
Area: Engineering, Natural Sciences.

**EN.580.105. Intellectual Property Primer for Scientists and Engineers: Patents, Copyrights, and Trademarks.**  
The course will outline the basics of protection of IP for scientists and engineers. Most of the course will cover the basics of patent law, but introductions will also be given to trademarks and copyrights. Specific problems in the areas of biotechnology, computer science and the Internet will also be highlighted. Students will obtain a basic understanding of how intellectual property is protected. No prior legal background is required.  
Instructor(s): J. Szipl  
Area: Social and Behavioral Sciences.

**EN.580.106. Discover Hopkins: Nanoparticles for Drug Delivery Applications.**  
Humans have used medication to treat diseases for many centuries; however, with the ever growing pharmaceuticals industry and stronger, more effective agents being designed, it has become clear that getting these drugs to their target cells only is a significant issue. Possibly the most striking example is intravenously (IV) administered chemotherapy agents. Patients receiving IV chemotherapy experience severe side-effects throughout their entire body such as hair loss, fatigue, nausea and general pain. This clearly illustrates the need for delivering drugs locally or targeting them to reach only the desired tissues, and this is where the field of nanoparticle drug delivery comes into play. Drug delivery involves encapsulating drugs in a delivery vehicle that can help sustain the release at therapeutic levels over an increased period of time and deliver it to the desired site. This course will focus on current developments as well as the methods used in the field of nanoparticle.  
Instructor(s): C. Bishop; K. Maisel  
Area: Engineering, Natural Sciences.

**EN.580.107. Immunoengineering: A New Frontier.**  
What therapy could cure debilitating diseases such as cancer, HIV, allergies, diabetes, Alzheimers, or influenza? Engineers and Immunologists are attempting to create this with your body’s own immune system. Understanding how these therapies work, how they might work in the future, and how to apply engineering principles to enhance these therapies will be the focus of this course.  
Instructor(s): A. Kosmides; J. Hickey  
Area: Engineering.

**EN.580.108. Neurologic Diseases to Nanoparticles.**  
This course will bring together ideas from neuropathology and bioengineering in order to build an experimental framework for translational research. Within lecture, we will outline challenges faced in the delivery of therapeutics to the central nervous system and describe how nanoparticles may overcome these obstacles. Labs will involve design and characterization of nanoparticles using dynamic light scattering and electron microscopy in addition to observing surgical procedures with animal models. Geared towards freshmen and sophomores.  
Instructor(s): N. O’Donnell; R. Shyam  
Area: Engineering, Natural Sciences.

**EN.580.109. Random Walks in Biology.**  
Since Einstein’s groundbreaking paper on the Brownian motion in 1905, there has been an explosion of activity in applying the concept of random walks to physics and biology. In this course, we will focus on the applications of random walks to cell biology. We will develop a detailed theory, and continue on to fascinating examples from ion diffusion to bacterial flagellar motion. Students will have the opportunity to suggest applications in their chosen biological area of interest.  
Instructor(s): H. Bazzazi  
Area: Natural Sciences.

**EN.580.111. BME Modeling and Design.**  
Working in teams with upperclassmen this course (1) introduces biomedical engineering freshmen to an orderly method for analyzing and modeling biological systems and (2) introduces engineering principles to solve design problems that are biological, physiological, and/or medical. Freshmen are expected to use the informational content being taught in calculus, physics and chemistry and to apply this knowledge to the solution of practical problems encountered in biomedical engineering. BME Freshmen only.  
Instructor(s): Staff  
Area: Engineering, Natural Sciences.

**EN.580.112. BME Design Group.**  
A two-semester course sequence where freshmen work with groups of BME upperclassmen mentors, and learn to use engineering principles to solve design problems that are biological, physiological, and/or medical. Freshmen are expected to use the informational content being taught in calculus, physics, and chemistry and apply this knowledge to the solution of practical problems encountered in biomedical engineering.  
Instructor(s): E. Logsdon; N. Durr; R. Allen  
Area: Engineering, Natural Sciences.
EN.580.117. Introduction to Research Laboratory Skills.
This course aims to familiarize first-year undergraduates with the basic lab skills necessary to work in a wet-lab. Specific skills covered will include pipetting, microscopy, PCR, gel electrophoresis, basic cell culture, simple microfluidics, and more! This hands-on experience will fully immerse students in the basics of laboratory research and should help prepare students looking for research or internship opportunities in the upcoming spring or summer semester.
Instructor(s): E. Haase
Area: Engineering, Natural Sciences.

The field of computational medicine faces a growing challenge presented by models and data of increasing size and complexity. Consequently, high performance computing (HPC) drives much leading-edge research in computational medicine. Students will be introduced to technical topics including C programming, memory management, data structures, algorithm design and analysis, computer architecture, debugging, optimization, numerical methods, MPI, and GPU programming. Techniques will be illustrated through biomedical applications including model simulation, sequence analysis, and image processing.
Instructor(s): M. Walker
Area: Engineering.

EN.580.122. Biotechnology Entrepreneurship.
This course will guide students through the basics of biotechnology entrepreneurship including the fundamentals, trials, and potential pitfalls. Students will learn the processes of identifying and validating industry needs, conducting market research, managing intellectual property, writing a business plan, developing a capitalization table, incorporating a formal entity, and raising funding. The course will also focus on development of intangible qualities of successful entrepreneurs and allow students to meet with and learn from seasoned Maryland entrepreneurs.
Instructor(s): K. Parikh
Area: Engineering.

EN.580.123. Introduction to SolidWorks for BMEs.
Undergraduate students are introduced to 3D modeling using SolidWorks. Basic part and assembly construction is taught. Proper geometric dimensioning and tolerancing (GDT) is discussed for industry-acceptable production of part drawings. Biomedical engineering applications and methods will be used as examples. One project will allow groups of students to 3D print a small part of their own design.
Instructor(s): A. Edwards
Area: Engineering.

This course will provide basic electronic theory of DC and AC circuits, components and their use. The course will emphasize hands-on circuit building. Students will have lecture and reading but 2/3’s of the course will be lab work. Students will be able to read basic schematics and breadboard 4-5 circuit projects using several devices.
Instructor(s): C. Browne
Area: Engineering.

EN.580.125. Principles of Osteochondral Eng..
The purpose of this course is to provide relevant background in biology and engineering principles to facilitate the design of engineered osteochondral grafts. The course will give an overview of osteochondral biology and development, followed by mechanical considerations with an emphasis on math-based theory. The course will also give an overview of biomaterials used in osteochondral engineering. Finally, we will go over examples of osteochondral engineering from the literature.
Instructor(s): B. Hung
Area: Engineering.

EN.580.200. Introduction to Scientific Computing in BME using Python, Matlab, and R.
This course is an introduction to scientific programming and computing designed for first-year students. The aim is to develop core computer skills required to succeed in research. Programming projects are drawn from current biomedical applications within BME. Emphasis is on algorithm development, large scale data analysis, and effective visualization of results, using MATLAB, Python, and R. Prior programming experience is not required.
Instructor(s): W. Timp
Area: Engineering.

Open only to engineering students; A series of weekly lectures to inform students about careers in biomedical engineering and to discuss technological, social, ethical, legal, and economic issues relevant to the profession. Topics include academic careers in biomedical engineering; biomedical engineering in industry (large corporations to sole entrepreneurship); health care delivery; ethical issues; legal issues (patenting, licensing, product liability); standards and government regulations; and economic issues in biomedical engineering industry (start-up companies, global businesses).
Instructor(s): A. Popel.

EN.580.205. The Heart: from Images to Models.
This course aims to familiarize students with the state-of-the-art imaging and computational modeling of the heart and how they could be employed in the diagnosis and treatment of heart disease. An overview of cardiac anatomy and electrophysiology along with the fundamentals of image acquisition in magnetic resonance imaging (MRI) and computed tomography (CT) will be provided. Special topics in cardiac MRI such as CINE, tagging, contrast enhancement and diffusion imaging will be discussed further. Students will then be familiarized with computer models of the heart and how they could be integrated with images to simulate electromechanical activity of the heart in patients. The course may involve hands-on experience with cardiac data.
Instructor(s): F. Pashakhanloo
Area: Engineering, Natural Sciences.

EN.580.211. BME Design Group.
Sophomore-level version of EN.580.311-312 or Perm. Req’d
Instructor(s): E. Logsdon; N. Durr; R. Allen
Area: Engineering, Natural Sciences.

EN.580.212. BME Design Group.
Sophomore-level version of EN.580.111-112. Permission of course directors required.
Instructor(s): E. Logsdon; N. Durr; R. Allen
Area: Engineering, Natural Sciences.
Primarily dealing with the process of recent advances in regenerative medicine, this course will focus on the interweaving of ethics, business, and science in recent issues and news (e.g. face transplants, Prop 71, FDA regulations, the stress-induced stem cell hoax, organ transplants, clinical trials of lab grown organs) and the practical applications of those interweavings on the students’ future careers. The course will also cover the common ethical frameworks, emerging economic factors, and considerations of both donor consent and donor rights.
Instructor(s): E. Nyberg
Area: Engineering, Social and Behavioral Sciences.

EN.580.216. Introduction to Synthetic Biology.
This course aims to make students familiar with the basic concepts in the field of synthetic biology. An overview of artificial and reengineered biological devices, perspectives, and ethical implications will be presented. Fundamental engineering principles of modularity, standardization, and abstraction hierarchy will be covered. The design of a subset of nucleic acid, protein-based devices as well artificial cells, tissues, and organisms will be discussed in further detail. Basic techniques used to engineer these synthetic systems will be presented. By the end of the course students will be asked to conceptualize the design of a device of their choice, and their strategy to build such a device.
Instructor(s): S. Razavi.

EN.580.218. Complex Network Analysis for Biology.
The study of networks of molecules, genes, proteins, individuals, and species is an important tool in areas such as systems biology and epidemiology in the health sciences. High throughput experimental techniques and databases of accumulated biological data provide a rich source of network data in the molecular biology domain. Network analysis can give us insights into the systematic organization of these networks and what it means for biology and it can also be a tool to generate testable hypotheses for individual genes or molecules. This class requires bringing a laptop to class.
Instructor(s): Y. Suhail
Area: Engineering, Natural Sciences.

EN.580.219. This Course Blows: Principles of Pulmonary Physiology.
This course will provide students with an introduction to basic concepts in the structure and function of the respiratory system. Topics to be covered will include basic anatomy, lung mechanics, gas exchange, and tests of pulmonary function and cardiopulmonary exercise. Class sessions will mix both lecture and hands-on measurement, and will include a field trip to a clinical physiology laboratory at JHH. It is recommended before beginning this course that students have completed a semester each of chemistry, physics, and calculus. Additionally, students must have at least one working lung.
Instructor(s): D. Shade
Area: Engineering, Natural Sciences.

EN.580.221. Molecules and Cells.
An introduction to modern molecular and cellular biology in the context of potential biomedical engineering applications. Topics covered: reactions between molecules, including receptor-ligand and antigen-antibody specificity, protein structure, enzyme catalysis, genetic information, protein processing and secretion, cell physiology and cell functions. Advanced quantitative treatment including multi-state kinetics, Monte Carlo simulations of biochemical reactions, and transport phenomena. Recommended Course Background: AS.030.101 and AS.030.104
Instructor(s): E. Haase; F. Macgabhann; K. Yarema
Area: Natural Sciences.

EN.580.222. Systems and Controls.
An introduction to linear systems: analysis, stability and control. Topics include first and second order systems, linear time invariant discrete and continuous systems, convolution, Fourier series, Fourier transforms, Laplace transforms, stability of linear systems, input output and state space representation of linear systems, stability, observability, controlability, and PID controller design. Recommended Course Background: AS.171.102 and AS.110.201, AS.110.302 or EN.550.291
Instructor(s): M. Miller; S. Sarma
Area: Engineering.

EN.580.223. Models and Simulations.
This course introduces students to modeling and analysis of biological systems. The first portion of the course focuses on linear systems. Topics include harmonic oscillators, pharmacokinetics, reaction-diffusion equation, heat transfer, and fluid flow. The second half of the course focuses on non-linear systems. Topics include iterated maps, bifurcations, chaos, stability of autonomous systems, the Hodgkin-Huxley model, bistability, limit cycles, and the Poincare-Bendixson theorem. The course also introduces students to the Matlab programming language, which allows them to implement the models discussed in class. Recommended Course Background: AS.110.201, AS.110.302, or EN.550.291
Instructor(s): A. Popel; M. Beer
Area: Engineering.

EN.580.302. Careers in Biomedical Engineering.
See description for EN.580.202. This course is designed for upperclassmen that wish to meet with weekly speakers to discuss careers issues. Junior/Senior Engineers only.
Instructor(s): A. Popel.

This course will explore recent advances in analysis of intracellular pathways, particularly how cells respond and regulate themselves in the presence of noise and temporal signals. We will draw material from various research articles. Topics include gene circuits, regulatory logic, information processing and cell memory, noise description, network graph analysis, signaling motifs, and feedback control.
Instructor(s): D. Holland
Area: Engineering, Natural Sciences.

EN.580.304. From Coin Flips to Brains.
Have you ever wondered if an equation could capture the human brain? This course will show you how flipping coins can be the basis for modelling brain function. It will provide both the concepts and practical hands-on training to implement Point Process Models. The hands-on training will focus on modelling neural data, although the technique has many other applications.
Area: Engineering, Quantitative and Mathematical Sciences.
EN.580.305. Introduction to Epigenetics.  
This course will explore the role of Epigenetics in modern biomedical research. Following an introduction of fundamental concepts and a historical review of key ideas, we will survey experimental techniques and topics such as the epigenetics of cancer, common disease and mental illness, stem cell biology and reprogramming. We will contemplate the controversy surrounding how epigenetics is changing how we think about disease etiology, diagnosis and treatment. We will employ active learning techniques.  
Instructor(s): E. Pujadas  
Area: Engineering.

EN.580.311. BME Design Group.  
A two-semester course sequence where juniors and seniors work with a team leader and a group of BME freshmen and sophomores, to solve open-ended problems in biomedical engineering. Upperclassmen are expected to apply their general knowledge and experience, and their knowledge in their concentration area, to teach lower classmen and to generate the solution to practical problems encountered in biomedical engineering.  
Instructor(s): E. Logsdon; N. Durr; R. Allen  
Area: Engineering, Natural Sciences.

EN.580.312. BME Design Group.  
A two-semester course sequence where juniors and seniors work with a team leader and a group of BME freshmen and sophomores, to solve open-ended problems in biomedical engineering. Upperclassmen are expected to apply their general knowledge and experience, and their knowledge in their concentration area, to teach lower classmen and to generate the solution to practical problems encountered in biomedical engineering.  
Instructor(s): E. Logsdon; N. Durr; R. Allen  
Area: Engineering, Natural Sciences.

Basic principles of statistical physics and thermodynamics with application to biological systems. Topics include fundamental principles of thermodynamics, chemical equilibrium and thermodynamics of reactions in solutions, and elementary statistical mechanics.  
Recommended Course Background: AS.110.108-AS.110.109, AS.030.101-AS.030.102, AS.171.101-AS.171.102; Freshman/Sophomore Chemistry and Physics  
Instructor(s): M. Beer  
Area: Engineering, Natural Sciences.

EN.580.401. Compressed Sensing MRI.  
How many Magnetic Resonance Imaging (MRI) measurements do you need to make a good image? Compressed Sensing theory states that an image can be reconstructed using very few measurements if it can be represented sparsely in one domain and measured in an incoherent domain. After this course, students will be familiar with Compressed Sensing theory in the context of MRI reconstruction. This course is focused on hands on exploration. Students will acquire their own MRI data which will be used in reconstruction experiments. They will explore different state of the art methods of reconstructing this data while learning core Compressed Sensing concepts. Finally, the course will conclude with a competition in which students design their own reconstruction algorithm and attempt to beat the state of the art. Matlab and C programming experience required. Linear algebra highly recommended. For more information, please see the course website: https://sites.google.com/site/compressedsensingmri/  
Instructor(s): T. Ngo  
Area: Engineering, Natural Sciences.

EN.580.402. Intro. to Embedded Microcontrollers.  
Introduction to embedded microcontrollers in digital systems, with an emphasis on biomedical applications. Students will be instructed in embedded hardware and software design and implementation. Topics include embedded architecture, interrupt-driven programming, timers, real-time data processing, analog to digital sampling, and peripheral communication protocols. In-class laboratory will provide applications of concepts introduced in class.  
Instructor(s): D. Herzfeld; T. Reppert  
Area: Engineering.

EN.580.404. The Bionic Ear: an odyssey from profound deafness to possible hearing.  
This course aims to examine the growth and success of cochlear implants as a biotechnology tool in aural rehabilitation. A unique perspective will come from Dr. Ratnanather who has been profoundly hearing impaired since birth via his impending CI surgery in mid-semester and subsequent activation. The course will consist of 10-12 seminars. Students will learn among other things the auditory system and clinical aspects of cochlear implantation. Each seminar will involve a discussion of one or two key papers and may include a talk by an otologist. The course will conclude with attendance at a day-long session on rehabilitation and music at CI2012 in downtown Baltimore which reflects Johns Hopkins’ pre-eminence position in pediatric aural rehabilitation. Pass/Fail Only.  
Instructor(s): J. Ratnanather  
Area: Engineering.

The goal of this course will be to survey the state of the art of several key medical technologies. Topics can include: Medical Robotics, Interventional Imaging, Medical Implants, Prosthetics, and Brain Computer Interface. The course will conclude with a student group mini design proposal project with the goal of writing a 5-10 minute pitch for a novel medical technology that addresses a current clinical problem.  
Instructor(s): K. Olds  
Area: Engineering, Quantitative and Mathematical Sciences.

EN.580.410. BME Teaching Practicum.  
Senior biomedical engineering students will assist the core course instructors and PhD students in managing the sections and recitations and or lab component of a course. Permission required.  
Instructor(s): M. Beer.

EN.580.411. BME Design Group.  
Perm. Req’d. Senior-level version of EN.580.311-312.  
Instructor(s): E. Logsdon; N. Durr; R. Allen  
Area: Engineering.

EN.580.412. BME Design Group.  
Senior-level version of EN.580.311-312. Permission of course directors required  
Instructor(s): E. Logsdon; N. Durr; R. Allen  
Area: Engineering.

EN.580.413. Design-Team, Team Leader.  
A two-semester sequence where leaders direct a team of undergraduate biomedical engineering students in a series of design problems. Prior design team experience and permission of course director required.  
Perm. Req’d.  
Instructor(s): E. Logsdon; N. Durr; R. Allen  
Area: Engineering.
EN.580.414. Design Team/Team Leader.
A two-semester sequence where leaders direct a team of undergraduate biomedical engineering students in a series of design problems. Prior design team experience and permission of course directors required. Instructor(s): E. Logsdon; N. Durr; R. Allen Area: Engineering.

EN.580.415. Ethics of Biomedical Engineering Innovation.
Engineers confront problems and make decisions that hold long term social consequences for individuals, organizations, communities and the profession. For biomedical engineers, these decisions may relate to: inventions such as medical devices and pharmaceuticals; neural prosthetics and synthetic biological organisms; responsible and sustainable design; availability of biotechnology in the developing world. Using a combination of cases, fieldwork and readings, we examine the ethical issues, standards, theory and consequences of recent and emerging engineering interventions as a way to understand the profession and to form a basis for future decisions. In addition students will learn and practice multiple forms of communication, including oral, visual and written rhetoric. A particular focus will be communication targeted to different stakeholders including other professionals and the public. Students will apply good communication principle to the discussion of biomedical engineering ethics, develop their own ethical case studies and participate in group projects to aid ethical decision-making, and to improve communication of complex biomedical ethical issues to others. Instructor(s): F. Macgabhann Area: Social and Behavioral Sciences.

EN.580.416. BME Advanced Teaching Practicum.
Senior biomedical engineering students will assist the core course instructors in managing the sections, recitations, or lab component of a course. Permission required. Instructor(s): M. Beer.

EN.580.420. Build-a-Genome.
Must understand fundamentals of DNA structure, DNA electrophoresis and analysis, Polymerase Chain Reaction (PCR) and must be either a) Experienced with molecular biology lab work or b) Adept at programming with a biological twist. In this combination lecture/laboratory "Synthetic Biology" course students will learn how to make DNA building blocks used in an int’l. project to build the world’s first synthetic eukaryotic genome, Saccharomyces cerevisiae v. 2.0. Please study the wiki www.syntheticyeast.org for more details about the project. Following a biotechnology boot-camp, students will have 24/7 access to computational and wet-lab resources and will be expected to spend 15-20 hours per week on this course. Advanced students will be expected to contribute to the computational and biotech infrastructure. Successful completion of this course provides 3 credits toward the supervised research requirement for Molecular and Cellular Biology majors, or 2 credit hours toward the upper level elective requirement for Biology or Molecular and Cellular Biology majors. Prerequisites: Students must have completed Lab Safety training prior to registering for this class. Instructor(s): J. Bader; K. Zeller Area: Engineering, Natural Sciences.

EN.580.421. Systems Bioengineering I.
A quantitative, model-oriented investigation of the cardiovascular system. Topics are organized in three segments. (1) Molecular/cellular physiology, including electrical signaling and muscle contraction. (2) Systems cardiovascular physiology, emphasizing circuit-diagram analysis of hemodynamics. (3) Cardio-vascular horizons and challenges for biomedical engineers, including heart failure and its investigation/treatment by computer simulation, by gene-array analysis, by stem-cell technology, and by mechanical devices (left-ventricular assist and total-heart replacement). Recommended Course Background: EN.580.221 and EN.580.222 Instructor(s): L. Schramm Area: Engineering, Natural Sciences.

EN.580.422. Systems Bioengineering II.
A quantitative, model-oriented approach to the study of the nervous system. Topics include functional anatomy of the central and autonomic nervous systems, neurons and networks, learning and memory, structure and function of the auditory and visual systems, motor systems, and neuro-engineering. Recommended Course Background: EN.580.221, EN.580.222, EN.580.223, AS.110.302, EN.580.421; Corequisite: EN.580.424 Instructor(s): E. Haase; X. Wang Area: Engineering, Natural Sciences.

EN.580.423. Systems Bioengineering Lab I.
A two-semester laboratory course in which various physiological preparations are used as examples of problems of applying technology in biological systems. The emphasis in this course is on the design of experimental measurements and on physical models of biological systems. Priority to Junior BME majors. Recommended Corequisite: EN.580.421. Instructor(s): E. Haase Area: Natural Sciences.

A laboratory course in which various physiological preparations are used as examples of problems of applying technology in biological systems. The emphasis in this course is on the design of experimental measurements and on physical models of biological systems. Recommended Corequisite: EN.580.422 Prerequisites: Students must have completed Lab Safety training prior to registering for this class. Instructor(s): E. Haase.

EN.580.425. Ion Channels in Excitable Membranes.
Ion channels are key signaling molecules that support electrical communication throughout the body. As such, these channels are a central focus of biomedical engineering as it relates to neuroscience, computational biology, biophysics, and drug discovery. The course introduces the engineering and molecular strategies used to understand the function of ionic channels. The course also surveys key papers that paint the current picture of how ion channels open and close. Biological implications of these properties are emphasized throughout. Finally, the course introduces how optical and electrophysiological methods now promise to revolutionize understanding of ionic channels. This course can be seen as a valuable partner of Models of the Neuron (EN.580.439). Recommended Course Background: EN.580.421 and EN.580.422 or equivalent, AS.110.201, AS.110.302 Area: Engineering, Natural Sciences.
EN.580.429. Systems Bioengineering III.
Computational and theoretical systems biology at the cellular and molecular level. Topics include organizational patterns of biological networks; analysis of metabolic networks, gene regulatory networks, and signal transduction networks; inference of pathway structure; and behavior of cellular and molecular circuits. Recommended Course Background: EN.580.221 and EN.580.222 or Permission Required. Instructor(s): J. Bader
Area: Engineering, Natural Sciences.

We have moved beyond the ‘one-size-fits-all’ era of medicine. Individuals are different, their diseases are different, and their responses to drugs are different too. This variability is not just from person to person; heterogeneity is observed even between tumors within the same person, and between sites within the same tumor. These levels of variability among the human population must be accounted for to improve patient outcomes and the efficiency of clinical trials. Some of the ways in which this is being explored include: drugs are being developed hand-in-hand with the tests needed to determine whether or not they will be effective; tumor fragments excised from patients are being cultured in the lab for high-throughput testing of drugs and drug combinations; data-rich assays such as genomics and proteomics identify thousands of potentially significant differences between individuals; and computational models are being used to predict which therapies will work for which patients. This course will focus on the applications of pharmacokinetics and pharmacodynamics to simulating the effects of various drugs across a heterogeneous population of diseased individuals. Such computational approaches are needed to harness and leverage the vast amounts of data and provide insight into the key differences that determine drug responsiveness. These approaches can also explore the temporal dynamics of disease and treatment, and enable the modification of treatment during recovery. Recommended background: 110.201 Linear Algebra, 110.302 Differential Equations, and 550.311 Probability and Statistics (or equivalent).
Instructor(s): F. Macgabhann
Area: Engineering.

EN.580.431. Introduction to Computational Medicine I. 3
Credits
Computational medicine is an emerging discipline in which computer models of disease are developed, constrained using data measured from individual patients, and then applied to deliver precision health care. Introduction to Computational Medicine I is the first in a sequence of two courses on computational medicine. It covers the core concepts of computational physiological medicine and computational anatomy. The first half of this course will cover computational physiological medicine. Students will learn how to: use biophysical laws and data to formulate computational models of physiological systems in health and disease; analyze the behaviors of these models using analytical and simulation approaches; apply models to understand their use in diagnosing and treating disease. The second half of this course will cover computational anatomy. Students will learn how to: model anatomy using magnetic resonance imaging data; compare anatomies via mappings onto anatomical atlases; discover anatomical biomarkers of disease; analyze changes in the connectivity of anatomies in disease. Class time will emphasize hands-on learning through data analysis, software development, and simulation. All instructional materials will be made available at the beginning of the course. Recommended background: Calculus I-III, linear algebra, and ordinary differential equations. Proficiency in C++, Matlab or Python is required.
Instructor(s): M. Miller; R. Winslow.

This course has been revised to include numerous examples of bioelectrically active tissues and organs, complemented by relevant engineering principles. Topics include bioelectric currents and potentials, measurements of biological electric fields, wound repair in skin and epithelia, early history of bioelectricity, volume conductor theory, cardiac electrogram and lead theory, electromanipulation of cells, galvanotaxis, stem cell development, bone repair, and neuronal growth. Recommended Prereqs: EN.580.421 and EN.580.422.
Instructor(s): L. Tung
Area: Engineering.

Single-neuron modeling, emphasizing the use of computational models as links between the properties of neurons at several levels of detail. Topics include thermodynamics of ion flow in aqueous environments, biology and biophysics of ion channels, gating, nonlinear dynamics as a way of studying the collective properties of channels in a membrane, synaptic transmission, integration of electrical activity in multi-compartment dendritic tree models, and properties of neural networks. Students will study the properties of computational models of neurons; graduate students will develop a neuron model using data from the literature. Recommended Course Background: AS.110.301, EN.580.421-EN.580.422 or equivalent. Meets with EN.580.639
Instructor(s): E. Young
Area: Engineering, Natural Sciences.

EN.580.441. Cellular Engineering.
This course focuses on principles and applications in cell engineering. Class lectures include an overview of molecular biology fundamentals, protein/ligand binding, receptor/ligand trafficking, cell-cell interactions, cell-matrix interactions, and cell adhesion and migration at both theoretical and experimental levels. Lectures will cover the effects of physical (e.g. shear stress, strain), chemical (e.g. cytokines, growth factors) and electrical stimuli on cell function, emphasizing topics on gene regulation and signal transduction processes. Furthermore, topics in metabolic engineering, enzyme evolution, polymeric biomaterials, and drug and gene delivery will be discussed. This course is intended as Part 1 of a two-semester sequence recommended for students in the Cell and Tissue Engineering focus area. Recommended Course Background: EN.580.221 or AS.020.305 and AS.020.306 or equivalent and AS.030.205 Meets with EN.580.641
Instructor(s): J. Green; K. Yarema
Area: Engineering.

EN.580.442. Tissue Engineering.
This course focuses on the application of engineering fundamentals to designing biological tissue substitutes. Concepts of tissue development, structure and function will be introduced. Students will learn to recognize the majority of histological tissue structures in the body and understand the basic building blocks of the tissue and clinical need for replacement. The engineering components required to develop tissue-engineered grafts will be explored including biomechanics and transport phenomena along with the use of biomaterials and bioreactors to regulate the cellular microenvironment. Emphasis will be placed on different sources of stem cells and their applications to tissue engineering. Clinical and regulatory perspectives will be discussed. Recommended Course Background: EN.580.221 or AS.020.305 and AS.020.306, AS.030.205 Recommended EN.580.441/EN.580.641 Co-listed with EN.580.642
Instructor(s): J. Elisseeff; W. Grayson
Area: Engineering.
**EN.580.444. Biomedical Applications of Glycoengineering.**
This course provides an overview of carbohydrate-based technologies in biotechnology and medicine. The course will begin by briefly covering basics of glycbiology and glycochemistry followed by detailed illustrative examples of biomedical applications of glycoengineering. A sample of these applications include the role of sugars in preventative medicine (e.g., for vaccine development and probiotics), tissue engineering (e.g., exploiting natural and engineered polysaccharides for creating tissue or organs de novo in the laboratory), regenerative medicine (e.g., for the treatment of arthritis or degenerative muscle disease), and therapy (e.g., cancer treatment). A major part of the course grade will be based on class participation with each student expected to provide a “journal club” presentation of a relevant paper as well as participate in a team-based project designed to address a current unmet clinical need that could be fulfilled through a glycoengineering approach. Recommended Course Background: EN.580.221 Molecules and Cells
Instructor(s): K. Yarema
Area: Engineering, Natural Sciences.

**EN.580.445. Networks.**
Networks are ubiquitous in our modern society. The World Wide Web that links us to and enables information flows with the rest of the world is the most visible example. It is, however, only one of many networks within which we are situated. Our social life is organized around networks of friends and colleagues. These networks determine our information, influence our opinions, and shape our political attitudes. They also link us, often through important but weak ties, to everybody else in the United States and in the world. Economic and financial markets also look much more like networks than anonymous marketplaces. Firms interact with the same suppliers and customers and use Web-like supply chains. Financial linkages, both among banks and between consumers, companies and banks, also form a network over which funds flow and risks are shared. Systemic risk in financial markets often results from the counterparty risks created within this financial network. Food chains, interacting biological systems and the spread and containment of epidemics are some of the other natural and social phenomena that exhibit a marked networked structure. This course will introduce the tools for the study of networks. It will show how certain common principles permeate the functioning of these diverse networks and how the same issues related to robustness, fragility, and interlinkages arise in several different types of networks. Biological applications will be highlighted as material is presented. Recommended Course Background: EN.580.222
Instructor(s): S. Sarma
Area: Engineering.

**EN.580.448. Biomechanics of the Cell.**
Mechanical aspects of the cell are introduced using the concepts in continuum mechanics. We will discuss the role of proteins, membranes and cytoskeleton in cellular function and how to describe them using simple mathematical models. Co-listed with EN.530.410 Recommended course background: AS.171.101-102, AS.110.108-109 and AS.110.202
Area: Engineering.

**EN.580.451. Cell and Tissue Engineering Lab.**
Cell and tissue engineering is a field that relies heavily on experimental techniques. This laboratory course will consist of three six experiments that will provide students with valuable hands-on experience in cell and tissue engineering. Students will learn basic cell culture procedures and specialized techniques related to faculty expertise in cell engineering, microfluidics, gene therapy, microfabrication and cell encapsulation. Experiments include the basics of cell culture techniques, gene transfection and metabolic engineering, basics of cell-substrate interactions I, cell-substrate interactions II, and cell encapsulation and gel contraction. Co-listed with EN.530.451. Senior and Graduate students only; others, instructor permission required. Fall semester only. Lab Fee: $100
Instructor(s): E. Haase
Area: Engineering, Natural Sciences.

**EN.580.452. Cell and Tissue Engineering Lab.**
This laboratory course will consist of three experiments that will provide students with valuable hands-on experience in cell and tissue engineering. Experiments include the basics of cell culture techniques, gene transfection and metabolic engineering, basics of cell-substrate interactions I, cell-substrate interactions II, and cell encapsulation and gel contraction. Spring semester only.
Instructor(s): E. Haase
Area: Engineering, Natural Sciences.

**EN.580.455. Introduction to Orthopaedic Biomechanics.**
This course will cover static and dynamic force in the musculoskeletal systems, joint reactions, soft and hard tissue response to force loads, muscle mechanics, material properties, biomechanical lumped parameter systems, modeling and injury mechanisms. Co-listed with EN.580.655. Recommended Course Background: AS.110.302
Instructor(s): R. Allen
Area: Engineering.

**EN.580.456. Introduction to Rehabilitation Engineering.**
The primary objective of this course is to introduce biomedical engineering students to the challenges of engineering solutions for persons functioning with disabilities. In order to achieve this goal, other objectives include: gaining a basic appreciation of the modalities used to treat impairments, the opportunities for application of engineering to improve treatment delivery, understanding the science and engineering applied to helping persons with disabilities function in the everyday world and an basic knowledge of the legal, ethical issues and employment opportunities in rehabilitation engineering. By the conclusion of this class, students should be able to: • Understand the breadth and scope of physical impairment and disability, including its associated pathophysiology • Characterize the material and design properties of current evaluation tools for assessment of impairments and adaptations for disability • Characterize the material and design properties of current modalities of treatment of impairments and adaptations for disability • Apply engineering analysis and design principles to critique current solutions for persons with disabilities in order to suggest improvements
Prerequisites: EN.580.421 AND EN.580.422
Instructor(s): S. Paul
Area: Engineering.
The primary objective of this course is to give biomedical engineering students who have completed 580.456 (Intro to Rehab Engineering) the opportunity to apply the knowledge they have gained in that course and their prior coursework to the development of a new, improved device to be used for measurement or treatment of an impairment or disability. In doing so, they will learn the biomedical engineering design process and its application to persons with disabilities. Working in groups of four to five, teams will work on a project derived from a needs analysis based on their visits to rehabilitation centers in the fall semester. Project will require instructor approval before the beginning of the spring semester. Each project will consist of a proposal for design of a new device or solution to a problem faced by persons with disabilities, preliminary “virtual” (e.g., CAD), and actual proof of concept working prototype. Projects will be judged by the proposal, prototypes, and in-class presentations.
Prerequisites: Prereq: EN.580.456
Instructor(s): S. Paul
Area: Engineering.

EN.580.460. Theory of Cancer.
The course will deal with important problems in cancer and how they can be approached using mathematical and computational modeling. The course will be organized around introductory material describing the biological and clinical problem and the mathematical and computational methodology that will be used for its analysis. This will be followed by analysis of key modeling papers dealing with the problem. An important part of the course will be a computational modeling project (small group or individual) dealing with modeling of cancer in which the students will extend existing models or formulate novel models of cancer, including cancer therapeutics. The students will strive to create models leading to new discoveries.
Instructor(s): A. Popel
Area: Engineering.

Denosing, segmentation, texture modeling, tracking, object recognition are challenging problems in imaging. We will present a collection of statistical models and methods in order to address these, including the E.M algorithm, Maximum Entropy Modeling, Markov Random Fields, Markov Chain Monte Carlo, Boltzmann Machines and Multilayer Perceptrons. Recommended Course Background: AS.110.202 and EN.550.310 or equivalent.
Instructor(s): B. Jedynak
Area: Engineering, Quantitative and Mathematical Sciences.

EN.580.468. Upward Spiral of Science.
In this course, we will cover the fundamentals of doing data science research, explaining “best practices” for each step, that collectively comprise an upward spiral. These steps include: (i) asking an interesting question, (ii) determining the degree to which the answer is known, (iii) assessing there currently exists data to likely obtain a satisfactory answer, (iv) exploring the data set, (v) cleaning up the dataset, (vi) formalizing a statistical inquiry, (vii) positing a statistical model which we hope will yield satisfactory answers, (viii) devising a test to assess the answer, (ix) building an estimator to assess the model, (x) checking the model, (xi) reporting the results, (xii) suggesting the next experiment to perform or question to answer to further enhance the model. Note that this course will largely be project based; each student will be expected to complete each of the above steps on some real data of interest to the student. Lectures will be minimal, giving introductory explanations one day, hopefully only part of the time. The rest of the time, we will work independently or in small groups to complete the weekly portion of the overall project. Please come ready to do science! If you don’t have questions that you want answered, you can work in small groups, but each student will need to write the code and reports on their own. Recommended Course Background: No courses are formally required, though students will need to write numerical code (in R, Python, or Julia), and make reports using LaTeX, knitr, or Jupyter notebooks or similar.
Instructor(s): J. Vogelstein
Area: Engineering.

EN.580.469. Design of Economic Health Care Technologies.
Permission of instructor. This spring semester course is offered to juniors and seniors in engineering with an interest in developing economic health care technologies for global health care needs. Health care technologies for global use need to be cost effective and serve the needs of the disadvantaged population. In the US as well health care costs are spiraling and economic health care technologies and solutions will be necessary. This laboratory course will focus on identifying the health care needs, coming up with innovative technical solutions, designing and building such instrument prototypes and exploring how such technologies can be disseminated globally. A new laboratory, EcoHealth, will be set up to do rapid prototyping and the students will do independent designs in this lab after doing proper needs identification and will be responsible for finding appropriate target needs. Students will be required to write the problem statement and the need analysis, submit a patent on the design, and a short proposal to seek funding from philanthropic or Government/non-Government agencies. The course will focus on hands on design and projects, doing research and writing reports (or patents) pertaining to novel and useful technologies, and will receive 2 design credits and writing credits. This course, along with the 4 credit 580.471 (Principles of Design of Medical Instrumentation) offered in fall, and the 2 credit 580.571 (Honors Instrumentation) offered during the Intersession comprises an 8 credit design sequence that can serve the requirements for a full Capstone Design experience. The enrollment is restricted and subject to approval by the instructor, Prof. Nitish Thakor (nitish@jhu.edu). Selection of the students will depend on commitment and experience with hands on design and instrumentation development and an interest in global health care needs.
Area: Engineering.
EN.580.471. Principles of Design of BME Instrumentation. This core design course will cover lectures and hands-on labs. The material covered will include fundamentals of biomedical sensors and instrumentation, FDA regulations, designing with electronics, biopotentials and ECG amplifier design, recording from heart, muscle, brain, etc., diagnostic and therapeutic devices (including pacemakers and defibrillators), applications in prosthetics and rehabilitation, and safety. The course includes extensive laboratory work involving circuits, electronics, sensor design and interface, and building complete biomedical instrumentation. The students will also carry out design challenge projects, individually or in teams (examples include “smart cane for blind,” “computer interface for quadriplegic”). Students satisfying the design requirement must also register for EN.580.571. Lab Fee: $150. Recommended Course Background: EN.520.345
Instructor(s): N. Thakor
Area: Engineering, Natural Sciences.

EN.580.472. Medical Imaging Systems. An introduction to the physics, instrumentation, and signal processing methods used in general radiography, X-ray computed tomography, ultrasound imaging, magnetic resonance imaging, and nuclear medicine. The primary focus is on the methods required to reconstruct images within each modality, with emphasis on the resolution, contrast, and signal-to-noise ratio of the resulting images. Cross-listed with Neuroscience and Electrical and Computer Engineering (EN.520.432).
Prerequisites: EN.580.222 OR EN.520.214
Instructor(s): J. Prince
Area: Engineering.

EN.580.473. Modern Biomedical Imaging Instrumentation and Techniques. An intermediate biomedical imaging course covering modern biomedical imaging instrumentation and techniques as applied to diagnostic radiology and other biomedical applications. It includes recent advances in various biomedical imaging modalities, multi-modality imaging and molecular imaging. The course is taught by experts in the respective fields and provides a broad based knowledge of modern biomedical imaging to prepare students for graduate studies and research in biomedical imaging. Also, the course will offer tours and practical experience with modern biomedical imaging equipment in clinical and research settings. Co-listed with EN.520.434 Recommended course background: EN.520.432 or EN.580.472
Prerequisites: EN.520.432 OR EN.580.472
Instructor(s): B. Tsui
Area: Engineering, Natural Sciences.

EN.580.476. Magnetic Resonance in Medicine. This course provides the student with a complete introduction to the physical principles, hardware design, and signal processing used in magnetic resonance imaging and magnetic resonance spectroscopy. The course is designed for students who wish to pursue research in magnetic resonance. Recommended course background: EN.580.222 or EN.520.214. Co-listed with EN.580.673.
Instructor(s): D. Herzka
Area: Engineering.

EN.580.477. Advanced Topics in Magnetic Resonance Imaging. An advanced imaging course with in-depth quantitative coverage of topics central to magnetic resonance imaging, ranging from techniques currently used in the radiology practice to new developments at the cutting edge of MRI research. Topics include: steady-state imaging and contrast mechanisms, MRI simulations, RF pulse and coil design, flow imaging and angiography, cardiac imaging, diffusion imaging, functional MRI, parallel imaging, and high-field imaging. As part of the course, students will be expected to read and understand classic and current literature. The course is taught by a team of experts in the respective fields and will provide an excellent foundation for students interested in deep understanding of magnetic resonance imaging.
Instructor(s): D. Herzka
Area: Engineering.

EN.580.479. X-ray Imaging and Computed Tomography. This course provides students with an intermediate-level understanding of the physics, engineering, algorithms, and applications of medical x-ray imaging and computed tomography (CT). It is intended for senior undergraduates (EN.580.479) and/or graduate students (EN.580.679) in Biomedical Engineering, Computer Science, Electrical and Computer Engineering, or related fields in science and engineering. Topics include the physics of x-ray interaction and detection, image quality modeling and assessment, 3D image reconstruction (including analytical and iterative approaches), and applications in diagnostic and image-guided procedures. Background knowledge required of students includes EN.580.472 and/or EN.580.473 and familiarity with Matlab.
Instructor(s): J. Siewerdsen
Area: Engineering.

EN.580.483. Nuclear Medicine Imaging. This course provides an intermediate-level introduction to the instrumentation, image processing and reconstruction methods used in planar nuclear medicine imaging, single-photon emission computed tomography (SPECT) and positron emission tomography (PET). Topics include radioactive decay, nuclear medicine instrumentation including radiation detectors and associated electronics, analytic and statistical iterative tomographic reconstruction, imaging physics, and image quality in the context of these three modalities. This course will be taught at the School of Medicine Campus. Recommended Course Background: EN.520.432/EN.580.472 and EN.520.434/EN.580.473
Instructor(s): A. Rahmim; B. Tsui; E. Frey; Y. Du
Area: Engineering.

EN.580.488. Foundations of Computational Biology & Bioinformatics II. This course will introduce probabilistic modeling and information theory applied to biological sequence analysis, focusing on statistical models of protein families, alignment algorithms, and models of evolution. Topics will include probability theory, score matrices, hidden Markov models, maximum likelihood, expectation maximization and dynamic programming algorithms. Homework assignments will require programming in Python. Foundations of Computational Biology I is not a prereq. Recommended Course Background: Math through linear algebra and differential equations, EN.580.221 or equivalent, EN.600.226 or equivalent
Instructor(s): R. Karchin
Area: Engineering, Natural Sciences.
The course introduces the probabilistic foundations of learning theory. We will discuss topics in regression, estimation, optimal control, system identification, Bayesian learning, and classification. Our aim is to first derive some of the important mathematical results in learning theory, and then apply the framework to problems in biology, particularly animal learning and control of action. Recommended Course Background: AS.110.201 and AS.110.302
Instructor(s): R. Shadmehr
Area: Engineering.

EN.580.492. Build-a-Genome Mentor.
In addition to producing and sequencing DNA segments like regular B-a-G students, mentors will help prepare and distribute reagents, and maintain a Moddle site to track student reagent use and productivity. Mentors will also be expected to mentor specific students who are learning new techniques for the first time, contribute to the computational and biotech infrastructure associated with Build-a-Genome, and pursue at least one independent research project. Successful completion of this course provides 3 credit hours toward the supervised research requirement for Molecular and Cellular Biology majors. Co-listed AS.020.451. Permission Required.
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): J. Bader; J. Boeke; K. Zeller
Area: Engineering, Natural Sciences.

EN.580.493. Imaging Instrumentation.
This course is intended to introduce students to imaging instrumentation. The class will be lab-oriented, giving hands-on experience with data collection and processing using a configurable optical system. Specific topics will include the programming and control of electromechanical elements, imaging data acquisitions, image formation and processing (e.g. 3D reconstruction), and imaging system analysis and optimization. Recommended Course Background: EN.580.222 Systems and Controls or EN.520.214 Signals and Systems. Programming experience highly desirable.
Instructor(s): J. Stayman
Area: Engineering.

EN.580.495. Microfabrication Lab.
This laboratory course introduces the principles used in the construction of microelectronic devices, sensors, and micromechanical structures. Students will work in the laboratory on the fabrication and testing of a device. Accompanying lecture material covers basic processing steps, design and analysis CAD tools, and national foundry services. Co-listed with EN.530.495 and EN.520.495. Seniors only. Permission Required.
Instructor(s): A. Andreou; J. Wang
Area: Engineering, Natural Sciences.

EN.580.501. Fall BME Research - Freshman/Sophomore.
Instructor(s): Staff.
Practicum in Biomedical Engineering Research projects or engineering design projects under the supervision of any member of the BME faculty.
Instructor(s): Staff.
EN.580.511. Fall BME Independent Study - Freshman/Sophomore.
Instructor(s): K. Yarema; M. Beer; R. Allen.

Directed readings or other literature research under the direction of any member of the BME faculty.
Instructor(s): Staff.
EN.580.531. Fall BME Research - Junior/Senior.
Instructor(s): Staff.
EN.580.532. Spring BME Research - Junior/Senior.
Research projects or engineering design projects under the supervision of any member of the BME faculty.
Instructor(s): Staff
Area: Engineering.

EN.580.541. Fall BME Independent Study - Junior/Senior.
Directed readings or other literature research under the direction of any BME faculty member. Junior or Senior standing.
Instructor(s): Staff.
EN.580.542. Spring BME Independent Study - Junior/Senior.
Directed readings or other literature research under the direction of any BME faculty member.
Instructor(s): Staff.

EN.580.570. Internship.

EN.580.571. Honors Instrumentation.
Student must have taken 580.471/771. Students will develop a term paper and patent application and carry out a hands-on individual or team project throughout the semester. Previous projects include design of EEG amplifier, voltage clamp and patch clamp, vision aid of blind, pacemaker/defibrillator, sleep detection and alert device, glucose sensor and regulation, temperature controller, eye movement detection and device control, ultrasound ranging and tissue properties, impedance plethysmography, lie detector, blood alcohol detector, pulse oximeter, etc.
Instructor(s): N. Thakor
Area: Engineering.

EN.580.574. BME Research - Intersession.
Instructor(s): Staff.
EN.580.576. BME Independent Study - Intersession.
Instructor(s): J. Wang; R. Allen.
EN.580.580. Senior Design Project.
Per Independent or team design project to design and evaluate a system. The design should demonstrate creative thinking and experimental skills, and must draw upon advanced topics of biomedical and traditional engineering. Permission Required.
Instructor(s): R. Allen.

EN.580.581. Senior Design Project.
Independent or team design project to design and evaluate a system. The design should demonstrate creative thinking and experimental skills, and must draw upon advanced topics of biomedical and traditional engineering. Permission Required.
Instructor(s): R. Allen.
EN.580.590. Biomedical Internship.
Instructor(s): Staff.
EN.580.595. BME Senior Design-Summer.
Instructor(s): J. Green; L. Schramm; R. Allen.
EN.580.597. BME Research - Summer.
Instructor(s): Staff.
**EN.580.598. Design Project.**
Instructor(s): R. Allen.

**EN.580.599. Independent Study.**
Instructor(s): A. Shoukas; H. Goldberg; K. Yarema; N. Thakor; S. Kuo.

**EN.580.601. Special Topics in Bioengineering Innovation and Design.**
This year long seminar series features experts from the medical device industry, venture capital firms, FDA, patent attorneys, entrepreneurs, and many more. They will share their real-world insights into the medical device innovation and commercialization process. Some of the topics covered will include bioethics, regulatory and reimbursement planning, medical device recalls, good design practices, and entrepreneurial success stories. The overarching philosophy of this seminar series is to complement the theoretical and practical aspects of the program curriculum, by learning from the experiences and insights of professionals in the field. These seminars are taken in a sequence of summer, fall, and spring. They are required for CBID masters students and are open to those students only.
Instructor(s): S. Acharya.

**EN.580.602. Special Topics in Bioengineering Innovation and Design.**
This year long seminar series features experts from the medical device industry, venture capital firms, FDA, patent attorneys, entrepreneurs, and many more. They will share their real-world insights into the medical device innovation and commercialization process. Some of the topics covered will include bioethics, regulatory and reimbursement planning, medical device recalls, good design practices, and entrepreneurial success stories. The overarching philosophy of this seminar series is to complement the theoretical and practical aspects of the program curriculum, by learning from the experiences and insights of professionals in the field. For CBID MSE students only. Registration with instructor’s permission only.
Instructor(s): S. Acharya.

**EN.580.603. Special Topics in Bioengineering Innovation & Design.**
This year long seminar series features experts from the medical device industry, venture capital firms, FDA, patent attorneys, entrepreneurs, and many more. They will share their real-world insights into the medical device innovation and commercialization process. Some of the topics covered will include bioethics, regulatory and reimbursement planning, medical device recalls, good design practices, and entrepreneurial success stories. The overarching philosophy of this seminar series is to complement the theoretical and practical aspects of the program curriculum, by learning from the experiences and insights of professionals in the field. For CBID MSE students only.
Instructor(s): S. Acharya.

**EN.580.604. I: Business of Bioengineering Innovation and Design.**
This course comprises two distinct, but related, components. The first is a broad introduction to the terms, concepts, and values of business and management. Particular emphasis will be placed on the economic, financial, and corporate contexts of our business culture, and how they impact the organization, strategy, and decision-making of business firms. The second component is an introduction to the sociological and economic forces that shape the development and diffusion of new technologies. This part is primarily designed to provide a framework for determining the commercial viability of new medical devices and the best path for realizing their value, including how to develop a compelling value proposition, analyze markets and competitors, and protect intellectual property. Throughout, the course utilizes individual exercises, case analyses, and team projects.
Instructor(s): L. Aronhime.

**EN.580.605. II: Business of Bioengineering Innovation and Design.**
This course comprises two distinct, but related, components. The first is a broad introduction to the terms, concepts, and values of business and management. Particular emphasis will be placed on the economic, financial, and corporate contexts of our business culture, and how they impact the organization, strategy, and decision-making of business firms. The second component is an introduction to the sociological and economic forces that shape the development and diffusion of new technologies. This part is primarily designed to provide a framework for determining the commercial viability of new medical devices and the best path for realizing their value, including how to develop a compelling value proposition, analyze markets and competitors, and protect intellectual property. Throughout, the course utilizes individual exercises, case analyses, and team projects.
Instructor(s): L. Aronhime.

**EN.580.607. Regulation of Medical Devices.**
This course introduces graduate students in Bioengineering Innovation and Design to the medical device regulatory framework, as it pertains to bringing a medical device from concept to market. Topics covered include: FDA Design Controls; Regulatory Approval mechanisms, including the 510k and PMA process; Investigational Device exemption (IDE); planning clinical trials needed for bringing a medical device to market; and postmarket surveillance. Students learn from a series of invited lecturers from the FDA as well as professionals from the medical device industry. This summer course is required for CBID masters students and is not open to any other students.
Instructor(s): S. Acharya.
EN.580.608. Identification and Validation of Medical Device Needs.
This course teaches the art and skill of identifying medical device opportunities by experiencing real world scenarios in an immersive clinical environment. Students rotate through multiple clinical disciplines and become part of the team of senior clinicians, surgeons, residents, fellows, nurses and medical technologists. They learn to identify unmet medical device needs through direct observations in a variety of clinical settings including the hospital ward and operating room, interviews (with patients, doctors, nurses, hospital administration), literature survey, and more. Concurrently, they learn the process of filtering all observations to a few valid medical device opportunities by assessing the market size, intellectual property landscape, regulatory framework, and competitor dynamics in addition to the clinical impact that such a device could have. The ability to identify a relevant medical device need is an important first step in the medical device innovation cycle; this course aims to provide students with practical hands-on training in that process.
Instructor(s): C. Weiss; H. Nguyen; S. Acharya.

EN.580.609. BME Teaching Practicum.
Instructor(s): M. Beer.

EN.580.611. Medical Device Design and Innovation.
For CBID MSE students only. Registration with instructor’s permission only.
Instructor(s): S. Acharya.

EN.580.612. Medical Device Design and Innovation.
For CBID MSE students only.
Instructor(s): S. Acharya.

EN.580.616. Introduction to Linear Dynamical Systems.
This course examines linear, discrete- and continuous-time, and multi-input-output systems in control and related areas. Least squares and matrix perturbation problems are considered. Topics covered include state-space models, stability, controllability, observability, transfer function matrices, realization theory, feedback compensators, state feedback, optimal regulation, observers, observer-based compensators, measures of control performance, and robustness issues using singular values of transfer functions. BME EN.580.616 can be used to fulfill the requirement of ME EN.530.616 or ECE EN.520.601.
Instructor(s): S. Sarma.

Limited to CBID students only
Instructor(s): S. Acharya.

For CBID MSE students only. Registration with instructor’s permission only.
Instructor(s): S. Acharya.

EN.580.620. Principles and Practice of Global Health Innovation and Design.
For CBID MSE students only. Instructor’s Permission Required.
Instructor(s): S. Acharya.

EN.580.621. Insight Informed Innovation I.
For CBID MSE students only. Registration with instructor’s permission only.
Instructor(s): B. Craft; P. Fears.

CBID MSE Student Only. This intersession course builds on the work done in the fall on the global health device projects. Students will engineer and build several prototypes of their devices and work with technical experts from Jhpiego, the School of Medicine, Laerdal Global Health, and others to perfect the model and begin planning the testing phase.
Instructor(s): S. Acharya.

EN.580.623. Insight Informed Innovation II.
This course is intended to equip students with a structured process and the tools required to: 1. Identify opportunities for new medical devices through unmet, unarticulated and underserved stakeholder needs 2. Link these insights to an exhaustive set of potential solutions 3. Synthesize solutions and features into product concepts
Recommended Course Background: Insight Informed Innovation I (summer)
Instructor(s): B. Craft; P. Fears.

This course will cover basic mechanisms and functions of the inner ear and brainstem. This is a companion course and alternates with EN.580.626, although these can be taken in either order. The focus is on transmission and transduction of sound and head movements by the auditory and vestibular periphery. Topics include: cellular and molecular mechanisms of mechanotransduction, synaptic signaling and development, primary afferents and the first-order brainstem nuclei, as well as clinical consequences of peripheral damage. Undergraduates with knowledge in Neuroscience welcome. Recommended Course Background: an introduction to neuroscience.
Instructor(s): E. Glowatzki; P. Fuchs.

Brain mechanisms and perception of sound and balance. This course is an accompaniment for EN.580.625, although the courses can be taken in either order. Topics include representation of sound and balance in neural discharge patterns, anatomy of the central auditory and vestibular systems, synaptic transmission and signal processing in central neurons, and complex sound perception and movement control. Aspects such as speech perception, sound localization, vestibular reflexes and vestibular compensation are discussed with an integrated perspective covering perceptual, physiological, and mechanistic data. Recommended Course Background: EN.580.222 and EN.580.422 or equivalent. Taught at the School of Medicine.
Instructor(s): E. Young; X. Wang.

EN.580.628. Topics in Systems Neuroscience.
This course consists of weekly discussions of current literature in systems neuroscience. The selected readings will focus on neural mechanisms for perception, attention, motor behavior, learning, and memory, as studied using physiological, psychophysical, computational, and imaging techniques. Students are expected to give presentations and participate in discussions. Recommended Course Background: AS.110.302, EN.520.214, EN.580.421 or equivalent
Instructor(s): K. Zhang; X. Wang.
EN.580.630. Theoretical Neuroscience.
Theoretical methods for analyzing information encoding and functional representations in neural systems. Models of single and multiple neural spike trains based on stochastic processes and information theory; detection and estimation of behaviorally relevant parameters from spike trans.; system theoretic methods for analyzing sensory receptive fields; network models of neural systems. Both theoretical methods and the properties of specific well-studied neural systems will be discussed. Recommended Course Background: EN.580.422 or equivalent, EN.550.420 or equivalent, EN.580.222 or equivalent. Instructor(s): E. Young.

EN.580.632. Ionic Channels in Excitable Membranes.
Ion channels are key signaling molecules that support electrical communication throughout the body. As such, these channels are a central focus of biomedical engineering as it relates to neuroscience, computational biology, biophysics, and drug discovery. The course introduces the engineering and molecular strategies used to understand the function of ionic channels. The course also surveys key papers that paint the current picture of how ion channels open and conduct ions. Biological implications of these properties are emphasized throughout. Finally, the course introduces how optical and electrophysiological methods now promise to revolutionize understanding of ionic channels. This course can be seen as a valuable partner of Models of the Neuron (EN.580.439). Recommended Course Background: EN.580.421 and EN.580.422 or equivalent, AS.110.201, AS.110.302
Area: Engineering, Natural Sciences.

EN.580.633. Horizons in Biological Calcium and Voltage Signaling.
Introductory survey of current and classic discoveries relating to calcium and voltage signaling in biology. Fluctuations of free calcium concentration within cells, and electrical potential differences across cell membranes, turn out to be the currency by which information is communicated in relation to a vast array of vital biological processes. Understanding how these signals are generated, encoded, and decoded is therefore the key to unraveling complex biological signaling networks, and a Rosetta stone for next-generation disease treatments at the molecular and cellular level. Students and faculty will present a mixture of papers and didactic lectures that will give a flavor of this burgeoning area of biophysics, engineering, and systems biology. Appropriate for seniors and graduate students of all levels.
Instructor(s): D. Yue.

EN.580.634. Bioelectricity.
Instructor(s): L. Tung.

EN.580.639. Models of the Neuron.
See description for EN.580.439. Differs in that an advanced modeling project using data from the literature is required. Graduate version of EN.580.439. Recommended Course Background: AS.110.301-AS.110.302, EN.580.421-EN.580.422 or equivalent.
Instructor(s): E. Young.

This course focuses on principles and applications in cell engineering. Class lectures include an overview of molecular biology fundamentals, protein/ligand binding, receptor/ligand trafficking, cell-cell interactions, cell-matrix interactions, and cell adhesion and migration at both theoretical and experimental levels. Lectures will cover the effects of physical (e.g. shear stress, strain), chemical (e.g. cytokines, growth factors) and electrical stimuli on cell function, emphasizing topics on gene regulation and signal transduction processes. Furthermore, topics in metabolic engineering, enzyme evolution, polymeric biomaterials, and drug and gene delivery will be discussed. This course is intended as Part 1 of a two-semester sequence recommended for students in the Cell and Tissue Engineering focus area. Meets with EN.580.441. Recommended Course Background: EN.580.221 or AS20.305 and AS.020.306 (or equivalent) and AS.030.205
Instructor(s): J. Green; K. Yarema.

EN.580.642. Tissue Engineering.
This course focuses on the application of engineering fundamentals to designing biological tissue substitutes. Concepts of tissue development, structure and function will be introduced. Students will learn to recognize the majority of histological tissue structures in the body and understand the basic building blocks of the tissue and clinical need for replacement. The engineering components required to develop tissue-engineered grafts will be explored including biomechanics and transport phenomena along with the use of biomaterials and bioreactors to regulate the cellular microenvironment. Emphasis will be placed on different sources of stem cells and their applications to tissue engineering. Clinical and regulatory perspectives will be discussed. Co-listed with EN.580.442. Recommended Course Background: EN.580.221 or AS.020.305 and AS.020.306, AS.030.205, EN.580.441/EN.580.641
Instructor(s): J. Elisseeff; W. Grayson
Area: Engineering.

This course is intended to provide a comprehensive overview on the current state of the field of Orthopaedic Tissue Engineering. Students will apply engineering fundamentals learned in the Tissue Engineering course (580.442/580.642) with special emphasis on how they apply to bone, cartilage, and skeletal muscle tissue engineering. The development, structure, mechanics, and function of each of these tissues will be discussed. Key articles from the last three decades that focus on stem cell- and cell-free, biomaterial-based approaches to regenerate functional tissues will be presented and analyzed. Practical (regulatory/commercial) considerations that restrict the translation of therapies to the clinic will be discussed. Undergraduate by permission only. Recommend Course Background: EN.580.442 or EN.580.642.
Instructor(s): W. Grayson.
EN.580.644. Biomedical Applications of Glycoengineering.
This course provides an overview of carbohydrate-based technologies in biotechnology and medicine. The course will begin by briefly covering basics of glycobiology and glycochemistry followed by detailed illustrative examples of biomedical applications of glycoengineering. A sample of these applications include the role of sugars in preventative medicine (e.g., for vaccine development and probiotics), tissue engineering (e.g., exploiting natural and engineered polysaccharides for creating tissue or organs de novo in the laboratory), regenerative medicine (e.g., for the treatment of arthritis or degenerative muscle disease), and therapy (e.g., cancer treatment). A major part of the course grade will be based on class participation with each student expected to provide a “journal club” presentation of a relevant paper as well as participate in a team-based project designed to address a current unmet clinical need that could be fulfilled through a glycoengineering approach. Recommended background: EN.580.221 Molecules and Cells
Instructor(s): K. Yarema
Area: Engineering, Natural Sciences.

EN.580.655. Introduction to Orthopedic Biomechanics.
This course will cover static and dynamic force in the musculoskeletal systems, joint reactions, soft and hard tissue response to force loads, muscle mechanics, material properties, biomechanical lumped parameter systems, modeling and injury mechanisms. Co-listed with EN.580.455. Recommended Course Background: AS.110.302
Instructor(s): R. Allen
Area: Engineering.

EN.580.668. Upward Spiral of Science.
In this course, we will cover the fundamentals of doing data science research, explaining “best practices” for each step, that collectively comprise an upward spiral. These steps include: (i) asking an interesting question, (ii) determining the degree to which the answer is known, (iii) assessing there currently exists data to likely obtain a satisfactory answer, (iv) exploring the data set, (v) cleaning up the dataset, (vi) formalizing a statistical inquiry, (vii) positing a statistical model which we hope will yield satisfactory answers, (viii) devising a test to assess the answer, (ix) building an estimator to assess the model, (x) checking the model, (xi) reporting the results, (xii) suggesting the next experiment to perform or question to answer to further enhance the model. Note that this course will largely be project based; each student will be expected to complete each of the above steps on some real data of interest to the student. Lectures will be minimal, giving introductory explanations one day, hopefully only part of the time. The rest of the time, we will work independently or in small groups to complete the weekly portion of the overall project. Please come ready to do science! If you don’t have questions that you want answered, you can work in small groups, but each student will need to write the code and reports on their own. Recommended background: No courses are formally required, though students will need to write numerical code (in R, Python, or Julia), and make reports using LaTeX, knitr, or Jupyter notebooks or similar.
Instructor(s): J. Vogelstein
Area: Engineering.

This course provides the student with a complete introduction to the physical principles, hardware design, and signal processing used in magnetic resonance imaging and magnetic resonance spectroscopy. The course is designed for students who wish to pursue research in magnetic resonance. Recommended course background: EN.580.222 or EN.550.214. Co-listed with EN.580.476.
Instructor(s): D. Herzka.

EN.580.677. Advanced Topics in Magnetic Resonance Imaging.
An advanced imaging course with in-depth quantitative coverage of topics central to magnetic resonance imaging, ranging from techniques currently used in the radiology practice to new developments at the cutting edge of MRI research. Topics include: steady-state imaging and contrast mechanisms, MRI simulations, RF pulse and coil design, flow imaging and angiography, cardiac imaging, diffusion imaging, functional MRI, parallel imaging, and high-field imaging. As part of the course, students will be expected to read and understand classic and current literature. The course is taught by a team of experts in the respective fields and will provide an excellent foundation for students interested in deep understanding of magnetic resonance imaging.
Instructor(s): D. Herzka.

EN.580.678. Biomedical Photonics.
This course will cover the basic optics principles including geometric, beam and wave description of light. The course will also cover the basic generation and detection techniques of light and the principles of optical imaging and spectroscopy. After the basis is established, we will focus on some commonly employed optical techniques and tools for biomedical research including various optical microscopy technologies, fiber optics, Raman spectroscopy, Fluorescence (lifetime), FRAT, FRET and FCS. The recent development in tissue optics, biomedical optical imaging/spectroscopy techniques (such as OCT, multiphoton fluorescence and harmonics microscopy, Structured Illumination, light scattering, diffuse light imaging and spectroscopy, optical molecular imaging, photo-acoustic imaging) will also be discussed. Representative biomedical applications of translational biomedical photonics technologies will be integrated into the corresponding chapters.
Instructor(s): X. Li
Area: Engineering.

This course provides students with an intermediate-level understanding of the physics, engineering, algorithms, and applications of medical x-ray imaging and computed tomography (CT). It is intended for senior undergraduates (580.479) and/or graduate students (580.679) in Biomedical Engineering, Computer Science, Electrical and Computer Engineering, or related fields in science and engineering. Topics include the physics of x-ray interaction and detection, image quality modeling and assessment, 3D image reconstruction (including analytical and iterative approaches), and applications in diagnostic and image-guided procedures. Background knowledge required of students includes EN.580.472 and/or EN.580.473 and familiarity with Matlab.
Instructor(s): J. Siewerdsen
Area: Engineering.
**EN.580.683. Nuclear Medicine Imaging.**

This course provides an intermediate-level introduction to the instrumentation, image processing and reconstruction methods used in planar nuclear medicine imaging, single-photon emission computed tomography (SPECT) and positron emission tomography (PET). Topics include radioactive decay, nuclear medicine instrumentation including radiation detectors and associated electronics, analytic and statistical iterative tomographic reconstruction, imaging physics, and image quality in the context of these three modalities. This course will be taught at the School of Medicine Campus. Recommended Course Background: EN.520.432/EN.580.472 and EN.520.434/EN.580.473

Instructor(s): A. Rahimim; B. Tsui; E. Frey; Y. Du

Area: Engineering.

**EN.580.684. Ultrasound Imaging: Theory and Applications.**

This course is designed to teach students the theory behind ultrasound imaging and provide an opportunity to apply this theory in a final project. The projects will be centered around advanced beamformers, photoacoustic imaging and thermal imaging. Recommended course background: EN.520.432 or EN.580.472 or equivalent.

Instructor(s): E. Boctor.

**EN.580.688. Foundations of Computational Biology & Bioinformatics II.**

This course will introduce probabilistic modeling and information theory applied to biological sequence analysis, focusing on statistical models of protein families, alignment algorithms, and models of evolution. Topics will include probability theory, score matrices, hidden Markov models, maximum likelihood, expectation maximization and dynamic programming algorithms. Homework assignments will require programming in Python. Recommended Course Background: Math through linear algebra and differential equations, EN.580.221 or equivalent, EN.600.226 or equivalent.

Instructor(s): R. Karchin.

**EN.580.689. Computational Personal Genomics.**

What can we learn from the genome sequence of an individual? Genomic technology now makes it possible to generate huge amounts of DNA sequence data for a single individual at a relatively low cost. To make sense of this data, we need to employ sophisticated computational methods to identify genetic variations that influence an individual’s health. In this course, we will first review the state of the art in sequencing technology, and discuss how this technology is being applied to study human biology and disease. We will then explore the computational methods used to turn raw sequence data into knowledge. Topics will include genetic variant detection; discovery of chromosomal rearrangements and fusions; methods to measure gene expression from RNA; and measurements of the microbiome living inside our bodies.

Recommended Course Background: EN.600.439/639, EN.600.363/463, EN.600.688, EN.580.688 (any one is sufficient), or permission of the instructor. Course is also open to undergraduate students.

Instructor(s): J. Vogelstein

Area: Engineering.

**EN.580.691. Learning Theory.**

This course introduces the probabilistic foundations of learning theory. We will discuss topics in regression, estimation, Kalman filters, Bayesian learning, classification, reinforcement learning, and active learning. Our focus is on iterative rather than batch methods for parameter estimation. Our aim is to use the mathematical results to model learning processes in the biological system. Recommended Course Background: Probability and Linear Algebra.

Instructor(s): R. Shadmehr.

**EN.580.693. Imaging Instrumentation.**

This course is intended to introduce students to imaging instrumentation. The class will be lab-oriented, giving hands-on experience with data collection and processing using a configurable optical system. Specific topics will include the programming and control of electromechanical elements, imaging data acquisitions, image formation and processing (e.g. 3D reconstruction), and imaging system analysis and optimization. Recommended Course Background: EN.580.222 Systems and Controls or EN.520.214 Signals and Systems.

Programming experience highly desirable.

Instructor(s): J. Stayman.

**EN.580.694. Statistical Connectomics.**

This course will cover the basics of an exciting emerging field of statistical connectomics (aka, brain-graphs). It is so new, that we are going to make some of it up in this class! The first week will be introductory lectures that I give. The rest of the semester will be run like a seminar; each week will focus on a different topic. On Tuesdays we will hear about a statistical method that operates on graphs, and on Thursdays we will read about some neuroscience data upon which one could apply these techniques. The final project will consist of implementing a statistical method devised for graphs on a brain-graph problem. Recommended background: coursework in probability, linear algebra, and numerical programming (eg, R, Python, Matlab).

Instructor(s): J. Stayman

Area: Engineering.

**EN.580.718. Advanced Seminars in Integrative and Systems Biology.**

The course is designed to introduce the current concepts, methods and modes of analysis being developed in the context of experimental and computational systems biology, with the particular emphasis on the study of signal transduction and cell-cell communication networks. Topics include development and analysis of computational and experimental models of cell interactions with other cells, with extracellular matrix and with micro- and nano-fabricated analysis platforms. The areas of application range from the bacterial signaling to stem cell development and tissue regeneration. Students will be required to read current journal articles, online presentations and actively participate in the in-class discussions. Every student will also be required to be engaged in individual projects and report on their progress. Graduate Level. Seniors by permission. Fall semester only.

**EN.580.690. Systems Biology of Cell Regulation.**

This course will explore the recent advances in Systems Biology analysis of intracellular processes. Examples of the modeling and experimental studies of metabolic, genetic, signal transduction and cell cycle regulation networks will be studied in detail. The classes will alternate between consideration of network-driven and network element (gene, metabolite or protein)-driven approaches. Recommended Course Background: AS.110.201, AS.110.302 or equivalent, advanced biology.

Instructor(s): A. Levchenko.
EN.580.719. Advanced Seminars in Integrative and Systems Biology.
The course is designed to introduce the current concepts, methods and modes of analysis being developed in the context of experimental and computational systems biology, with the particular emphasis on the study of signal transduction and cell-cell communication networks. Topics include development and analysis of computational and experimental models of cell interactions with other cells, with extracellular matrix and with micro- and nano-fabricated analysis platforms. The areas of application range from the bacterial signaling to stem cell development and tissue regeneration. Students will be required to read current journal articles, online presentations and actively participate in the in-class discussions. Every student will also be required to be engaged in individual projects and report on their progress. Spring semester only.
Instructor(s): A. Levchenko.

Top researchers from around the world will present the latest research on stem cell science and clinical application followed by discussion. School of Medicine campus: PCTB, Mountcastle Auditorium
Instructor(s): J. Elisseeff.

This course uses the current literature to teach advanced topics in carbohydrate engineering. Students will be required to read current papers, selected textbook chapters and online content to prepare for interactive teaching sessions with faculty and other students. Potential topics will include: sugars as information storage entities and signaling molecules; methods to manipulate and characterize complex carbohydrates in vivo, through chemoenzymatic methods, and emerging high-throughput methodology; carbohydrate-based drug development; and the role of sugars in stem cell biology and tissue engineering. Evaluation will be both by faculty and fellow students. Graduate Level. Seniors by permission. Fall semester only.
Instructor(s): K. Yarema.

This course uses the current literature to teach advanced topics in carbohydrate engineering. Students will be required to read current papers, selected textbook chapters and online content to prepare for interactive teaching sessions with faculty and other students. Potential topics will include: sugars as information storage entities and signaling molecules; methods to manipulate and characterize complex carbohydrates in vivo, through chemoenzymatic methods, and emerging high-throughput methodology; carbohydrate-based drug development; and the role of sugars in stem cell biology and tissue engineering. Evaluation will be both by faculty and fellow students. Spring semester only.
Instructor(s): K. Yarema.

We live in a new era in the understanding, diagnosis and treatment of human disease. Over the past ten years, extraordinary advances in modeling and computing technologies have opened the door to an array of possibilities that were previously beyond the reach of biomedical researchers. Today’s powerful computational platforms are allowing us to begin to identify, analyze, and compare the fundamental biological components and processes that regulate human diseases and their impact on the body. The next step, then, is to harness the potential of these theoretical and computational tools and theory in a meaningful way - that is, to apply this “new medicine” to the exploration and treatment of many of our current diseases. This lecture series will feature world experts in computational medicine as well as laboratories at JHU’s institute for Computational Medicine (ICM). Fall semester only.
Instructor(s): F. Macgabhann; S. Sarma.

We live in a new era in the understanding, diagnosis and treatment of human disease. Over the past ten years, extraordinary advances in modeling and computing technologies have opened the door to an array of possibilities that were previously beyond the reach of biomedical researchers. Today’s powerful computational platforms are allowing us to begin to identify, analyze, and compare the fundamental biological components and processes that regulate human diseases and their impact on the body. The next step, then, is to harness the potential of these theoretical and computational tools and theory in a meaningful way - that is, to apply this “new medicine” to the exploration and treatment of many of our current diseases. This lecture series will feature world experts in computational medicine as well as laboratories at JHU’s institute for Computational Medicine (ICM). Spring semester only. **This course will meet on: February 2, March 1, April 5, and May 3.
Instructor(s): F. Macgabhann; S. Sarma.

EN.580.738. Advanced Seminars in Cardiac Electrophysiology and Mechanics.
This course uses the current literature to teach advanced topics in cardiac electrophysiology and mechanics. Students will be required to read current articles and then conduct interactive teaching sessions with faculty and other students. Potential topics will include: ion channels, cardiac excitation-contraction coupling, myofilament regulation, cardiac arrhythmias, heart failure, therapies for arrhythmias and pump dysfunction. Evaluation will be both by faculty and fellow students. Graduate Level. Seniors by permission. Fall semester only.
Instructor(s): N. Trayanova.

EN.580.739. Advanced Seminars in Cardiac Electrophysiology and Mechanics.
This course uses the current literature to teach advanced topics in cardiac electrophysiology and mechanics. Students will be required to read current articles and then conduct interactive teaching sessions with faculty and other students. Potential topics will include: ion channels, cardiac excitation-contraction coupling, myofilament regulation, cardiac arrhythmias, heart failure, therapies for arrhythmias and pump dysfunction. Evaluation will be both by faculty and fellow students. Graduate Level. Seniors by permission only (signed add/drop form). Spring semester only.
Instructor(s): N. Trayanova.

EN.580.746. Imaging Science Seminar.
Fall semester only.
Instructor(s): M. Miller; R. Vidal.
Spring semester only.
Instructor(s): M. Miller; R. Vidal.

EN.580.748. Advanced Seminars in Magnetic Resonance Imaging.
This course uses the current literature to teach advanced topics in magnetic resonance imaging. Students will be required to read current papers, selected textbook chapters and online content to prepare for interactive teaching sessions with faculty and other students. Potential topics will include: image artifacts, effect of motion, resolution and SNR, realtime imaging, clinical applications. Evaluation will be both by faculty and fellow students. Graduate Level. Seniors by permission. Fall semester only.
Instructor(s): E. McVeigh.

This course uses the current literature to teach advanced topics in magnetic resonance imaging. Students will be required to read current papers, selected textbook chapters and online content to prepare for interactive teaching sessions with faculty and other students. Potential topics will include: image artifacts, effect of motion, resolution and SNR, realtime imaging, clinical applications. Evaluation will be both by faculty and fellow students. Spring semester only.
Instructor(s): E. McVeigh.

This course is designed for graduate students interested in learning basic biomedical instrumentation design concepts and translating these into advanced projects based on their research on current state-of-the-art. They will first gain the basic knowledge of instrumentation design, explore various applications, and critically gain hands-on experience through laboratory and projects. At the end of the course, students would get an excellent awareness of biological or clinical measurement techniques, design of sensors and electronics (or electromechanical/ chemical, microprocessor system and their use). They will systematically learn to design instrumentation with a focus on the use of sensors, electronics to design a core instrumentation system such as an ECG amplifier. Armed with that knowledge and lab skills, students will be encouraged to discuss various advanced instrumentation applications, such as brain monitor, pacemaker/ defibrillator, or prosthetics. Further, they will be “challenged” to come up with some novel design ideas and implement them in a semester-long design project. Students will take part in reading the literature, learning about the state-of-the-art through journal papers and patents, and discussing, critiquing, and improving on these ideas. Finally, they will be implementing a selected idea into a semester-long advanced group project. Meets with 580.471 Graduate students only
Instructor(s): N. Thakor.

EN.580.781. Biomedical Engineering Seminar.
Instructor(s): J. Bader.

EN.580.801. Research in Biomedical Engineering.
Graduate Students only
Instructor(s): K. Yarema.

EN.580.802. Research in Biomedical Engineering.
Directed research for MSE and PhD students
Instructor(s): K. Yarema.

Cross Listed Courses

Physics Astronomy

AS.173.110. Introduction to Labview.
This is a first course in programming LabVIEW for students with no programming experience. LabVIEW is widely used in research and industry for interfacing computers to instrumentation for data acquisition, analysis, and control. The topics emphasized are basic programming structures and best practices for programming in the LabVIEW environment. Additional topics are the basic concepts of working with digital signals, data acquisition, and signal processing. Lectures are interspersed with activities on using programming structures and on interfacing with equipment. Students should bring a USB memory stick to class.
Instructor(s): S. Wonnell
Area: Engineering, Natural Sciences.

General Engineering

EN.500.745. Seminar in Computational Sensing and Robotics.
Seminar series in robotics. Topics include: Medical robotics, including computer-integrated surgical systems and image-guided intervention. Sensor based robotics, including computer vision and biomedical image analysis. Algorithmic robotics, robot control and machine learning. Autonomous robotics for monitoring, exploration and manipulation with applications in home, environmental (land, sea, space), and defense areas. Biorobotics and neuromechanics, including devices, algorithms and approaches to robotics inspired by principles in biomechanics and neuroscience. Human-machine systems, including haptic and visual feedback, human perception, cognition and decision making, and human-machine collaborative systems. Cross-listed Mechanical Engineering, Computer Science, Electrical and Computer Engineering, and Biomedical Engineering.
Instructor(s): L. Whitcomb; N. Cowan; P. Kazanzides; R. Etienne Cummings; R. Vidal.

Electrical Computer Engineering

EN.520.315. Introduction to Information Processing of Sensory Signals.
An introductory course to basic concepts of information processing of human communication signals (sounds, images) in living organisms and by machine. Recommended Course Background: EN.520.214 (or EN.580.222) or consent of the instructor.
Instructor(s): H. Hermansky
Area: Engineering.

EN.520.434. Modern Biomedical Imaging Instrumentation and Techniques.
An intermediate biomedical imaging course covering modern biomedical imaging instrumentation and techniques as applied to diagnostic radiology and other biomedical applications. It includes recent advances in various biomedical imaging modalities, multi-modality imaging and molecular imaging. The course is team taught by experts in the respective fields and provides a broad based knowledge of modern biomedical imaging to prepare students for graduate studies and research in biomedical imaging. Also, the course will offer tours and practical experience with modern biomedical imaging equipments in clinical and research settings. Co-listed with EN.580.473
Prerequisites: EN.520.432 OR EN.580.472
Instructor(s): B. Tsui.
This course gives a foundation in current audio and speech technologies, and covers techniques for sound processing by processing and pattern recognition, acoustics, auditory perception, speech production and synthesis, speech estimation. The course will explore applications of speech and audio processing in human computer interfaces such as speech recognition, speaker identification, coding schemes (e.g. MP3), music analysis, noise reduction. Students should have knowledge of Fourier analysis and signal processing. 
Instructor(s): M. Elhilali 
Area: Engineering.

EN.520.601. Introduction to Linear Systems Theory.
A beginning graduate course in multi-input multi-output, linear, time-invariant systems. Topics include state-space and input-output representations; solutions and their properties; multivariable poles and zeros; reachability, observability and minimal realizations; stability; system norms and their computation; linearization techniques. Recommended Course Background: Undergraduate courses in control systems and linear algebra.
Instructor(s): P. Iglesias.

By employing fundamental concepts from diverse areas of research, such as statistics, signal processing, biophysics, biochemistry, cell biology, and epidemiology, this course introduces a multidisciplinary and rigorous approach to the modeling and computational analysis of complex interaction networks. Topics to be covered include: overview of complex nonlinear interaction networks and their applications, graph-theoretic representations of network topology and stoichiometry, stochastic modeling of dynamic processes on complex networks and master equations, Langevin, Poisson, Fokker-Plank, and moment closure approximations, exact and approximate Monte Carlo simulation techniques, time-scale separation approaches, deterministic and stochastic sensitivity analysis techniques, network thermodynamics, and reverse engineering approaches for inferring network models from data. 
Instructor(s): J. Goutsias.

Mechanical Engineering

EN.530.410. Biomechanics of the Cell.
Mechanical aspects of the cell are introduced using the concepts in continuum mechanics. Discussion of the role of proteins, membranes and cytoskeleton in cellular function and how to describe them using simple mathematical models. 
Instructor(s): S. Sun 
Area: Engineering, Natural Sciences.

Course will cover selected topics from physiological fluid dynamics, including respiratory flow patterns, blood flow and pulse propagation, aerodynamics of phonation and speech, rheology of blood flow in the microcirculation, aquatic animal propulsion, and animal flight. 
Instructor(s): R. Mittal 
Area: Engineering.

This class will introduce fundamental concepts of statics and solid mechanics and apply them to study the mechanical behavior bones, blood vessels, and connective tissues such as tendon and skin. Topics to be covered include concepts of small and large deformation, stress, constitutive relationships that relate the two, including elasticity, anisotropy, and viscoelasticity, and experimental methods. Recommended Course Background: AS.110.201 and AS.110.302, as well as a class in statics and mechanics 
Instructor(s): L. Voo.

Applied Mathematics Statistics

EN.550.450. Computational Molecular Medicine.
Computational systems biology has emerged as the dominant framework for analyzing high-dimensional "omics" data in order to uncover the relationships among molecules, networks and disease. In particular, many of the core methodologies are based on statistical modeling, including machine learning, stochastic processes and statistical inference. We will cover the key aspects of this methodology, including measuring associations, testing multiple hypotheses, and learning predictors, Markov chains and graphical models. In addition, by studying recent important articles in cancer systems biology, we will illustrate how this approach enhances our ability to annotate genomes, discover molecular disease networks, detect disease, predict clinical outcomes, and characterize disease progression. Whereas a good foundation in probability and statistics is necessary, no prior exposure to molecular biology is required (although helpful). 
Prerequisites: ( EN.550.420 AND EN.550.430 ) OR equivalent courses in probability and statistics.
Instructor(s): D. Geman 
Area: Engineering, Quantitative and Mathematical Sciences.

EN.550.635. Topics in Bioinformatics.
A "readings" course organized around research articles in the recent bioinformatics and computational biology literatures. In this term, the choice of papers will favor work on inferring phenotype from genotype, and modeling signaling networks, based on gene microarrays bearing the expression levels of thousands of transcripts, and on properties of proteins, such as predicting active sites and detecting harmful mutations. One major objective is to prepare students to comfortably read articles which involve extensive mathematical and statistical modeling as well as techniques from pattern recognition and machine learning. Most papers will be presented by the students. In addition, student expositions will be preceded by "tutorials" by the instructor on various aspects of statistical learning, modeling and prediction, such as properly estimating generalization error in cancer classification and avoiding over-fitting in learning networks of molecular interactions. Recommended Course Background: course in statistics; previous exposure to machine learning or pattern recognition 
Instructor(s): D. Geman.
Computer Science

EN.600.340. Introduction to Genomic Research.
This course will use a project-based approach to introduce undergraduates to research in computational biology and genomics. During the semester, students will take a series of large data sets, all derived from recent research, and learn all the computational steps required to convert raw data into a polished analysis. Data challenges might include the DNA sequences from a bacterial genome project, the RNA sequences from an experiment to measure gene expression, the DNA from a human microbiome sequencing experiment, and others. Topics may vary from year to year. In addition to computational data analysis, students will learn to do critical reading of the scientific literature by reading high-profile research papers that generated groundbreaking or controversial results. [Applications] Recommended Course Background: Knowledge of the Unix operating system and programming expertise in a language such as Perl or Python.
Instructor(s): S. Salzberg
Area: Engineering.

EN.600.438. Computational Genomics: Data Analysis.
Genomic data has the potential to reveal causes of disease, novel drug targets, and relationships among genes and pathways in our cells. However, identifying meaningful patterns from high-dimensional genomic data has required development of new computational tools. This course will cover current approaches in computational analysis of genomic data with a focus on statistical methods and machine learning. Topics will include disease association, prediction tasks, clustering and dimensionality reduction, data integration, and network reconstruction. There will be some programming and a project component. [Applications] Recommended Course Background: EN.600.226 or other programming experience, probability and statistics, linear algebra or calculus. Students may receive credit for EN.600.438 or EN.600.638, but not both.
Prerequisites: Students may receive credit for EN.600.438 or EN.600.638, but not both.
Instructor(s): A. Battle
Area: Engineering.

EN.600.461. Computer Vision.
This course gives an overview of fundamental methods in computer vision from a computational perspective. Methods studied include: camera systems and their modelling, computation of 3-D geometry from binocular stereo, motion, and photometric stereo; and object recognition. Edge detection and color perception are covered as well. Elements of machine vision and biological vision are also included. Students may receive credit for at most one of EN.600.361 or EN.600.461 or EN.600.661. [Applications] Prerequisites (soft): intro programming, linear algebra, and prob/stat.
Prerequisites: If you have completed EN.600.361 OR EN.600.661 you cannot enroll in EN.600.461.
Instructor(s): A. Reiter
Area: Engineering, Quantitative and Mathematical Sciences.

How can robots localize themselves in an environment when navigating? Can we predict which patients are at greatest-risk for complications in the hospital? Which movie should I recommend to you. Also, sit through the first few sessions and first homework to get a recommendation and inference. We will use Murphy’s book, Machine Learning: a Probabilistic Perspective, as the text for this course. Assignments are solved in groups of size 1-3 students. The class will have 4 interactive sessions during which we brainstorm how to solve example open-ended real-world problems with the tools learnt in class. Students are also required to do a project of their choice within which they experiment with the ideas learnt in class. [Analysis or Applications] Students may receive credit for EN.600.476 or EN.600.676, but not both. Requisites include Intro Prob/Stat, Linear Algebra and Intro Machine Learning as well as strong background in s.
Instructor(s): S. Saria
Area: Engineering, Quantitative and Mathematical Sciences.

EN.600.638. Computational Genomics: Data Analysis.
Graduate level version of EN.600.438. [Applications] Recommended Course Background: EN.600.226 or other programming experience, probability and statistics, linear algebra or calculus. Students may receive credit for EN.600.438 or EN.600.638 but not both.
Prerequisites: Students may receive credit for EN.600.438 or EN.600.638, but not both.
Instructor(s): A. Battle
Area: Engineering.

Students in the class will be asked to do assignments in Matlab. Matlab is typically easy to pick up if one is already familiar with a different programming language. Students are expected to be mathematically mature. One should have taken at least an introductory course in probability theory and linear algebra. Though not required, exposure to optimization or machine learning is recommended. Proficiency in at least one programming language is expected. When in doubt, send the instructor a copy of your transcript to see if the class is appropriate for you. Also, sit through the first few sessions and first homework to get a sense of fit. Requisites include Intro Prob/Stat, Linear Algebra and Intro Machine Learning as well as strong background in s.
Instructor(s): S. Saria.

Chemical and Biomolecular Engineering

Chemical and Biomolecular Engineering (ChemBE) is dedicated to the study and exploitation of chemical, biological, and physical processes and phenomena for chemical and biological applications. As a result of the scope and breadth of this rigorous undergraduate program, our students commonly secure employment in industries such as Chemical and Pharmaceutical Production, Biomedicine, Biotechnology, Material Design, Food, and Energy. Graduates may embark on a career to explore new products such as:

- Novel polymers and materials
- Biopharmaceuticals
- Biofuels
- Drugs and Vaccines
- Gene Therapy Products
- Drug Delivery Devices
- Cells and Tissues
- Semiconductors
The demands on the modern engineer are high, and graduates must possess a wide range of skills in order to be competitive in a global market. The ChemBE program successfully satisfies these demands. Students take advanced courses in chemistry, physics, mathematics, and biology. Additionally, students are trained in transport, kinetics, and thermodynamics, which are essential to solving real-world engineering problems. Students also hone their professional and communication skills (report writing, oral presentations, and teamwork) in courses involving experimental projects, process design and product design.

Depending on their interests and future career goals, students can choose electives from exciting areas including green engineering, nanotechnology, and bioengineering. These courses, along with undergraduate research opportunities offered by our faculty, are designed to prepare graduates for careers in the chemical industry, biotechnology, pharmaceuticals or microelectronics. The curriculum also offers an outstanding foundation for advanced graduate studies in Chemical and Biomolecular Engineering, Biomedical Engineering, Materials Engineering, or for medical, law, or business school.

Students also have the opportunity to develop more in-depth specialty in one or two areas within chemical and biomolecular engineering. Our two tracks are Interfaces and Nanotechnology (IN) and Molecular and Cellular Bioengineering (MCB).

Interfaces and Nanotechnology (IN) Track
Interesting and new physics exist at nanometer length scales, as the surface area of an object begins to approach and exceed its volume. In this focus area, students are trained in the fundamental sciences used to solve problems in nanotechnology and interfacial science. Students take a chemistry course in Materials and Surface Characterization, an advanced physical chemistry laboratory course, and two electives such as Colloids and Nanoparticles, Supramolecular Materials and Nanomedicine and Micro/Nanotechnology: the Science and Engineering of Small Structures.

Molecular and Cellular Bioengineering (MCB) Track
Fields in Biotechnology and Biomedicine often involve processes at biological, cellular and molecular levels. Common areas utilizing skills in the MCB focus area include the genetic manipulation of cells for protein and vaccine production, and the study and treatment of diseases such as arteriosclerosis and cancer. Students in this focus area must take a chemistry course in Materials and Surface Characterization, and two electives such as Metabolic Systems Biotechnology, Bioengineering in Regenerative Medicine, and Computational Protein Structure Prediction. In addition, students will take the Biomolecular Engineering Laboratory to learn the hands-on skills required for future careers in biological systems at the molecular and cellular level.

Our mission is to define and educate a new archetype of innovative and fundamentally-grounded engineer at the undergraduate and graduate levels through the fusion of fundamental chemical engineering principles and emerging disciplines. We will nurture our passion for technological innovation, scientific discovery, and leadership in existing and newly created fields that transcend traditional boundaries. We will be known for developing leaders in our increasingly technological society who are unafraid to explore uncharted engineering, scientific, and medical frontiers that will benefit humanity. Recent graduates of the Chemical and Biomolecular Engineering program will attain within a few years of graduation:

- careers in industrial, academic, or government organizations related to chemical, physical, and life sciences and engineering, and/or pursue graduate or professional education.
- positions in which they apply their chemical and biomolecular engineering skills to solve diverse traditional and emerging problems in the workplace.

The department also offers graduate programs leading to the Master of Science and Ph.D. degrees. These programs emphasize research leading to a written thesis.

Undergraduate students strongly involved in research may be interested in our B.S./M.S.E. program in Chemical and Biomolecular Engineering that allows students to obtain a master’s of science in engineering immediately after completion of their bachelors.

Facilities
The offices and state-of-the-art laboratories of Chemical and Biomolecular Engineering are located in Croft Hall and Maryland Hall on the Homewood campus. The research laboratories are well-equipped for studies in the areas of biochemical engineering, cell and tissue engineering, phase equilibria, membrane science, polymer science, interfacial phenomena, separation processes, fluid mechanics, and nucleation phenomena. The Milton S. Eisenhower Library on the Homewood campus contains over two million volumes and access to more than 325 electronic journals. The university’s other libraries located at the School of Medicine and at the Applied Physics Laboratory are also available to students. Through close collaborations with scientists at the National Institutes of Health, and the National Institute of Standards and Technology, The Institute for Genomic Research, Human Genome Sciences, Inc., and the Food and Drug Administration, students and faculty also have access to a variety of world-class facilities and other resources for research.

Financial Aid
Undergraduate scholarships and financial assistance are described in the catalog (see page 25). Part-time work is available in the Chemical and Biomolecular Engineering research laboratories on research projects supported by grants and contracts. There also is a federally sponsored work-study program for qualified students.

Financial assistance to graduate students is available in the forms of research assistantships, teaching assistantships, fellowships, and partial or full tuition remission. The financial aid package is specified following acceptance into the graduate program.

Graduates receive a Bachelor of Science degree in Chemical and Biomolecular Engineering accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org. As permitted under the ABET guidelines, we are continually updating our undergraduate programs to include the latest advances in chemical and biomolecular engineering. Such modifications will enable us to offer the best possible education experience to our undergraduates. For the latest chemical engineering educational programs, potential applicants are referred to our website at http://www.jhu.edu/chembe/
Requirements for the B.S. Degree

The Bachelor of Science degree requires a minimum of 128 credits. Additional details are given in the Chemical and Biomolecular Engineering Undergraduate Advising Manual available from the department or online. The 128 credits must include:

- Chemical and Biomolecular Engineering Core Courses
  - EN.540.101 Chemical Engineering Today 1
  - EN.540.202 Introduction to Chemical & Biological Process Analysis 4
  - EN.540.203 Engr Thermodynamics 3
  - EN.540.301 Kinetic Processes 3
  - EN.540.303 Transport Phenomena I 3
  - EN.540.304 Transport Phenomena II 4
  - EN.540.305 Modeling and Statistical Analysis of Data for Chemical and Biomolecular Engineers 3
  - EN.540.306 Chemical & Biomolecular Separation 3
  - EN.540.311 Chemical Engineering Lab I 6
  - or EN.540.313 Chemical and Biomolecular Engineering Lab 6
  - EN.540.314 ChemBE Product Design 2
  - EN.540.315 Process Design with Aspen 2
  - EN.540.409 Dynamic Modeling and Control 4
  - EN.540.490 Chemical Laboratory Safety* 1
  - Engineering electives 9

- Physics Courses and Laboratories
  - AS.171.101 General Physics: Physical Science Major I 4
  - or AS.171.107 General Physics for Physical Sciences Majors (AL) 4
  - AS.173.111 General Physics Laboratory I 1
  - AS.171.102 General Physics: Physical Science Majors II 4
  - or AS.171.108 General Physics for Physical Science Majors (AL) 4

- Basic Chemistry Courses and Laboratories
  - AS.030.101 Introductory Chemistry I 3
  - AS.030.105 Introductory Chemistry Lab I 1
  - AS.030.102 Introductory Chemistry II 3
  - AS.030.106 Introductory Chemistry Laboratory II 1

- Advanced Chemistry and Biology Courses**
  - AS.020.305 Biochemistry 4
  - EN.540.307 Cell Biology for Engineers (Optional; students must take this or EN.540.204) 3
  - AS.020.315 Biochemistry Laboratory 2
  - or AS.030.307 Physical Chemistry Instrumentation Laboratory III

- Mathematics Requirement***
  - AS.110.108 Calculus I 4
  - AS.110.109 Calculus II (For Physical Sciences and Engineering) 4
  - AS.110.202 Calculus III 4
  - or AS.110.211 Honors Multivariable Calculus 4
  - AS.110.302 Diff Equations/Applic 4

Total Credits 90

- Humanities and Social Sciences Courses. Eighteen credits designated as Humanities or Social and Behavioral Sciences are required. Students are required to take these courses in at least two subject areas other than writing. At least one of these courses must be an advanced course at the 300-level or higher. See the Chemical and Biomolecular Engineering Undergraduate Advising Manual for more details.

- Writing Courses. Two writing intensive courses are required. One of the courses must be EN.661.315 Culture of the Engineering Profession. The courses that are taken to satisfy the university writing requirement must be passed with a grade of C- or better.

- Undesignated Electives. A minimum of 128 credits is required for the degree. Therefore, in addition to all the credits taken to fulfill the requirements mentioned in the various sections above (e.g., chemical engineering core courses, engineering electives, basic science, advanced chemistry electives, mathematics requirement, and Humanities and Social and Behavioral Sciences courses) additional credits (called undesignated credits) are required.

* Students also must have a grade point average of at least 2.00 in the chemical and biomolecular engineering core courses to graduate. The core courses for GPA calculation comprise all of the above courses except for EN.540.101 Chemical Engineering Today and EN.540.490 Chemical Laboratory Safety.

** Students need additional courses beyond these courses. Requirements include additional courses in Chemistry and Biology. Students who are pursuing tracks in Molecular and Cellular Bioengineering or Interfaces and Nanotechnology have additional and/or alternate requirements.

*** Calculus is so essential to Chemical Engineering that a grade of C- or better in both Calculus I and Calculus II is required.

Sample Program for Chemical and Biomolecular Engineering Degree

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>AS.030.101 Introductory Chemistry I</td>
<td>3 AS.030.102 Introductory Chemistry II</td>
</tr>
<tr>
<td>AS.030.105 Introductory Chemistry Lab I</td>
<td>1 AS.030.106 Introductory Chemistry Laboratory II</td>
</tr>
<tr>
<td>AS.110.108 Calculus I</td>
<td>4 AS.110.109 Calculus II (For Physical Sciences and Engineering)</td>
</tr>
<tr>
<td>AS.171.101 General Physics: Physical Science Major I</td>
<td>4 AS.171.102 General Physics: Physical Science Majors II</td>
</tr>
<tr>
<td>AS.173.111 General Physics Laboratory I</td>
<td>1 Humanities/Social and Behavioral Sciences Elective</td>
</tr>
<tr>
<td>EN.540.101 Chemical Engineering Today</td>
<td></td>
</tr>
<tr>
<td>Humanities/Social and Behavioral Sciences Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
Students completing a track will have this fact designated on their official university checklist. These focus areas have additional and/or alternate requirements, as described.

**Molecular and Cellular Bioengineering (MCB) Track**

Students must fulfill the following requirements:

- Students take either AS.020.306 Cell Biology or EN.540.307 Cell Biology for Engineers.
- The Advanced Chemistry and Biology laboratory requirement is fulfilled with AS.020.315 Biochemistry Laboratory or AS.250.253 Protein Engineering and Biochemistry Lab.
- Six credits of bioengineering electives are required. See department for a list of approved electives.
- Students take EN.540.313 Chemical and Biomolecular Engineering Lab instead of EN.540.311 Chemical Engineering Lab I.

**Interfaces and Nanotechnology (IN) Focus Area**

Students must fulfill the following requirements

- Students take EN.540.204 Applied Physical Chemistry.
- The Advanced Chemistry and Biology laboratory requirement is fulfilled with AS.030.307 Physical Chemistry Instrumentation Laboratory III.
- AS.030.452 Materials & Surface is required and satisfied three credits of the advanced chemistry electives.
- Six credits of interfaces and nanotechnology electives are required. See department for a list of approved electives.

**Sample Program: Molecular and Cellular Bioengineering Track**

**Freshman**

<table>
<thead>
<tr>
<th>Period</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>AS.030.101 Introductory Chemistry I</td>
<td>3</td>
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<tr>
<td></td>
<td>AS.030.102 Introductory Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AS.030.105 Introductory Chemistry Lab I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>AS.030.106 Introductory Chemistry Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>AS.110.108 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>AS.110.109 Calculus II (For Physical Sciences and Engineering)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>AS.171.101 General Physics: Physical Science Major I</td>
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<td></td>
<td>EN.540.101 Chemical Engineering Today</td>
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</tr>
<tr>
<td></td>
<td>Humanities/Social and Behavioral Sciences Elective</td>
<td>3</td>
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</tbody>
</table>

**Total Credits: 128-129**

**Tracks**

Students pursuing a degree in Chemical and Biomolecular Engineering have the option of concentrating on specific fields including Interfaces and Nanotechnology and Molecular and Cellular Bioengineering.
immediately after the bachelor of science degree by adding at least
allows students to obtain a master of science in engineering
The B.S./M.S.E. program in Chemical and Biomolecular Engineering

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore Fall</td>
<td>EN.540.202</td>
<td>Introduction to Chemical &amp; Biological Process Analysis</td>
<td>4 EN.540.203 Engr Thermodynamics 3</td>
</tr>
<tr>
<td></td>
<td>EN.540.490</td>
<td>Chemical Laboratory Safety</td>
<td>1 EN.540.303 Transport Phenomena I 3</td>
</tr>
<tr>
<td></td>
<td>AS.110.202</td>
<td>Calculus III</td>
<td>4 AS.110.302 Diff Equations/Applic Cell Biology for Engineers 4</td>
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<tr>
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<td>AS.020.305</td>
<td>Biochemistry</td>
<td>4 EN.540.307 3</td>
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<tr>
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<td>AS.030.205</td>
<td>Organic Chemistry I</td>
<td>4 Undesignated Elective 3</td>
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<tr>
<td>Junior Fall</td>
<td>EN.540.304</td>
<td>Transport Phenomena II</td>
<td>4 EN.540.301 Kinetic Processes 3</td>
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<td>AS.020.315</td>
<td>Biochemistry Laboratory</td>
<td>2 EN.540.306 Chemical &amp; Biomolecular Separation 3</td>
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<tr>
<td></td>
<td>EN.540.305</td>
<td>Modeling and Statistical Analysis of Data for Chemical and Biomolecular Engineers</td>
<td>3 EN.661.315 Culture of the Engineering Profession 3</td>
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<td>Humanities/Social and Behavioral Sciences Elective</td>
<td></td>
<td>3 Undesignated Elective 3</td>
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<tr>
<td></td>
<td>Engineering Elective</td>
<td></td>
<td>3 Advanced Chem/Bio Elective 3</td>
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<tr>
<td>Senior Fall</td>
<td>EN.540.313</td>
<td>Chemical and Biomolecular Engineering Lab</td>
<td>6 EN.540.314 ChemBE Product Design 2</td>
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<tr>
<td></td>
<td>EN.540.409</td>
<td>Dynamic Modeling and Control</td>
<td>4 EN.540.315 Process Design with Aspen 2</td>
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<td>Humanities/Social and Behavioral Sciences Elective</td>
<td></td>
<td>3 Bioengineering Elective 3</td>
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<td>Bioengineering Elective</td>
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<td>3 Humanities/Social and Behavioral Sciences Elective 3</td>
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<td>Undesignated Electives 7</td>
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<td>16 17</td>
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<tr>
<td>Total Credits: 128</td>
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</tbody>
</table>

**B.S./M.S.E. Program in Chemical and Biomolecular Engineering**

The B.S./M.S.E. program in Chemical and Biomolecular Engineering allows students to obtain a master of science in engineering immediately after the bachelor of science degree by adding at least a year of study. For students who qualify academically, the Whiting School of Engineering allows a 50 percent waiver after the completion of eight semesters or having received the Bachelor of Science degree.

**Master of Science in Engineering**

Students have two options in pursuing an M.S.E. in Chemical and Biomolecular Engineering.

1. Master of Science in Engineering (requiring an essay)
   - The student must complete six graduate (600-799) level courses approved by the student’s research advisor. The student and advisor select these courses to design a curriculum appropriate for the student’s research interest and educational goals.
   - These six courses cannot include seminars, independent study, graduate research, or special studies.
   - At least four of the six courses must be in the Department of Chemical and Biomolecular Engineering.
   - Students are allowed to count 400-level courses toward their M.S.E. degree if (1) the course is not offered at the 600-level, and (2) if the department offering the course considers it to be a graduate-level course in their program. Courses offered at both the 400- and 600-level must be taken at the 600-level to fulfill M.S.E. course requirements. All ChemBE coursework must be taken at the 600-level.
   - The student must also enroll in at least one semester of graduate seminars EN.540.600 Chemical and Biomolecular Engineering Seminar and EN.540.601 Chemical and Biomolecular Engineering Seminar throughout his or her tenure in the Department of Chemical and Biomolecular Engineering at Johns Hopkins University.
   - Students must have a B average in coursework to complete this degree.
   - No D grade in ChemBE courses can be counted towards the requirements. In a given semester, one D grade, one F grade, or two C grades will result in probation. Once on probation, an additional grade of C or below will result in termination from the program.
   - Students must remain in good research standing with his or her research advisor. Failure to do so will result in probation and transfer to the coursework M.S. program.
   - The student must write an essay based on original research and literature review and present his or her results at an open seminar attended by the faculty and students. The essay must be approved by the departmental graduate committee which consists of the graduate research advisor and at least one more faculty member from the Department of Chemical and Biomolecular Engineering.

2. Master of Science in Engineering (course work only)
   - The student must complete ten graduate (600-799) level courses approved by the Director of Graduate Studies. The student and Director of Graduate Studies select these courses to design a curriculum for the student's interest and educational goals.
   - These ten courses cannot include seminars, independent study, graduate research or special studies.
   - At least six of the ten courses must be in the Department of Chemical and Biomolecular Engineering.
Recommended courses for all M.S.E. students

Completion of two of the four core courses of the Ph.D. program is recommended (but not required) for M.S.E. students. The four core Ph.D. courses are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EN.540.630</td>
<td>Thermodynamics, Statistical Mechanics, and Kinetics</td>
</tr>
<tr>
<td>EN.540.652</td>
<td>Advanced Transport Phenomena</td>
</tr>
<tr>
<td>EN.540.602</td>
<td>Metabolic Systems Biotechnology</td>
</tr>
<tr>
<td>EN.540.615</td>
<td>Interfacial Science with Applications to Nanoscale Systems</td>
</tr>
</tbody>
</table>

Additional information and requirements can be found in the department Graduate Handbook.

Doctor of Philosophy

The Ph.D. degree is awarded for original research performed under the guidance of a thesis advisor. The formal requirements for this degree are:

1. Successful completion of six graduate-level courses including the four required core courses.
2. Successful completion of the Preliminary Research Exam during the student’s first year.
3. Successfully serve as a teaching assistant for at least two required undergraduate courses.
4. Completion of an original research project, documented in a dissertation that is defended by the candidate in a public presentation.
5. Successful completion of the Graduate Board Oral Exam.

Course Work

Student must successfully complete six graduate-level courses including the four required core courses listed below:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EN.540.630</td>
<td>Thermodynamics, Statistical Mechanics, and Kinetics</td>
</tr>
</tbody>
</table>

In addition:

- Students are allowed to count 400-level courses toward their M.S.E. degree if (1) the course is not offered at the 600-level, and (2) if the department offering the course considers it to be a graduate-level course in their program. Courses offered at both the 400- and 600-level must be taken at the 600-level to fulfill M.S.E. course requirements. All ChemBE coursework must be taken at the 600-level.
- The student must also enroll in at least one semester of graduate seminars (EN.540.601 Chemical and Biomolecular Engineering Seminar/EN.540.600 Chemical and Biomolecular Engineering Seminar) throughout his or her tenure in the Department of Chemical and Biomolecular Engineering at Johns Hopkins University.
- Students must have a B average in coursework to complete this degree.
- No D grade in ChemBE courses can be counted towards the requirements. In a given semester, one D grade, one F grade, or two C grades will result in probation. Once on probation, an additional grade of C or below will result in termination from the program.

Ph.D. Thesis Criteria and Graduate Board Oral Exam

Candidates must write a dissertation conforming to university requirements that describes the students work and results in detail. A public defense of the dissertation is required, and will be followed by a closed examination session. Because the closed examination session fulfills the university Graduate Board Oral (GBO) examination requirement, all procedures pertaining to GBOs as established by the University Graduate Board must be followed.

Additional information can be found in the department Graduate Handbook.

For current faculty and contact information go to http://www.jhu.edu/chembe/faculty-staff/

Faculty

Chair
Konstantinos Konstantopoulos
Professor: cell and molecular engineering; cell signaling, adhesion and migration; microfluidics; nanobiotechnology; cancer metastasis.
Professors

Michael J. Betenbaugh
Professor: genomics, recombinant DNA biotechnology, biopharmaceuticals, metabolic engineering, insect and mammalian cell culture, glycosylation engineering, and cell death processes.

Michael A. Bevan
Professor and Director of Graduate Studies: colloidal interactions, dynamics, assembly, nanoparticle materials and devices, biomacromolecular interactions

Marc D. Donohue
Professor: phase equilibria, statistical thermodynamics, kinetics of diffusion and phase transitions, adsorption.

David Gracias
Professor: micro and nanotechnology, surface science, metamaterials, complex systems, nanoelectronics, nanomedicine, regenerative medicine, drug delivery and microfluidics.

Jeffrey Gray
Professor and Director of Graduate Admissions: biomolecular modeling, protein-protein docking, therapeutic antibodies, allostery, protein-surface interactions and design.

Marc A. Ostermeier
Professor: biomolecular engineering, molecular evolution, protein engineering, combinatorial methods, biosensors, protein therapeutics.

Denis Wirtz
Professor and Vice Provost for Research: cell adhesion and migration, cell mechanics, cytoskeleton, receptor-ligand interactions, cancer, particle tracking, new proteomics tools.

Associate Professors

Sharon Gerecht
Associate Professor: embryonic and adult stem cells, vascular regeneration, micro/nano fabrication, biomaterials, tissue engineering.

Joelle Frechette
Associate Professor and Director of Master’s Studies: properties of surfaces, thin films; fluid interfaces and confined fluids; measurements of surface forces and adhesion; micro and nanotechnology; microfluidics; nanoparticles.

Assistant Professors

Honggang Cui
Assistant Professor: nanoscience and nanotechnology, biomolecular engineering, peptide synthesis and assembly, drug delivery, supramolecular polymers, nanoparticle imaging, diagnosis, and cancer therapeutics.

Zachary Gagnon
Assistant Professor: electrokinetic phenomena in micro/nanofluidic environments, cell signaling, cell migration, micro/nano fabrication, dielectrophoresis, biological separation, manipulation and characterization in microdevices.

Rebecca Schulman
Assistant Professor: nanotechnology, self-assembly, theory and experiment, nucleation, biomaterials, DNA, nanoelectronics, biomolecular engineering, single-molecular analysis.

Chao Wang
Assistant Professor: heterogeneous catalysis, renewable energy technologies e.g., photoelectrochemical solar cells and lithium batteries, and green chemical engineering.

Senior Lecturer

Lise Dahuron
Senior Lecturer and Director of Undergraduate Studies: separations, distillation, membrane technology, new product development, process design.

An Goffin
Senior Lecturer: fluid and bioactive interfaces, kinetic processes, principles in chemical engineering, product design.

Professor Emeritus

Joseph L. Katz
Professor Emeritus: nucleation processes (e.g., condensation of supersaturated vapors, boiling of superheated liquids and its applications, e.g., the Ouzo effect, parts per quadrillion detection) formation of nanosized ceramic oxide powders in flames, new proteomics tools.

Research Professor

Gregory Aranovich
Research Professor: molecular thermodynamics, phase equilibria, adsorption phenomena, separation processes, and diffusion.

Assistant Research Professor

Daniele Gilkes
Eva Lai
Assistant Research Professor: biomedical sciences, biomonitoring technologies, regenerative medicine, tissue engineering.

Adjunct Professor

Joseph Shiloach
Senior Investigator, National Institute of Diabetes and Digestive and Kidney Diseases

Adjunct Assistant Professor

Jerry S. H. Lee
Program Director, National Cancer Institute and National Institute of Health

Associate Research Professor

George Oyler

Adjunct Assistant Research Scientist

Sai Prakash

Joint, Part-Time and Visiting Appointments

Steven An
Associate Professor, Johns Hopkins University Bloomberg School of Public Health

Patrick Breysse
Professor, Johns Hopkins University School of Medicine, Division of Environmental Health Engineering

Jennifer Elisseeff
A series of weekly lectures to introduce students to chemical and biomolecular engineering and its role as a profession in addressing contemporary technological, social, ethical, and economic issues in today’s world. The lectures will include examples of how chemical and biomolecular engineers apply the principles of physics and chemistry to develop new products, improve process efficiencies, and alleviate the strain on the ecosystem through the design of novel environmentally conscious processes. In addition, the lectures will highlight exciting new areas now being advanced by chemical and biomolecular engineers, such as biochemical engineering, tissue engineering, nanoparticle fabrication, and processing smart polymers for applications in computer technology and as sensors. Freshmen Only.
Instructor(s): L. Dahuron
Area: Engineering.

EN.540.111. Introduction to Programming for ChemBEs: Matlab Made Easy.
Computer programming is as crucial a tool for modern engineering as calculus. Engineers use computers for almost everything: from design and manufacturing in industry to data collection and analysis in research. In this course, students will use a piece of popular engineering software, Matlab, to learn the fundamentals of programming. We will start simple, exploring such questions as: What is a program? How can we use loops and branches to accomplish a task? What exactly is Matlab doing when it's running a script? Finally, we will build upon the fundamentals of programming to tackle relevant engineering problems.
This course will help ChemBE students excel in subsequent engineering courses, such as Modeling and Statistics for ChemBEs, Separations, and Chemical Kinetics, by giving students' knowledge of the tool that helps solve complex engineering problems.
Instructor(s): D. Scalise; J. Zenk
Area: Engineering.

Introduction to chemical and biomolecular engineering and the fundamental principles of chemical process analysis. Formulation and solution of material and energy balances on chemical processes. Reductionist approaches to the solution of complex, multi-unit processes will be emphasized. Introduction to the basic concepts of thermodynamics as well as chemical and biochemical reactions.
Prerequisites: Prereqs: ( AS.030.101 OR AS.030.103 ) AND ( AS.171.101 OR AS.171.107 ) AND ( AS.030.102 OR AS.030.103 OR AS.110.109 OR AS.171.102 )
Instructor(s): J. Gray; L. Dahuron
Area: Engineering.

EN.540.203. Engr Thermodynamics.
Formulation and solution of material, energy, and entropy balances with an emphasis on open systems. A systematic problem-solving approach is developed for chemical and biomolecular process-related systems. Extensive use is made of classical thermodynamic relationships and constitutive equations for one and two component systems. Applications include the analysis and design of engines, refrigerators, heat pumps, compressors, and turbines.
Prerequisites: Prereqs: EN.540.202
Instructor(s): C. Wang
Area: Engineering.

EN.540.204. Applied Physical Chemistry.
The topics in this course include thermodynamic models for multicomponent phase equilibrium including vapor liquid equilibrium, phase diagrams, activity models and colligative properties in both non-electrolyte and electrolyte solutions. A link between average thermodynamic properties and microstates and molecular interactions is made via a discussion of intermolecular forces and the partition function. Also covered are thermodynamic relationships to describe chemical equilibria, and basic concepts in quantum mechanics and statistical mechanics.
Prerequisites: EN.540.203.
Instructor(s): D. Gracias
Area: Engineering.
This course will engage students with a variety of physical and biological phenomena as they relate to fictional creatures such as dragons. This course seeks to serve as an exercise on applying engineering knowledge of transport phenomena, genetic modification and expression, metabolic networks, and biochemical reactions into a cohesive, refreshing look at creatures of myth and literature. Course is designed to be accessible for students of all backgrounds.
Area: Natural Sciences.

The courses EN.540.290, 291, 390, and 391 guide the students through the open-ended problems in product and process design. Product design concerns the recognition of customer needs, the creation of suitable specifications, and the creation of new products to fulfill a societal need. Process design concerns the quantitative description of processes which serve to produce chemically-derived materials and the estimation of process profitability. Students work in small teams to complete a major project demonstrating their understanding of and efficiency in the principles of unit operations and design. Students report weekly both orally and in writing on their accomplishments. Some projects are single semester, but others can be multi-semester. Students can start in any semester and can work on projects for as many semesters as they want.
Instructor(s): M. Donohue
Area: Engineering.

The courses 540.290, 291, 390, and 391 guide the students through the open-ended problems in product and process design. Product design concerns the recognition of customer needs, the creation of suitable specifications, and the creation of new products to fulfill a societal need. Process design concerns the quantitative description of processes which serve to produce chemically-derived materials and the estimation of process profitability. Students work in small teams to complete a major project demonstrating their understanding of and efficiency in the principles of unit operations and design. Students report weekly both orally and in writing on their accomplishments. Some projects are single semester, but others can be multi-semester. Students can start in any semester and can work on projects for as many semesters as they want.
Instructor(s): M. Donohue
Area: Engineering.

EN.540.301. Kinetic Processes.
Review of numerical methods applied to kinetic phenomena and reactor design in chemical and biological processes. Homogeneous kinetics and interpretation of reaction rate data. Batch, plug flow, and stirred tank reactor analyses, including reactors in parallel and in series. Selectivity and optimization considerations in multiple reaction systems. Non isothermal reactors. Elements of heterogeneous kinetics, including adsorption isotherms and heterogeneous catalysis. Coupled transport and chemical/biological reaction rates.
Prerequisites: EN.540.203 AND EN.540.303
Instructor(s): A. Goffin
Area: Engineering.

EN.540.303. Transport Phenomena I.
Molecular mechanisms of momentum transport (viscous flow), energy transport (heat conduction), and mass transport (diffusion). Isothermal equations of change (continuity, motion, and energy). The development of the Navier Stokes equation. The development of non isothermal and multi component equations of change for heat and mass transfer. Exact solutions to steady state, isothermal unidirectional flow problems, to steady state heat and mass transfer problems. The analogies between heat, mass, and momentum transfer are emphasized throughout the course. Recommended Corequisite: AS.110.302, Introduction to the field of transport phenomena.
Instructor(s): K. Konstantopoulos
Area: Engineering.

EN.540.304. Transport Phenomena II.
Prerequisites: EN.540.303.
Instructor(s): Z. Gagnon
Area: Engineering.

EN.540.305. Modeling and Statistical Analysis of Data for Chemical and Biomolecular Engineers.
This course seeks to build the student’s strength in Chemical Engineering computing and data analysis. To this end, in the first part of the course, we will become familiar with the Matlab/Octave computing environment and solve problems in Chemical Engineering that involve concepts from Process Analysis, Thermodynamics, Transport Phenomena, and Kinetics. In the subsequent part, we will build on the skills learnt earlier and tackle problems in Data Analysis and Hypothesis testing. Recommended Corequisites: EN.540.203 and EN.540.303 and EN.540.304.
Prerequisites: EN.540.202 OR AS.110.302
Instructor(s): R. Schulman
Area: Engineering.

This course covers staged and continuous-contacting separations processes critical to the chemical and biochemical industries. Separations technologies studied include distillation, liquid-liquid extraction, gas absorption, membrane ultrafiltration, reverse osmosis, dialysis, adsorption, and chromatography. Particular emphasis is placed on the biochemical uses of these processes and consequently on how the treatment of these processes differs from the more traditional approach.
Prerequisites: EN.540.303 AND EN.540.202 AND EN.540.203; Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): M. Betenbaugh
Area: Engineering.
This course explores fundamental structural details and molecular functions of different parts of the cell. Considerable emphasis is placed on experimental/quantitative approaches to answering these questions. Topics include Central dogma and the nucleus; protein trafficking; ion transporters; cytoskeleton; molecular motors; cell cycle and cell division; signal transduction, cell growth and cancer; cell death, the extracellular matrix; cell adhesion, cell junctions and epithelium; and muscle contraction, cell motility and morphogenesis.
Prerequisites: Cell Biology restriction: students who have completed AS.020.306 may not enroll.
Instructor(s): J. Yang; X. Chan
Area: Natural Sciences.

This course guides the student through the steps of product design. Product design concerns the recognition of customer needs, the creation of suitable specifications, and the selection of best products to fulfill the needs. Students work in small teams to complete a major project demonstrating their understanding of and proficiency in the primary objectives of the course. Students report several times both orally and in writing on their accomplishments. This course is the first part of a two-semester sequence that optionally can be taken instead of EN.540.314 Chemical and Biomolecular Engineering Product Design. The material covered is the same as in EN.540.314, but more time is allowed so that laboratory tests can be performed and/or prototypes can be made. Note that students must take 540.310 to complete this sequence and before receiving credits for 540.309. Recommended Course Background: EN.540.301, EN.540.304, EN.540.311 or EN.540.313 or permission of instructor.
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): M. Donohue
Area: Engineering.

This course is one part of a two semester sequence that optionally can be taken instead of for This course is the second part of a two semester sequence (with EN.540.309) that optionally can be taken instead of EN.540.314 Chemical and Biomolecular Engineering Product Design. Students continue to work with their team on their product design project. Students report several times both orally and in writing on their accomplishments. The material covered is the same as in EN.540.314, but more time is allowed so that laboratory tests can be performed and/or prototypes can be made. Note that both courses, EN.540.309 and EN.540.310 must be taken to satisfy the Undergraduate degree requirement of the Chemical and Biomolecular Engineering program. The two courses can be started in any term. Recommended Course Background: EN.540.301, EN.540.304, EN.540.311 or EN.540.313 or permission of instructor.
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): M. Donohue
Area: Engineering, Natural Sciences.

EN.540.311. Chemical Engineering Lab I.
This course challenges students with laboratory projects that are not well-defined. Students work in groups to develop an effective approach to experiments. They identify the important operating variables, decide how best to obtain them using measured or calculated values. Based on their results they predict, carryout, analyze and improve experiments. Each student analyzes three of the following projects: distillation, gas absorption, and one of the projects in EN.540.313. In addition to technical objectives, this course stresses oral and written communication. Students will have additional meeting times with the instructors and some writing professors outside of class.
Prerequisites: EN.540.301, EN.540.304, EN.540.306, EN.540.490 and EN.661.315
Instructor(s): A. Goffin; L. Dahuron
Area: Engineering.

EN.540.312. Chemical and Biomolecular Engineering Lab: Part 2.
Students who, as a part of an exchange program, participated in a laboratory course at the Technical University of Denmark at Copenhagen during the summer are required to register for this course to complete their equivalency requirement for the Chemical and Biomolecular Engineering Laboratory course offered in fall at JHU. The final grade for this course will incorporate the DTU grade. In addition, students perform one experimental project and submit a full professional report along with the current Senior Lab students. Students make a 15-min presentation to the junior class about their projects and of their experience in Denmark. Recommended Course Background: EN.540.301, EN.540.304, EN.540.306, EN.540.490, EN.661.315
Instructor(s): L. Dahuron
Area: Engineering.

EN.540.313. Chemical and Biomolecular Engineering Lab.
This course challenges students with laboratory projects that are not well-defined. Students work in groups to develop an effective approach to experiments. They identify the important operating variables, decide how best to obtain them using measured or calculated values. Based on their results they predict, carryout, analyze and improve experiments. Each student analyzes at least two of the following biomolecular projects: bioreactor, biocatalysis and membrane separation and one of the projects in EN.540.311. In addition to technical objectives, this course stresses oral and written communication. Students will have additional meeting times with the instructors and some writing professors outside of class.
Instructor(s): A. Goffin; L. Dahuron; M. Ostermeier; S. Gerecht
Area: Engineering.

This course guides the student through the contrasting aspects of product design and of process design. Product design concerns the recognition of customer needs, the creation of suitable specifications, and the selection of best products to fulfill the needs. Process design concerns the quantitative description of processes, which serve to produce many commodity chemicals, the estimation of process profitability, and the potential for profitability improvement through incremental changes in the process. Students work in small teams to complete a major project demonstrating their understanding of and proficiency in the primary objectives of the course. Students report several times both orally and in writing on their accomplishments.
Prerequisites: (EN.540.311 OR EN.540.312 OR EN.540.313) AND EN.540.301 AND EN.540.306
Instructor(s): A. Goffin; L. Dahuron
Area: Engineering.
Prerequisites: (EN.540.311 OR EN.540.312 OR EN.540.313) AND EN.540.301 AND EN.540.306
Instructor(s): A. Goffin; L. Dahuron
Area: Engineering.

The courses EN.540.290, 291, 390, and 391 guide the students through the open-ended problems in product and process design. Product design concerns the recognition of customer needs, the creation of suitable specifications, and the creation of new products to fulfill a societal need. Process design concerns the quantitative description of processes which serve to produce chemically-derived materials and the estimation of process profitability. Students work in small teams to complete a major project demonstrating their understanding of and proficiency in the principles of unit operations and design. Students report weekly both orally and in writing on their accomplishments. Some projects are single semester, but others can be multi-semester. Students can start in any semester and can work on projects for as many semesters as they want. Instructor(s): M. Donohue
Area: Engineering.

The courses 540.290, 291, 390, and 391 guide the students through the open-ended problems in product and process design. Product design concerns the recognition of customer needs, the creation of suitable specifications, and the creation of new products to fulfill a societal need. Process design concerns the quantitative description of processes which serve to produce chemically-derived materials and the estimation of process profitability. Students work in small teams to complete a major project demonstrating their understanding of and proficiency in the principles of unit operations and design. Students report weekly both orally and in writing on their accomplishments. Some projects are single semester, but others can be multi-semester. Students can start in any semester and can work on projects for as many semesters as they want. Instructor(s): M. Donohue
Area: Engineering.

EN.540.400. Project in Design: Pharmacokinetics.
This design project will be to develop a chemical process model of the human body that can be used to understand the temporal distribution, spatial distribution and bioavailability of pharmaceutical drugs. The course (and software to be developed) will cover the spectrum of factors affecting pharmaceutical bioavailability including drug formulation, mode of dosing and dosing rate, metabolism and metabolic cascades, storage in fatty tissues, and diffusional limitations (such as in crossing the blood-brain barrier or diffusional differences between normal and cancerous cells). The goal is to develop a process model of the human body that will predict pharmaceutical bioavailability as a function of time and organ (or cell) type that will work for a wide variety of pharmaceuticals including small molecules, biologics, and chemotherapy agents. Instructor(s): M. Donohue
Area: Engineering.

This course is a group design project (i.e. not a lecture course) to use chemical processing simulation tools (Aspen) to model a real-world process of interest to Chemical and Biomolecular Engineers. The goal of the project will be to develop a process model that is sufficiently complete and robust that it can be used to understand the important factors in the process design and/or operation. This design project is focused on the role alternative energy will play in our country's future. About a third of the course will be devoted to understanding the role of energy and alternative energy in the US and world economies. The remainder of the course will be devoted to a technical and economic analysis of the feasibility of making biofuel from algae. Instructor(s): M. Donohue
Area: Engineering.

The aim of this course is to provide a fundamental understanding of the quantitative principles and methodologies of systems biology and biochemical engineering of metabolism. This includes concepts of cellular growth, cellular stoichiometric models, metabolic networks, metabolite fluxes, and genome-scale metabolic models. Quantitative methods and systems biology approaches for metabolic flux analysis and metabolic control theory will be included as well as an analysis of biochemical systems and bioreactors including a consideration of mass transport processes. Prerequisites: AS.020.306 OR (EN.580.440 OR EN.580.441) OR EN.540.307
Instructor(s): M. Betenbaugh
Area: Engineering.

EN.540.403. Colloids and Nanoparticles.
Fundamental principles related to interactions, dynamics, and structure in colloidal, nanoparticle, and interfacial systems. Concepts covered include hydrodynamics, Brownian motion, diffusion, sedimentation, electrophoresis, colloidal and surface forces, polymeric forces, aggregation, deposition, and experimental methods. Modern topics related to colloids in nano-science and technology will be discussed throughout the course with frequent references to recent literature. Meets with EN.540.603
Instructor(s): M. Bevan
Area: Engineering.

EN.540.405. The Design of Biomolecular Systems.
This course covers new topics in the design of systems of biomolecules, both in vitro and in vivo, for decision making and control. The course will begin with an overview of how logical decision making and control with biomolecules as is achieved in biology and then proceed to consider various strategies of engineering similar systems. The focus of the course will be on systems level principles rather than the biochemical basis of molecular design. Topics will include engineering of transcriptional networks and genetic control for logically programming of cells, the design of in vitro mimics of genetic controls, molecular computing and systems aspects of metabolic engineering. The course will also cover quantitative and computational techniques for the simulation and analysis of biomolecular systems. Co-listed with EN.540.605
Instructor(s): R. Schulman.
This course describes the most recent progress in molecular self-assembly, with a focus on the application aspects of self-assembling materials in medical and energy-related areas. Specifically, the course consists of about twelve lectures covering a broad range of topics, including: principles of static and dynamic molecular assembly, nanomaterials and phase/morphology diagrams of small molecular and macromolecular amphiphiles, self-assembly in biological systems, supramolecular polymers for energy and medicine, key challenges in the fabrication of organic solar cells, and self-healing materials. The class will be taught in a seminar format, with discussions led by graduate students or post docs. Instructor permission required. Juniors and Seniors only.
Instructor(s): J. Frechette
Area: Engineering.

This course will consist of student-led discussions of current literature in protein structure prediction, protein-protein docking, and computational protein design. Related advanced computational approaches of the Rosetta3 protein structural modeling platform will be discussed and object-oriented software design concepts dissected. Students will present and critique C++ and Python code and scripts corresponding to related research projects. Permission of Instructor Required
Instructor(s): J. Gray.

This course covers pharmacodynamics, i.e. how pharmaceuticals affect biological processes. The course will use MatLab to aid in the design of new drug formulations.
Instructor(s): M. Donohue
Area: Engineering.

EN.540.418. Projects in the Design of a Chemical Car.
Ready to put those concepts from class into practice? Members work over the course of the semester to design and build a chemically powered vehicle that will compete with other college teams at the American Institute of Chemical Engineers ( AIChE) Regional Conference. In this course, the students work in small groups to design and construct the chassis along with chemically powered propulsion and break mechanisms within the constraints of the competition. In addition, students will give oral presentation, write reports, and do thorough safety analysis of their prototypes. Both semesters must be completed with passing grades to receive credit. Instructor Approval Only.
Instructor(s): L. Dahuron
Area: Engineering, Quantitative and Mathematical Sciences.

EN.540.419. Projects in the Design of a Chemical Car.
This course will consist of student-led discussions of current literature in protein structure prediction, protein-protein docking, and computational protein design. Related advanced computational approaches of the Rosetta3 protein structural modeling platform will be discussed and object-oriented software design concepts dissected. Students will present and critique C++ and Python code and scripts corresponding to related research projects. Permission of Instructor Required
Instructor(s): J. Gray
Area: Engineering.
EN.540.422. Introduction to Polymeric Materials.  
Polymeric materials are ubiquitous in our society from Nature-made proteins and polysaccharides to synthetic plastics and fibers. Their applications range from day-to-day consumables to high performance materials used in critically demanding areas, such as aviation, aerospace and medical devices. The objective of this course is to provide an introductory overview on the field of polymer science and engineering. Students will learn some basic concepts in polymer synthesis, characterization, and processing. With the basic concepts established, industrial applications of polymeric materials will be discussed in two categories: structural polymers and functional polymers. Structural polymers, including plastics, fibers, rubbers, coatings, adhesives, and composites, will be discussed in terms of their structure, processing, and property relationship with a flavor of industrial relevant products and applications. Future trends in developing environmentally friendly polymers from renewable resources (“green polymer chemistry”) will also be covered. Lectures on functional polymers will be focused on their unique properties that are enabled by rational molecular design, controlled synthesis and processing (e.g. supramolecular assembly, and microfabrication). This class of specialty materials can find their use in high performance photovoltaics, batteries, membranes, and composites, and can also serve as “smart” materials for use in coatings, sensors, medical devices, and biomimicry.  
Prerequisites: AS.030.205 or by instructor permission.  
Instructor(s): H. Cui; K. Qi  
Area: Engineering.

EN.540.426. Biomacromolecules at the Nanoscale.  
This course introduces modern concepts of polymer physics at the nanoscale to describe the conformation and dynamics of biological macromolecules such as filamentous actin, microtubule, and nucleic acids. We will introduce scattering techniques, nano-manipulation techniques, as well as nano-rheology applied to the study of polymers for tissue engineering, nanoparticles, and drug delivery applications.  
Instructor(s): D. Wirtz  
Area: Engineering.

EN.540.428. Supramolecular Materials and Nanomedicine.  
Nanomedicine is a quickly growing area that exploits the novel chemical, physical, and biological properties of nanostructures and nanostructured materials for medical treatments. This course presents basic design principles of constructing nanomaterials for use in drug delivery, disease diagnosis and imaging, and tissue engineering. Three major topics will be discussed, including 1) nanocarriers for drug delivery that are formed through soft matter assembly (e.g., surfactants, lipids, block copolymers, DNA, polyelectrolytes, peptides), 2) inorganic nanostructures for disease diagnosis and imaging (e.g., nanoparticles of gold and silver, quantum dots and carbon nanotubes), and 3) supramolecular scaffolds for tissue engineering and regenerative medicine. Students are expected to learn the physical, chemical and biological properties of each nanomaterial, the underlying physics and chemistry of fabricating such material, as well as their advantages and potential issues when used for biomedical applications. This course will also provide students opportunities for case studies on commercialized nanomedicine products. After this class, students should gain a deeper understanding of current challenges in translating nanoscience and nanotechnology.  
Instructor(s): H. Cui  
Area: Engineering, Natural Sciences.

One semester overview of year long course, students that want a comprehensive understanding of pharmacokinetics and pharmacodynamics should take the 2 courses EN.540.400 and EN.540.421. This course covers the principles of pharmacokinetics and pharmacodynamics. Computer models of pharmacokinetic and pharmacodynamics behavior will be developed and then used to design better drug delivery regimens and to analyze drug chemistry modifications.  
Instructor(s): M. Donohue  
Area: Engineering, Natural Sciences.

EN.540.437. Application of Molecular Evolution to Biotechnology.  
One of the most promising strategies for successfully designing complex biomolecular functions is to exploit nature’s principles of evolution. This course provides an overview of the basics of molecular evolution as well as its experimental implementation. Current research problems in evolution-based biotechnology and engineering will be used to illustrate principles in the design of biomolecules (i.e. protein engineering, RNA/DNA engineering), genetic circuits and complex biological systems including cells. Meets with EN.540.637  
Instructor(s): M. Ostermeier  
Area: Engineering, Natural Sciences.

The field of micro / nanotechnology has been gaining tremendous momentum as evidenced by an explosive rise in the number of publications, patents and commercial activities. This is an introductory course intended to expose students to the field as well as real world applications. Lectures will include an overview of scaling of material properties at the nanoscale, micro and nanofabrication methods and essential analytical tools of relevance to the field. All through the course, we will go over electronic, optical and biological applications of emerging micro and nanoscale devices and materials. Co-listed with EN.540.640.  
Instructor(s): D. Gracias  
Area: Engineering.

EN.540.443. Topics in Vascular Engineering.  
In-depth discussion and hands-on course focused on engineering approaches for vascular regeneration. The course will focus on engineering principles of the vasculature including induction of differentiation and administration of cell therapies. Seminal papers and approaches to analyze vascular tissues and cultures will be examined and discussed. Students will perform hands on experiments focused on vascular differentiation and regeneration. In addition, the course will be integrated with students’ presentations throughout the semester on selected topics in vascular engineering.  
Instructor(s): S. Gerecht  
Area: Engineering.

A selection of problems in fluid mechanics at low and moderate Reynolds numbers. This is a highly interactive class in which students are expected to choose topics and prepare a presentation at least twice a semester. Therefore, the list of problems will vary depending on student selection. Typically Tuesdays will be an introductory class and Thursdays will be seminars on a specific topic or paper. Meets with 540.647  
Instructor(s): G. Drazer  
Area: Engineering, Natural Sciences.
**EN.540.449. Logic and Decision-making in Biomolecular Systems.**

From the smallest change in gene expression to life and death and reproduction, biomolecular decision-making processes govern cellular fate. In this course we explore the design principles by which biomolecules make decisions and orchestrate complex processes such as signal transduction, homeostasis or apoptosis. We will also explore how we can in turn design complex biomolecular networks that can control biological systems and biomolecular materials. Topics will include the design and analysis of molecular logic circuits, transcriptional and translational control, signal transduction cascades, biomolecular oscillators and cycles, DNA nanotechnology and nanobiotechnology, and molecular computing. The course will introduce principles from electrical circuit theory, computing and control theory and show how these tools can be applied to these systems. Students should be familiar with programming and chemical engineering principles.

**Instructor(s):** R. Schulman  
**Area: Engineering, Natural Sciences.**

**EN.540.452. Eukaryotic Cell Biotechnology.**

This course involves integrated lecture/discussion and laboratory components to review and participate in current and emerging topics involving eukaryotic biotechnology. Lectures and discussions review how fundamentals of biochemical kinetics and biomolecular engineering are connected to emerging problems in mammalian, algal, and stem cell biotechnology. Laboratory activities are connected to diverse scientific and technological fundamental topics on these same themes. Journal article and research presentations provide a context for laboratory activities with respect to emerging industrial applications for eukaryotic cell types. Research design and strategy is discussed in terms of its ultimate implementation in laboratory, pilot plant, and eventually manufacturing facilities. Methodologies implemented include cell and metabolic engineering for improving yields and production rates of proteins, cells, and tissues. Example topics include expansion of mammalian, stem cells, and algae for the production of membrane proteins, biologics, biofuels, and complex metabolites.

**Instructor(s):** M. Betenbaugh.

**EN.540.459. Bioengineering in Regenerative Medicine.**

Introduction and in-depth discussion course focused on tissue and stem cell engineering. The course will focus on principles in tissue engineering, mechanisms of regeneration, and stem cell therapies. Topics will include introduction to regenerative medicine, bioreactors and scaffolds in tissue engineering, adult and pluripotent stem cells, engineering the niche, and two sessions will focus on legal and ethical issues. Selected approaches to analyze tissues and stem cell culture will also be discussed. In addition, the course will be integrated with graduate students’ presentations on selected topics in stem cell engineering. Co-listed with EN.540.659 Recommended Course Background: AS.020.306 or EN.580.221.

**Instructor(s):** S. Gerecht  
**Area: Engineering.**

**EN.540.460. Computational and Experimental Design of Biomolecules.**

This course reviews current research problems in biomolecular design both from computational and experimental approaches. Current methods in structure prediction (folding, docking and design) will illustrate fundamental concepts in protein structure, biophysics, and optimization. Current research problems in evolution-based biomolecular engineering will illustrate principles in the design of biomolecules (i.e. protein engineering, RNA/DNA engineering), metabolic pathways, signaling pathways, genetic circuits and complex biological systems including cells. Recommended Course Background: AS.020.305  
**Area: Engineering.**

**EN.540.463. Current Topics: Biochemistry and Biophysics of Cancer.**

*Attendance to this course is limited to ChemBE students who are working in the instructors lab. This course focuses on the application of engineering fundamentals to cancer metastasis. Class lectures will include an overview of molecular biology fundamentals, an extensive review on extracellular matrix and basics of receptors, followed by topics on tumor cell-host cell and tumor cell-matrix interactions at both theoretical and experimental levels. Lectures will also cover the effects of physical (e.g. shear stress, strain) and chemical (e.g. cytokines, growth factors) stimuli on tumor cell function.

**Instructor(s):** K. Konstantopoulos  
**Area: Engineering.**

**EN.540.464. Current Topics: The Statistical Mechanics of Malignant Neoplasm.**

This course will introduce students involved in cancer engineering research the fundamental elements of statistical mechanics relevant to tumor growth and progression to metastatic disease. Topics include: Fokker-Planck equation for collective cancer migration, tumor growth as a phase transition, and cancer cell motility in nth-dimension space.

**Instructor(s):** D. Wirtz.

**EN.540.477. Current Topics in Transport and Interfacial Phenomena: Electrokinetics.**

This course involves integrated lecture/discussion and interfacial science are connected to emerging problems in micro- and nanotechnologies. The focus area of the class is Electrokinetic Phenomena. The mandatory laboratory component is aimed at connecting the topics covered in the class to scientific problems. Student participation will involve presentation of laboratory results and research papers.

**Instructor(s):** G. Drazer; J. Frechette; Z. Gagnon.
This course involves integrated lecture/discussion and laboratory components to review and participate in current and emerging topics involving eukaryotic biotechnology. Lectures and discussions review how fundamentals of biochemical kinetics and biomolecular engineering are connected to emerging problems in mammalian, algal, and stem cell biotechnology. Laboratory activities are connected to diverse scientific and technological fundamental topics on these same themes. Journal article and research presentations provide a context for laboratory activities with respect to emerging industrial applications for eukaryotic cell types. Research design and strategy is discussed in terms of its ultimate implementation in laboratory, pilot plant, and eventually manufacturing facilities. Methodologies implemented include cell and metabolic engineering for improving yields and production rates of proteins, cells, and tissues. Example topics include expansion of mammalian, stem cells, and algae for the production of membrane proteins, biologics, biofuels, and complex metabolites.
Instructor(s): M. Betenbaugh  
Area: Engineering.

EN.540.480. Current Topics in Eukaryotic Cell Biotechnology Part II.
This course involves integrated lecture/discussion and laboratory components to review and participate in current and emerging topics involving eukaryotic biotechnology. Lectures and discussions review how fundamentals of biochemical kinetics and biomolecular engineering are connected to emerging problems in mammalian, algal, and stem cell biotechnology. Laboratory activities are connected to diverse scientific and technological fundamental topics on these same themes. Journal article and research presentations provide a context for laboratory activities with respect to emerging industrial applications for eukaryotic cell types. Research design and strategy is discussed in terms of its ultimate implementation in laboratory, pilot plant, and eventually manufacturing facilities. Methodologies implemented include genomics, metabolic flux analysis, and cell and metabolic engineering for improving yields and production rates of proteins, cells, and tissues. Example topics include expansion of mammalian cells and algae for the production of membrane proteins, biologics, biofuels, and complex metabolites.
Instructor(s): M. Betenbaugh.

EN.540.490. Chemical Laboratory Safety.
This course is meant to provide the student with a basic knowledge of laboratory safety; hazards, regulations, personal protective equipment, good laboratory practice, elementary toxicology, and engineering controls. It has been developed by the Department of Chemical and Biomolecular Engineering to assist with regulatory compliance, minimize hazards, and reduce the severity of any incidents that may occur in the department's laboratories. The course is a prerequisite of EN.540.311/EN.540.313. It is required of all Chemical and Biomolecular Engineering undergraduates. In addition once per year a three-hour refresher seminar must be taken by all students involved in laboratory research.
Instructor(s): D. Kuespert; L. Dahuron  
Area: Engineering.

Instructor(s): J. Hanes.

Instructor(s): J. Frechette; K. Konstantopoulos; M. Donohue; M. Ostermeier; S. Gerecht.

EN.540.509. Undergraduate Internship.
Internship unpaid and approved by ChemBE faculty.  
Area: Engineering.
EN.540.605. The Design of Biomolecular Systems.
This course covers new topics in the design of systems of biomolecules, both in vitro and in vivo, for decision making and control. The course will begin with an overview of how logical decision making and control with biomolecules as is achieved in biology and then proceed to consider various strategies of engineering similar systems. The focus of the course will be on systems level principles rather than the biochemical molecule design. Topics will include engineering of transcriptional networks and genetic control for logically programming of cells, the design of in vitro mimics of genetic controls, molecular computing and systems aspects of metabolic engineering. The course will also cover quantitative and computational techniques for the simulation and analysis of biomolecular systems. Co-listed with EN.540.405
Instructor(s): R. Schulman.

Supervised Graduate Study
Instructor(s): M. Donohue
Area: Engineering.

EN.540.609. Chemical and Biomolecular Engineering Design.
This course is one part of a two semester sequence in Chemical and Biomolecular Engineering Product Design. It is intended for students in the ChemBE master’s program. This course guides the student through the complex process of new product design. Product design concerns the recognition of customer needs, the creation of suitable specifications, and the selection of best products to fulfill needs. Students work in small teams to develop a new product idea, design the product and then iterate on prototype development. Students report several times both orally and in writing on their accomplishments. Time is allowed so that laboratory tests can be performed and/or prototypes can be built. Note that generally both courses, 540.609 and 540.610 must be taken to complete the prototype development. The two courses can be started in any term.
Instructor(s): M. Donohue
Area: Engineering.

EN.540.610. Chemical and Biomolecular Engineering Design: Spring.
This course is one part of a two semester sequence. This course guides the student through the contrasting aspects of product design and of process design. Process design concerns the recognition of customer needs, the creation of suitable specifications, and the selection of best products to fulfill the needs. Process design concerns the quantitative description of processes which serve to produce many commodity chemicals, the estimation of process profitability, and the potential for profitability improvement through incremental changes in the process. Students work in small teams to complete a major project demonstrating their understanding of and proficiency in the primary objectives of the course. Students report several times both orally and in writing on their accomplishments. Laboratory tests can be performed and/or prototypes can be made. Note that both courses, 540.609 and 540.610 must be taken, the two courses can be started in any term.
Instructor(s): M. Donohue.

EN.540.614. Computational Protein Structure Prediction and Design.
This class will introduce the fundamental concepts in protein structure, biophysics, optimization and informatics that have enabled the breakthroughs in computational structure prediction and design. Problems covered will include protein folding and docking, design of ligand-binding sites, design of turns and folds, design of protein interfaces. Class will consist of lectures and hands-on computer workshops. Students will learn to use molecular visualization tools and write programs with the PyRosetta protein structure software suite, including a computational project. Programming experience is recommended.
Instructor(s): J. Gray
Area: Engineering.

EN.540.615. Interfacial Science with Applications to Nanoscale Systems.
Nanostructured materials intrinsically possess large surface area (interface area) to volume ratios. It is this large interfacial area that gives rise to many of the amazing properties and technologies associated with nanotechnology. In this class we will examine how the properties of surfaces, interfaces, and nanoscale features differ from their macroscopic behavior. We will compare and contrast fluid-fluid interfaces with solid-fluid and solid-solid interfaces, discussing fundamental interfacial physics and chemistry, as well as touching on state-of-the-art technologies.
Instructor(s): J. Frechette
Area: Engineering.

EN.540.616. Current Topics in Protein Structure Prediction.
Permission of instructor required.
Instructor(s): J. Gray.

This design project is focused on the role alternative energy will play in our country’s future. About a third of the course will be devoted to understanding the role of energy and alternative energy in the US and world economies. The remainder of the course will be devoted to a technical and economic analysis of the feasibility of making biofuel from algae. Graduate level. Meets with EN.540.401
Instructor(s): M. Donohue.

EN.540.621. Project in Design: Pharmacodynamics.
This course covers pharmacodynamics, i.e. how pharmaceuticals affect biological processes. The course will use MatLab to aid in the design of new drug formulations.
Instructor(s): M. Donohue.
EN.540.622. Introduction to Polymeric Materials.  
Polymeric materials are ubiquitous in our society from Nature-made proteins and polysaccharides to synthetic plastics and fibers. Their applications range from day-to-day consumables to high performance materials used in critically demanding areas, such as aviation, aerospace and medical devices. The objective of this course is to provide an introductory overview on the field of polymer science and engineering. Students will learn some basic concepts in polymer synthesis, characterization, and processing. With the basic concepts established, industrial applications of polymeric materials will be discussed in two categories: structural polymers and functional polymers. Structural polymers, including plastics, fibers, rubbers, coatings, adhesives, and composites, will be discussed in terms of their structure, processing, and property relationship with a flavor of industrial relevant products and applications. Future trends in developing environmentally friendly polymers from renewable resources (“green polymer chemistry”) will also be covered. Lectures on functional polymers will be focused on their unique properties that are enabled by rational molecular design, controlled synthesis and processing (e.g. supramolecular assembly, and microfabrication). This class of specialty materials can find their use in high performance photovoltaics, batteries, membranes, and composites, and can also serve as “smart” materials for use in coatings, sensors, medical devices, and biomimicry.  
Instructor(s): H. Cui; K. Qi  
Area: Engineering.

EN.540.626. Biomacromolecules at the Nanoscale.  
This course introduces modern concepts of polymer physics at the nanoscale to describe the conformation and dynamics of biological macromolecules such as filamentous actin, microtubule, and nucleic acids. We will introduce scattering techniques, nano-manipulation techniques, as well as nano-rheology applied to the study of polymers for tissue engineering, nanoparticles, and drug delivery applications.  
Instructor(s): D. Wirtz.

EN.540.628. Supramolecular Materials and Nanomedicine.  
Nanomedicine is a quickly growing area that exploits the novel chemical, physical, and biological properties of nanostructures and nanostructured materials for medical treatments. This course presents basic design principles of constructing nanomaterials for use in drug delivery, disease diagnosis and imaging, and tissue engineering. Three major topics will be discussed, including 1) nanocarriers for drug delivery that are formed through soft matter assembly (e.g., surfactants, lipids, block copolymers, DNA, polyelectrolytes, peptides), 2) inorganic nanostructures for disease diagnosis and imaging (e.g., nanoparticles of gold and silver, quantum dots and carbon nanotubes), and 3) supramolecular scaffolds for tissue engineering and regenerative medicine. Students are expected to learn the physical, chemical and biological properties of each nanomaterial, the underlying physics and chemistry of fabricating such material, as well as their advantages and potential issues when used for biomedical applications. This course will also provide students opportunities for case studies on commercialized nanomedicine products. After this class, students should gain a deeper understanding of current challenges in translating nanoscience and nanotechnology into medical therapies.  
Instructor(s): H. Cui  
Area: Engineering, Natural Sciences.

In this course we will aim for understanding the thermodynamics of chemical and bio-molecular systems. We will first review classical, macroscopic thermodynamics covering concepts such as equilibrium, stability and the role of therodynamic potentials. Our goal will be to gain a feel for the generality of thermodynamics. Statistical mechanics provides a link between the mechanics of atoms and macroscopic thermodynamics. We will introduce this branch in two distinct ways: 1) following standard methods of developing concepts such as ensembles and partition functions, and 2) where we will treat the basis of statistical mechanics as a problem in inference. With this foundation, we will consider concepts relevant to understanding the liquid state. Chemical transformations in a liquid are of importance in much of chemistry and biology; quasi-chemical generalizations of the potential distribution theorem will be introduced to present these ideas. We hope to give an overview of modern developments relating equilibrium work to non-equilibrium work, as these are of increasing importance in studies on single molecule systems. Registration by instructor permission only.  
Instructor(s): C. Wang  
Area: Engineering.

EN.540.632. Project in Design: Pharmacokinetics.  
This course covers pharmacodynamics, i.e. how pharmaceuticals affect biological processes. The course will use Matlab to aid in the design of new drug formulations.  
Instructor(s): M. Donohue  
Area: Engineering.

One semester overview of year long course, students that want a comprehensive understanding of pharmacokinetics and pharmacodynamics should take the 2 all 540.632 Projects in Design: Pharmacokinetics Spring 540.621 Projects in Design: Pharmacodynamics. This course covers the principles of pharmacokinetics and pharmacodynamics. Computer models of pharmacokinetic and pharmacodynamics behavior will be developed and then used to design better drug delivery regimens and to analyze drug chemistry modifications.  
Instructor(s): M. Donohue.

EN.540.637. Application of Molecular Evolution to Biotechnology.  
One of the most promising strategies for successfully designing complex biomolecular functions is to exploit nature’s principles of evolution. This course provides an overview of the basics of molecular evolution as well as its experimental implementation. Current research problems in evolution-based biomolecular engineering will be used to illustrate principles in the design of biomolecules (i.e. protein engineering, RNA/DNA engineering), genetic circuits and complex biological systems including cells. Will meet with EN.540.437. Recommended Course Background: AS.020.305  
Instructor(s): M. Ostermeier  
Area: Engineering, Natural Sciences.
The field of micro/nanotechnology has been gaining tremendous momentum as evidenced by an explosive rise in the number of publications, patents and commercial activities. This is an introductory course intended to expose students to the field as well as real world applications. Lectures will include an overview of scaling of material properties at the nanoscale, micro and nanofabrication methods and essential analytical tools of relevance to the field. All through the course, we will go over electronic, optical and biological applications of emerging micro and nanoscale devices and materials. Co-listed with EN.540.440.
Instructor(s): D. Gracias.

This course will (1) focus on transport processes that are different or more prominent in microfabricated systems, (2) present practical aspects of experimental and theoretical work in microscale and nanoscale transport processes and (3) develop a working knowledge of the relevant literature. Some topics include Maxwell and Navier-Stokes equations, Couette/Poiseuille flow, Stokes flow, fluid circuits, microfluidic mixing, mass and charge transport, electrodynamics, electrophoresis, electro-osmosis, dielectrophoresis, induced-charge electrokinetics, DNA transport, and zeta potential.
Prerequisites: Prereq: EN.540.304 Transport II OR the equivalent. Instructor permission required.
Instructor(s): Z. Gagnon
Area: Engineering, Natural Sciences.

EN.540.645. Intro to Research in Micro and Nanotechnology.
A class room based learning of all aspects of conducting research in Micro and Nanotechnology including review of state-of-the-art in the field and original research descriptions. In the course, you will learn the state of the art in Micro and Nanotechnology, critical analysis of research including Design of Experiments, research ethics and strategies to deliver effective research presentations. Instructor Approval.
Instructor(s): D. Gracias.

A selection of problems in fluid mechanics at low and moderate Reynolds numbers. This is a highly interactive class in which students are expected to choose topics and prepare a presentation at least twice a semester. Therefore, the list of problems will vary depending on student selection. Typically Tuesdays will be an introductory class and Thursdays will be seminars on a specific topic or paper. Meets with 540.447
Instructor(s): G. Drazer
Area: Engineering, Natural Sciences.

EN.540.649. Logic and Decision-making in Biomolecular Systems.
From the smallest change in gene expression to life and death and reproduction, biomolecular decision-making processes govern cellular fate. In this course we explore the design principles by which biomolecules make decisions and orchestrate complex processes such as signal transduction, homeostasis or apoptosis. We will also explore how we can in turn design complex biomolecular networks that can control biological systems and biomolecular materials. Topics will include the design and analysis of molecular logic circuits, transcriptional and translational control, signal transduction cascades, biomolecular oscillators and cycles, DNA nanotechnology and nanobiotechnology, and molecular computing. The course will introduce principles from electrical circuit theory, computing and control theory and show how these tools can be applied to these systems. Students should be familiar with programming and chemical engineering principles.
Instructor(s): R. Schulman.

It is the goal of this course to move the graduate student (and advanced undergraduate student) from the introductory level of transport phenomena (undergraduate) to a level that will allow them to be effective in researching transport-related topics in a variety of biomedical, chemical and biochemical engineering areas. The basic equations that govern mass, momentum, and energy transport will be derived and used to solve problems that demonstrate the physical insight necessary to apply these equations to original situations. Some topics include solution techniques utilizing expansions of harmonic functions, singularity solutions, lubrication theory for flow in confined geometries, boundary layer theory, Stokes flow, forced convection, buoyancy-driven flow, Taylor-Aris dispersion, and reaction-diffusion.
Instructor(s): Z. Gagnon
Area: Engineering.

EN.540.659. Bioengineering in Regenerative Medicine.
Introduction and in-depth discussion course focused on tissue and stem cell engineering. The course will focus on principles in tissue engineering, mechanisms of regeneration, and stem cell therapies. Topics will include introduction to regenerative medicine, bioreactors and scaffolds in tissue engineering, adult and pluripotent stem cells, engineering the niche, and two sessions will focus on legal and ethical issues. Selected approaches to analyze tissues and stem cell culture will also be discussed. In addition, the course will be integrated with graduate students’ presentations on selected topics in stem cell engineering. Recommended Course Background: AS.020.306 or EN.580.221 or EN.580.440 Co-listed with EN.540.459
Instructor(s): S. Gerecht
Area: Engineering.

EN.540.661. Nanobioengineering Laboratory.
Students explore different experimental methodologies in Nanobioengineering. Students work in small teams to complete one or more major projects expanding their understanding and applying their theoretical knowledge to practical problems. The course will employ a variety of experimental methods, from material synthesis to biological applications. Students report several times either orally and in writing on their accomplishments. Project meetings may be held outside of the appointed class time. Graduate students only
Instructor(s): A. Goffin; J. Frechette.
In this graduate level course, we will cover important principles in thermodynamics and kinetics along with examples relevant to engineering practice. After a short review of the first and second law of thermodynamics, we will move on to their application in engines and refrigeration. We will discuss the thermodynamic properties of systems consisting of pure species and mixtures, and address phase equilibria. With the key thermodynamic concepts in place, we will discuss topics in kinetics, including the fundamentals of reaction rates, rate laws, multiple reactions and non-elementary reaction kinetics. Finally, we will address how reactor type and properties, transport limitations, and phase equilibria influence reaction rate.
Instructor(s): A. Goffin; C. Pereira.

EN.540.673. Advanced Chemical Reaction Engineering in Practice.
Chemical reaction engineering deals with the analysis on data and the design of equipment in which reactions occur. Reactors may contain one or more phases and be used to conduct chemical or biochemical transformations. The course will cover the fundamental aspects of kinetics, data acquisition, data interpretation, heterogeneous catalysis and heat and mass transfer for each type of reactor. Special emphasis will be placed on the practical application of reaction engineering in the petrochemical, chemical, biochemical and materials industries. The course will make student aware of the needs and opportunities for chemical reaction engineering in industry.
Instructor(s): C. Pereira.

EN.540.801. Graduate Research.
Instructor(s): Staff.

Instructor(s): M. Donohue.

EN.540.811. Graduate Independent Study.
Instructor(s): M. Donohue.

EN.540.871. Research - Intersession.

Cross Listed Courses
Institute for NanoBio Technology
This course will cover the physics and chemistry relevant to the design, synthesis, and characterization of nanomaterials. Topics include nanoparticle synthesis, functionalization, surface engineering, and applications in diagnostics and therapeutics. The properties of semiconductor quantum dots and magnetic nanoparticles will be reviewed along with techniques for nanoparticle manipulation, particle tracking, and bio-microrheology. Patternning tools including soft lithography, optical lithography, e-beam lithography, and template lithography will be discussed. Electron and scanning probe microscopy will be reviewed. Cross-listed with Materials Science & Engineering and Chemical & Biomolecular Engineering.
Instructor(s): Staff.

Civil Engineering
Civil engineers apply sophisticated analysis and design techniques to advance the needs of society for shelter, infrastructure, and a safe environment. Graduates are employed in the fields of structural analysis and design, soil mechanics and foundation design, environmental engineering and policy, materials engineering, and coastal and ocean engineering, and increasingly are taking on far-reaching management roles in infrastructure, hazard mitigation, sustainability, and technical roles in the planning, design, and construction of large-scale engineered systems. In addition, a civil engineering degree provides exposure to broad societal challenges and the logical thinking necessary for pursuing careers in other professional fields, such as law, business, and medicine.

The Department of Civil Engineering offers programs at the undergraduate, graduate, and postdoctoral levels. Civil Engineering at Hopkins offers a unique balance centered in mechanics fundamentals, and enriched by state-of-the-art tools in modeling, simulation, and physical experimentation. The small size of the CE Department fosters a collegial, close-knit relationship between the students, staff, and faculty, while our partnerships with other Johns Hopkins departments provide a wide range of collaborative opportunities that span the larger disciplines of fluids, systems, structures, and materials. A wide range of research opportunities distinguishes the program. Students have participated in projects on structural reliability, earthquake resistance of structures, testing and analysis of historic bridges, computational design of materials, failure of brittle materials, cold-formed steel members and their connections, and coastal and ocean engineering to name a few. A five-year bachelor’s/master’s degree program is also offered. Graduates of Johns Hopkins University have traditionally risen to leadership roles in education, research, industry, and government.

Facilities
The Department’s teaching and research labs are located in Latrobe Hall and the Stieff Building. Teaching laboratories, all located in Latrobe Hall, include a modern multi-use facility for exploring experiments in statics, mechanics of materials, dynamics and other courses, a dedicated soil mechanics laboratory, and a dedicated computing facility. Research laboratories include the Thin-walled Structures Laboratory, and the Sensor Technology and Infrastructure Risk Mitigation (STIRM) Laboratory in Latrobe Hall, and the Coastal Engineering Laboratory in the Stieff Building. The department also provides space for undergraduate research, the student chapter of the American Society of Civil Engineers, a graduate student lounge, and office space for doctoral students.

The department sponsors an undergraduate and graduate seminar series, as well as the Richard J. Carroll endowed lectureship; all of which are designed to bring prominent civil engineers to campus to speak with students and faculty.

The mission of the undergraduate program is to educate intellectual leaders of the profession by instilling in them a fundamental understanding of the mathematical principles of physics and nature that underlie engineering science, a practical appreciation of the challenges of creative engineering design, and a sense of responsibility for professional service. The undergraduate program has been designed to provide a firm foundation in a wide breadth of modern civil engineering so that within a few years our graduates attain:

1. a. an advanced degree in engineering or
b. required experience toward professional licensure as an engineer, or
c. an advanced degree in a field other than engineering, or
d. a position within an organization that broadly supports the goals of civil engineering; and
2. a position or degree that values adaptability and innovation in their work.

Building on the strengths of the faculty and supporting our vision for the field of civil engineering, the department emphasizes four technical areas: environmental engineering, geotechnical engineering, structural engineering, and systems engineering. Some flexibility is built into the curriculum so that students may pursue advanced topics in one or more of these areas. Upon completion of the B.S. in civil engineering, students will demonstrate:

- an ability to apply knowledge of mathematics, science, and engineering
- an ability to design and conduct experiments, as well as to analyze and interpret data
- an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- an ability to function on multidisciplinary teams
- an ability to identify, formulate, and solve engineering problems
- an understanding of professional and ethical responsibility
- an ability to communicate effectively
- the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- a recognition of the need for, and an ability to engage in lifelong learning
- a knowledge of contemporary issues
- an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

The program has been accredited by ABET, the Accreditation Board for Engineering and Technology, since 1936.

Requirements for the B.S. Degree

The B.S. degree in civil engineering requires 128 credits. A brief summary of the requirements are listed below. For more detailed information students should look at the Civil Engineering Department website (http://engineering.jhu.edu/civil/undergraduate-studies). Each student is assigned an advisor who will provide guidance to ensure all requirements are met.

No course listed as a requirement may be taken satisfactory/unsatisfactory. Any other course used to fulfill a requirement under humanities and social sciences or under unspecified electives can be taken S/U. Technical electives may be taken satisfactory/unsatisfactory only with the approval of the advisor. No more than two grades of D in the required engineering and technical electives may be counted.

Basic Science (20 credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EN.530.103 &amp; EN.530.104</td>
<td>4</td>
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<tr>
<td>or AS.171.101</td>
<td></td>
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<tr>
<td>or AS.171.107</td>
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<tr>
<td>AS.171.102</td>
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Mathematics (16 credits)

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</tr>
<tr>
<td>or AS.110.202</td>
<td>4</td>
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<tr>
<td>or AS.110.211</td>
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<td>or EN.550.291</td>
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Humanities and Social Sciences (18 credits)

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<tr>
<td>EN.560.201</td>
<td></td>
</tr>
<tr>
<td>or EN.560.202</td>
<td>4</td>
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<tr>
<td>EN.560.206</td>
<td></td>
</tr>
<tr>
<td>EN.560.220</td>
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<tr>
<td>EN.560.351</td>
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Free Electives

Select 6-7 credits of free electives

Civil Engineering Fundamentals (21 credits)

<table>
<thead>
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<td>EN.560.492</td>
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Technical Areas (25 credits)

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<tr>
<td>EN.570.302</td>
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<td>EN.560.305</td>
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</tr>
<tr>
<td>EN.560.320</td>
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<tr>
<td>EN.560.330</td>
<td>3</td>
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<tr>
<td>EN.560.348</td>
<td>3</td>
</tr>
<tr>
<td>EN.560.498</td>
<td>3</td>
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</tbody>
</table>

Technical Electives (9 credits)

Students may explore one or more of the civil technical areas (environmental engineering, geotechnical engineering, structural engineering, and systems engineering) in greater depth through technical electives.

Total Credits 128

* We recommend either AS.270.220 The Dynamic Earth: An Introduction to Geology or AS.270.205 Introduction to Geographic Information Systems and Geospatial Analysis.
** Classes in the Humanities and Social and Behavioral Sciences provide students with an appreciation for societal concerns and humanistic issues, tools that are essential for a professional who serves the public good. Requirements are as follows: Students must take a minimum of two 3-credit H elective courses and two 3-credit in S elective courses. Two additional 3-credit courses may be taken in either area: H or S. A minimum of one H and one S elective course must be at or above the 300-level. One writing-intensive requirement must be fulfilled by the H/S electives. This can either be done through AS.060.113/AS.060.114 Expository Writing or a 300-level, Writing-Intensive, H or S elective course. Given the increasingly global nature of the civil engineering field, students are also required to take one H or S course from the KSAS International Studies major (see http://krieger.jhu.edu/internationalstudies/courses/). (http://www.krieger.jhu.edu/internationalstudies/courses))

*** Technical electives (all required to be at or above the 300-level) are designed to provide students with greater depth in one or more of the civil engineering technical areas above. To that end, a minimum of one 3-credit technical elective must be in a civil engineering technical area. One 3-credit technical elective must have an E distribution credit, but may be a course offered outside of traditional civil engineering areas, and one 3-credit technical elective may come from any (Q), (N), or (E) course. While the Department of Civil Engineering allows some flexibility in students’ choice of technical electives, we advise that to the extent possible, students select their technical electives from within the department’s offerings.

Sample B.S. Program

To view a sample civil engineering program, visit the Civil Engineering website and click on Undergraduate Studies, Academic Advising or click here. (http://engineering.jhu.edu/civil/wp-content/uploads/sites/10/2014/08/2014-Sample-Program-Mechanics-Option.pdf) This sample illustrates the general sequence of courses; individual programs may vary as a result of AP credits, study abroad, or pursuit of a minor in another department.

Minor in Civil Engineering

This program is available to nondepartmental majors only who would like an overview of the principles of civil engineering. In addition to the prerequisite courses of AS.171.101 General Physics:Physical Science Major I for Physical Science Majors, AS.110.108 Calculus I, and AS.110.109 Calculus II (For Physical Sciences and Engineering), 18 credits are required for the minor, including 12 credits from fundamental civil engineering courses and 6 credits from a two-course sequence in one of three civil technical areas (geotechnical engineering, structural engineering, or systems engineering). No D grades can be counted toward the minor.

EN.560.141 Perspectives on the Evolution of Structures 3
EN.560.201 Statics & Mechanics of Materials 4
EN.560.206 Solid Mechanics & Theory of Structures 4
EN.560.491 Civil Engineering Seminar I .5
EN.560.492 Civil Engineering Seminar II .5

Students must choose to focus in one of the following three technical areas, completing two courses in one area of their choice.

Structural Engineering

EN.560.320 Structural Design I 3
EN.560.325 Structural Design II 3

Financial Aid

Scholarships and other forms of financial assistance for undergraduates are described under Admissions and Finances (p. 9). In addition, some undergraduate students are employed by departmental faculty to provide assistance on research projects.

Combined Bachelor’s/Master’s Programs

The Department of Civil Engineering offers combined bachelor’s/master’s degrees. One program combines a B.S. in Civil Engineering with a Master of Science in Engineering (M.S.E.) in Civil Engineering. For students who are admitted to this program, the two degrees typically require five years total to complete. The other option combines a B.S. in Civil Engineering with a Master of Science in Engineering Management (M.S.E.M.) (http://msem.engineering.jhu.edu). Formal application through the M.S.E.M. Department (http://msem.engineering.jhu.edu) is required. Students enrolled in a Combined B.S./M.S.E. program are awarded a Dean’s Master’s Fellowship, covering half their tuition, after they have completed eight semesters of undergraduate study. More information about these programs can be found at http://engineering.jhu.edu/academics/combined-bachelors-masters/.

Civil engineering today is a dynamic, complex, and technologically sophisticated field. Powerful computational methods and high-strength materials offer new opportunities and new challenges. The Department of Civil Engineering offers a graduate program that is based primarily in mechanics of materials, systems, and structures. Fundamental to these areas is research in solid, structural, and stochastic mechanics. The graduate program is designed to instill in the student the fundamental theoretical concepts of mechanics as well as practical knowledge of modern materials, systems, and structural engineering. To be admitted to the program, students are expected to have graduated with an outstanding record in an appropriate undergraduate program.

Requirements for the M.S.E. Degree

After admission to the M.S.E. program, students must successfully complete one of two requirements in order to obtain the M.S.E. degree: either the 10 courses (course-only) option, or the 8 courses and a final M.S.E. Essay and Defense option. All courses must be 300-level or above, with a maximum of two (2) courses at the 300-level. With approval from the academic advisor, one of the 10 courses required for the M.S.E. degree may be a course at the 300-level or above from the Center for Leadership Education. Academic advisors, in consultation with the faculty in the Civil Engineering Department, will determine whether the 8 or 10 courses leading to this degree are appropriate and if they have been completed satisfactorily. No more than one course with a grade lower than a B- may be counted toward the course requirement. Typically the M.S.E. degree requires one to two years to
complete, if the student is making steady progress. In some cases, the degree may take longer.

The M.S.E. Essay must be approved by the student’s faculty advisor and one reader, who will typically be a full-time Johns Hopkins Civil Engineering faculty member. Any external reader must be approved by the Chair of the Civil Engineering Department. M.S.E. students are expected to give a presentation to the department regarding their thesis research. This requirement can be waived in extraordinary circumstances with approval of the Department Chair. Click here for the (http://eng.jhu.edu/images/uploads/civil/Masters_Essay_Readers_Letter.doc)Master’s Essay Readers’ Letter.

Typically limited financial support is available for M.S.E. students. Funding decisions will be made on an individual basis by the student’s research advisor.

Requirements for the Ph.D. Degree

There are a number of Whiting School of Engineering policies related to Ph.D. students, which are listed at http://engineering.jhu.edu/graduate-policies. Ph.D. student requirements for the Civil Engineering Department include:

- 10 Courses*
- Department Qualifying Examination (DQE)
- Annual Meetings and Reports to Ph.D. Advisory Committee
- Annual Review
- Graduate Board Oral Examination (GBO)
- Responsible Conduct of Research Course (AS.360.625)
- Academic Ethics (EN.500.603)
- Final Ph.D. Thesis Defense

*All courses must be completed with a grade of B or better. At least 8 of the 10 courses must be at the 600- or 700-level. Note that students entering with a Masters degree may receive a maximum of 4 transfer courses. The number of transfer courses accepted is determined by the Department. Students transferring courses from a prior Masters degree must fulfill the remainder of the course requirement with courses only at the 600- or 700-level. Typically, in the Spring of the first year a student’s permanent advisor will consult with the Department to determine the appropriate number of transfer courses. These credits may accelerate the timeline given below. These are guidelines, and exceptions may be made under special circumstances.

Typical Timeline for Ph.D. Students

**Year 1 Fall:**
- Arrival prior to start of classes
- Selection of first semester courses (typically 4) with advisor
- Language/communication testing and placement for International Students
- Responsible Conduct of Research Course (AS.360.625) (https://engineering.jhu.edu/wse-research/resources-policies-forms/responsible-conduct-of-research)
- Academic Ethics Course (EN.500.603)
- First semester coursework and teaching assistant/research assistant duties where assigned
- Determination of permanent advisor in first semester

**Year 1 Intersession:**
- Intersession research
- Oral Department Qualifying Exam (DQE) (completed in early January)
- Annual review must be completed by January 31

**Year 1 Spring:**
- Second semester coursework and teaching assistant/research assistant duties where assigned
- Advisor and student identify Ph.D. Thesis Committee and student meets with members individually
- Responsible Conduct of Research course (AS.360.625)

**Year 1 Summer:**
- Research

**Year 2 Fall:**
- Research
- Coursework (typically fewer than in Year 1)
- Ph.D. Thesis Committee Meeting required prior to end of Fall semester

**Year 2 Intersession:**
- Research
- Annual review must be completed by January 31

**Year 2 Spring:**
- Research
- Coursework (typically finishing up this semester)

**Year 2 Summer:**
- Research

**Year 3:**
- Research (Year-round)
- Ph.D. Thesis Committee Meeting
- Annual review must be completed by January 31
- GBO: Exact timing determined by advisor in consultation with the student

**Year 4 and Beyond:**
- Research (Year-round)
- Ph.D. Thesis Committee Meeting every Fall prior to the end of the semester
- Annual review must be completed by January 31

**Final semester:**
- Thesis Defense

**Language/Communication Testing and Placement:**
All Ph.D. students who do not have a prior degree from an English speaking university must take an English Language Assessment. If it is determined at the assessment that the student needs further English language instruction, he/she will be required to take 370.600 or equivalent.

**Determination of Permanent Advisor**
In some cases students are admitted to work with a specific advisor, in which case the permanent advisor is the faculty member listed in the admissions letter. In other cases students are not assigned a specific advisor at the time of the admission letter. During September and October of the first semester, these students should meet with the faculty, discuss their research interests, and learn more about the research being conducted by the faculty. By the beginning of November the student must state his/her preference(s) for a permanent advisor. The faculty will meet and determine the final advisor placements prior to the end of the semester. Every effort will be made to match students with their requested advisors, but financial constraints may not always make this possible.

Intersession
Intersession (the period between Fall and Spring terms) is an important time for research. Intersession is not a vacation. Any leave taken during intersession is subject to the policies outlined in the Graduate Student Assistant Leave Guidelines (http://engineering.jhu.edu/include/content/pdf/RA_TA%20leave%20guidelines%20(FINAL).pdf). Release time (if any) granted in that period must be approved by the advisor.

Department Qualifying Examination (DQE)
The DQE is a comprehensive oral exam designed to determine whether or not the student is properly prepared to continue in the Ph.D. program. All first-year students studying for a Ph.D. take the DQE after their first semester of enrollment, typically in early January of the first year. This exam tests whether the student is prepared to continue in their Ph.D. studies based on their grasp of basic undergraduate-level and beginning graduate-level Civil Engineering knowledge. Possible outcomes of the exam are Pass, Retake, or Fail. Only an outcome of Pass is considered passing the exam. If the student receives a Retake, they are provided a single retake of the exam, typically in the Fall or early January of their second year. Possible outcomes of this exam retake are Pass or Fail. If the outcome of the exam is Fail, the student may pursue, with approval from the chair, a M.S.E. degree. Financial support for such a student during this period is not typical.

Annual Reviews
Reviews of all Ph.D. students in Civil Engineering must be performed annually prior to January 31, which is consistent with the WSE policy found on the WSE Academic Policies & Procedures (http://engineering.jhu.edu/graduate-studies/academic-policies-procedures-graduate) webpage. The review process follows the format given in the annual review form. The completed form must be submitted to the Academic Program Coordinator by January 31. If this annual review is not completed by this date, the student’s funding may be jeopardized.

Ph.D. Thesis Committee
Every Ph.D. student must have a Thesis Committee of at least 3 faculty members. The Advisor, in consultation with his/her Student, selects the makeup of the committee, and this information is recorded in the student’s file. The student is expected to meet with this committee a minimum of once per year. The thesis committee also typically serves as a subset of the actual GBO examination committee and forms the final Ph.D. defense committee. This committee must consist of a minimum of 2 full-time faculty of the Civil Engineering Department.

Ph.D. Thesis Committee Meeting
Thesis Committee meetings are expected to occur annually in the fall from Year 2 until the Ph.D. final defense. The student is required to submit a report to the committee members at least one week prior to the meeting. A typical report would include a literature review of the field relevant to the student’s research, a progress report of research performed to date, goals for research in the coming year, and a basic timeline of expected activities in the remaining years of the Ph.D. degree. The committee meeting should consist of a presentation of key aspects of the report, along with discussion and feedback from the Thesis Committee. In certain cases, particularly in later years of the Ph.D. degree, it may be deemed acceptable for the student to meet individually with members of the committee in lieu of the group meeting; however, such an exception can only be granted with permission of the Advisor and all committee members. Once the Thesis Committee meeting is completed, the Ph.D. Thesis Committee Meeting Form must be signed by the members of the committee and submitted to the Department.

Responsible Conduct of Research
Every Ph.D. student of the Whiting School of Engineering is required to take a Responsible Conduct of Research course (details on the requirement can be found on the WSE Policy on the Responsible Conduct of Research Training (http://engineering.jhu.edu/wse-research/resources-policies-forms/responsible-conduct-of-research) webpage. For Civil Engineering students, this should be completed in Spring or Summer of the first year of studies. Students who do not complete this requirement prior to Fall of their third year of studies may put their funding in jeopardy.

GBO Examination
The University maintains complete guidelines for the Graduate Board Orals Exam (http://homewoodgrad.jhu.edu/academics/graduate-board/degree-candidacy). The GBO committee consists of 5 members, (3 in Department, 2 outside) with 2 alternates (1 in Department, 1 outside) and is selected by the Chair of the Department and the Director of Graduate Studies, who will consult with the student’s advisor. When a Ph.D. student and advisor feel that the student is ready to take the GBO, the advisor should consult with the Director of Graduate Studies and the Civil Engineering Academic Program Coordinator to initiate the process of scheduling the exam. Both students and advisors should be aware that 4-6 weeks advance notice is needed in order to allow for scheduling the exam with the faculty and with the Graduate Board.

The exact format of each GBO examination is specified by the individual Chair of the GBO committee. The student may be requested to provide to the GBO committee prior to the examination some written document describing his or her research. In such cases, the latest annual Thesis Committee report and/or a recent conference or journal publication may suffice. It is typical that the student would be asked to provide a brief presentation of research at the beginning of the examination (no more than 10 slides, no longer than 10 minutes). The examination questions may be on any topic of the committee members’ choosing, but many of the questions relate to the student’s coursework and research. At the conclusion of the examination, the GBO committee may recommend pass, conditional, pass, fail with re-examination, fail (final) as detailed here (http://homewoodgrad.jhu.edu/academics/graduate-board/degree-candidacy).

M.S.E. Degree for Ph.D. Students
Ph.D. students may petition for a M.S.E. degree following their GBO Examination. If the student passes the GBO, he/she may file for a non-terminal M.S.E. degree. If the student fails (final) the GBO, he/she may petition for a terminal M.S.E. degree. In all instances the students must have satisfied the M.S.E. degree course requirements as detailed here (http://engineering.jhu.edu/civil/graduate-studies/mse-requirements). In instances where the research is highly interdepartmental, the student, with permission of the advisor, may request that the M.S.E.
degree be awarded by another department in the Whiting School of Engineering. In such cases, the student must have satisfied M.S.E. degree requirements and receive the approval of, and an accepted application to, the awarding Department, as well as satisfied M.S.E. degree requirements of the Civil Engineering Department and receive approval from the Civil Engineering Chair. In all cases, the awarding of any JHU M.S.E. degree to a Civil Engineering Ph.D. student may only occur after the student has completed the GBO exam.

**Thesis Defense**

The Thesis Defense is the final examination before conferral of the Ph.D. degree. The student defends his/her thesis in a seminar setting that is open to the public. The seminar is followed by a comprehensive examination of the student, focused on the thesis research.

**Ethics:** The Department of Civil Engineering is dedicated to upholding the highest standards of academic and research integrity. Plagiarism, and other forms of unethical conduct, are not tolerated. Students are referred to the Graduate Student Resources (http://engineering.jhu.edu/graduate-studies/full-time-graduate-student-resources) webpage of the Whiting School of Engineering for these and other policies related to graduate students.

**Defense Committee:** A committee of at least 3 members administers the exam (typically the Ph.D. Thesis Committee). The Advisor, in consultation with the Department, selects the committee members, at least 2 of whom must be full-time faculty of the Civil Engineering Department. This should be done at the beginning of the semester in which the student plans to graduate. It is the student’s responsibility to keep the committee members apprised of all deadline dates.

**Scheduling and Pre-Defense:** The defense should be scheduled at least 3 weeks in advance through the Department’s Academic Coordinator. A complete written dissertation should be given to the committee at least 14 days in advance of the defense. Failure to meet this 2 week deadline will result in rescheduling the Ph.D. defense. The date and place of the defense, along with the thesis abstract, should be circulated 5-7 days prior to the defense.

**Post-Defense:** Completion of the Ph.D. requirements typically takes 4-8 weeks after a successful defense examination. All data and source codes related to the thesis should be properly archived according to requirements set forth by the Advisor. Any changes or additions specifically requested by the reviewers before or during the defense seminar should be incorporated into the thesis in consultation with the Advisor. A final copy of the thesis must then be made available to the reviewers for inspection no less than 48 hours before the deadline date for filing set by the Graduate Board. Upon approval, the student should submit a copy of the thesis and the Department’s “Certification for Advanced Degrees” form to the Department Administrative Assistant. In return, the Department will send to the Graduate Board Office or the Whiting School of Engineering Graduate Committee the “Certification of Completion of Department Requirements for an Advanced Degree,” signed by the Department Chairman.

**Additional Information:** It is the responsibility of the student to be aware of requirements and deadlines. It is suggested that this information be obtained before the start of the semester of intended graduation. All students should plan the timing of the final defense accordingly (making sure to account for the 4-8 week period following the defense) to satisfy any deadlines related to upcoming graduation or exhaustion of funding.

University requirements for the thesis can be obtained from the Graduate Board (http://homewoodgrad.jhu.edu/academics/graduate-board/degree-candidacy) website. Information sheets entitled “Dissertation Requirements” are available to students and contain details on the form, cost and timing for submitting the thesis. Doctoral Theses must be submitted to both the ETD (Library) and the Department of Civil Engineering. The deadline date for filing is set by the Graduate Board Office. This date also applies to filing with the Whiting School Graduate Committee and with the Department. A receipt of ETD approval must be sent to the department, Graduate Board/WSE Office of Academic Affairs (for M.S.E. students).

**Financial Aid**

A limited amount of financial assistance is available to Civil Engineering graduate students is available in the form of teaching assistantships, research assistantships, and partial or complete tuition fellowships, including fellowships from the Joseph Meyerhoff Scholarship Fund, the Richard D. Hickman Endowment, and the Hooomes Rich Graduate Fellowship. Fellowships and Assistantships are awarded on a competitive basis and continued support is subject to the student’s performance and future availability of research or teaching assistantship funds.

For current faculty and contact information go to http://engineering.jhu.edu/civil/faculty/

**Faculty**

**Chair**

Lori Graham-Brady

Professor

**Professors**

Robert A. Dalrymple

Professor and Willard and Lillian Hackerman Chair in Civil Engineering: coastal engineering, water wave mechanics, fluid mechanics.

Somnath Ghosh

Professor and Michael G. Callas Chair in Civil Engineering: multiscale mechanics, finite elements, material fatigue modeling.

Lori Graham-Brady

Professor: probabilistic mechanics, finite elements, stochastic modeling of materials.

Takeru Igusa

Professor: structural dynamics, earthquake engineering, analysis of uncertainties.

Benjamin Schafer

Professor, Swinnow Family Faculty Scholar: structural stability, computational mechanics, experimental methods, thin-walled structures.

**Associate Professor**

James K. Guest

Associate Professor: topology optimization, structural and material design optimization, computational mechanics.

**Assistant Professors**

Stavros Gaitanaros
Assistant Professor: design and mechanics of cellular materials at the macro- and nanoscale.

Judith Mitrani-Reiser
Assistant Professor: performance-based engineering, structural dynamics, earthquake engineering, multi-hazard loss estimation.

Michael D. Shields
Assistant Professor: stochastic simulation, uncertainty quantification, computational stochastic mechanics

Sauleh Siddiqui
Assistant Professor: optimization, equilibrium problems, systems in energy and environmental markets, transportation, and public health.

Lecturer
Rachel H. Sangree
Lecturer, Program Chair EP Civil Engineering: structural engineering, historic structures.

Adjunct Professors
Xin Chen
Adjunct Professor: geotechnical engineering, infrastructure asset management.

Byung-Lip (Les) Lee
Adjunct Professor, Program Manager for Mechanics of Multifunctional Materials & Microsystems, U.S. Air Force: multifunctional design of autonomic / self-sustaining systems, multifunctional design of reconfigurable system, materials & micro-devices, sensing, detection & self-diagnosis

John A. Matteo
Adjunct Professor, Director of Design: structural engineering and architecture, historic structures.

Lucas de Melo
Adjunct Professor: geotechnical engineering.

Assistant Research Professor
Shahabeddin Torabian
Assistant Research Professor: thin-walled structures

Joint, Part-Time and Visiting Appointments
J. Hugh Ellis
Joint, Part-Time, and Visiting Appointment: Professor (DoGEE): structural health engineering, environmental systems.

Joshua M. Epstein
Joint Appointment: Professor: Department of Emergency Medicine: integrated computational modeling of social, behavioral, and biomedical dynamics, agent-based modeling.

Seth Guikema
Joint Appointment: Assistant Professor (DoGEE): probabilistic risk analysis, environmental life-cycle assessment.

Ayse Gurses

Thomas Dean Kirsch
Joint Appointment, Associate Professor: Department of Emergency Medicine, Department of International Health: disaster planning and response, wilderness medicine, health care management.

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

EN.560.101. Freshman Experiences in Civil Engineering.
An introduction to civil engineering for first-year students. This course welcomes freshmen to the major by exploring civil engineering design and the range of design projects in which professional civil engineers engage. Students will have the opportunity to practice the design process using hands-on team-based projects, with emphasis on creative design, graphical communication, and teamwork. Instructor(s): R. Sangree Area: Engineering.

Why do buildings and bridges look the way they do today? Students will be provided the tools to answer this question for themselves through a study of the history of the design of buildings and bridges throughout the world from both engineering and architectural/aesthetic perspectives. Only simple mathematics is required (no calculus). Students will participate in individual and group critique of structures from engineering, architectural, and social points of view. Instructor(s): R. Sangree Area: Engineering, Quantitative and Mathematical Sciences.

Basic principles of classical mechanics applied to the equilibrium of particles and rigid bodies at rest, under the influence of various force systems. In addition, the following topics are studied: free body concept, analysis of simple structures, friction, centroids and centers of gravity, and moments of inertia. Includes laboratory experience. Co-listed with EN.530.201. Recommended Course Background: AS.171.101, or EN.530.103/EN.530.104 or instructor permission. Instructor(s): R. Sangree Area: Engineering.

Basic principles of classical mechanics applied to the motion of particles, system of particles and rigid bodies. Kinematics: analytical description of motion; rectilinear and curvilinear motions of particles; rigid body motion. Kinetics: force, mass, and acceleration; energy and momentum principles. Introduction to vibration. Includes laboratory experience. Prerequisites: Students must have completed Lab Safety training prior to registering for this class.;(EN.560.201 OR EN.530.201 ) AND AS.110.109 AND (AS.171.101 or (EN.530.103 AND EN.530.104)) Instructor(s): L. Graham-Brady Area: Engineering.
Application of the principles of structural analysis for statically determinant and indeterminate structures (trusses, cables, beams, arches, and frames). Calculation of internal forces and stresses in members and structures. Determination of deflections by equilibrium and energy methods. Analysis of indeterminate structures by flexibility and stiffness methods.
Prerequisites: EN.560.201 OR EN.530.201
Instructor(s): M. Shields
Area: Engineering.

EN.560.220. Civil Engineering Analysis.
Civil engineering problems are formulated and then solved by numerical methods. Matrix inversion, data fitting and interpolation, root-finding, and solutions of ordinary and partial differential equations are presented. Matlab programming will be introduced to facilitate the solutions. Recommended Course Background: AS.110.106, AS.110.107/AS.110.109
Instructor(s): J. Mitrani-Reiser
Area: Engineering.

EN.560.305. Soil Mechanics.
Prerequisites: EN.560.351 OR EN.570.351; Prerequisite: EN.560.206.
Corequisites: Corequisite: EN.570.351 or EN.560.351
Instructor(s): L. de Melo
Area: Engineering.

EN.560.320. Structural Design I.
Introduction to structural design using common building materials (structural steel, reinforced concrete, and wood). Emphasis will be placed on the application of solid mechanics principles to the design of structural components (beams, columns, and tension members).
Instructor(s): R. Sangree
Area: Engineering.

EN.560.325. Structural Design II.
A continuation of Structural Design I, this course explores the behavior and conceptual design of structures. Emphasis is placed on identifying load paths through typical structures and lateral load systems, modeling loads on real structures, and designing structural systems. Designing connections capable of transferring loads through a structural system will also be covered. Recommended Course Background: EN.560.320
Prerequisites: EN.560.206
Instructor(s): R. Sangree
Area: Engineering.

EN.560.330. Foundation Design.
Application of soil mechanics theory and soil test results to the analysis and design of foundations for structures; retaining walls; embankments; design of pile and shallow footing foundations; slope stability.
Instructor(s): L. de Melo
Area: Engineering.

EN.560.335. Computer Aided Drafting for Civil Engineers.
This course presents a tutorial on engineering drafting using AutoCAD software. Students will have the opportunity to explore AutoCAD while learning the rules and terminology associated with drafting. A term project will allow students to apply their acquired skills to an engineering drawing of their choosing.
Instructor(s): D. Ayhan
Area: Engineering.

EN.560.348. Probability & Statistics for Engineers.
Development and applications of the analysis of uncertainty, including basic probability, statistics and decision theory, in civil engineering systems. Recommended Course Background: AS.110.109
Instructor(s): S. Siddiqui
Area: Engineering.

EN.560.351. Introduction to Fluid Mechanics.
Introduction to the use of the principles of continuity, momentum, and energy to fluid motion. Topics include hydrostatics, ideal-fluid flow, laminar flow, turbulent flow, form and surface resistance with application to fluid measurement, flow in conduits, and channels, pumps, or turbines. Co-listed with EN.570.351.
Area: Engineering.

EN.560.380. Introduction to Ocean Wind Engineering.
Fundamentals of hydrodynamics, aerodynamics and flow-structure interactions with applications in coastal/ocean engineering and wind engineering. Topics include wind and current past blunted bodies, flow-induced structure vibrations, ocean waves and wave/flood loads, wind field and wind loads, sustainable energy from wind and wave and model testing.
Instructor(s): W. Marr
Area: Engineering.

The renovation of existing buildings often holds many advantages over new construction, including greater economy, improved sustainability, and the maintenance of engineering heritage and architectural character in our built environment. Yet, the renovation of existing structures presents many challenges to structural engineers. These challenges include structural materials that are no longer in widespread use (e.g., unreinforced masonry arches and vaults, cast iron, and wrought iron) as well as structural materials for which analysis and design practices have changed significantly over the last half-century (e.g., wood, steel, and reinforced concrete). This course will examine structures made of a wide variety of materials and instruct the student how to evaluate their condition, determine their existing capacity, and design repairs and/or reinforcement. The investigation and analysis procedures learned from this course may then be applied to create economical and durable structural alterations that allow for the reuse of older buildings. Site visits near Homewood campus will supplement lectures.
Prerequisites: (EN.560.201 OR EN.530.201) AND EN.560.206 AND EN.560.320 or equivalent for graduate students.
Area: Engineering.
Building on the content in Preservation Engineering I: Theory and Practice, this course will begin with materials introduced at the start of the Industrial Revolution—nearly with the beginning of the use of iron materials as major structural elements within buildings. The course will continue with the introduction of cast iron, wrought iron, and finally, structural steel members. After introducing iron materials the course will continue with the early use of reinforced concrete as a major structural material. The course will discuss the historic structural analysis methods associated with such materials and contrast such methods with more modern analytical approaches. It will also discuss concrete deterioration and repair methods. Concepts related to masonry facade investigation and repair will be presented along with the analytical methods associated with thin-shell masonry construction from the 19th and 20th centuries. The course will conclude with a review of the assessment and retrofit of historic foundations. 
Instructor(s): E. Meade; J. Spivey 
Area: Engineering.

Finite Element Methods (FEM) are one of the most powerful engineering tools that are widely used in various disciplines. This course introduces concepts, capabilities, and limitations of FEM and is intended to facilitate applications of FEM in student’s research. The course covers fundamental theories with a focus on stiffness formulation techniques, element types, and computational procedures. The course also offers finite element programming with MATLAB. 
Instructor(s): N. Nakata 
Area: Engineering.

Provide an introduction to equilibrium problems involving systems. The course will start with an introduction to optimization theory followed by various equilibrium problems including market, spatial, and network models. Solution techniques to these types of problems will be discussed, along with applications to systems engineering. 
Recommended Course Background: AS.110.201 and AS.110.109 or equivalent. 
Instructor(s): S. Siddiqui 
Area: Engineering.

Matrix methods for the analysis of statistically indeterminate structures such as beams, plane and space trusses, and plane and space frames. Stiffness and flexibility methods, Linear elastic analysis and introduction to nonlinear analysis. 
Prerequisites: EN.560.206 
Instructor(s): J. Guest 
Area: Engineering.

The course provides an interdisciplinary overview of mathematical and computational models of human driven systems. It spans a wide range of topics including the spread of infectious diseases, the dynamics of revolution and civil violence, ethnic segregation, land use change, urban disaster preparedness, computational reconstruction of ancient civilizations, and more. The course prepares students to develop their own models—alone or in teams. The NetLogo modeling environment will be presented, although students are welcome to use any language. Students are assessed by class projects at the end of the course. 
Instructor(s): E. Hatna; J. Epstein 
Area: Engineering, Social and Behavioral Sciences.

EN.560.451. Civil Engineering Design I. 
A study of the engineering design process from problem definition to the final design. There are team projects which include written and oral presentations. Senior only or Permission Required 
Instructor(s): J. Matteo 
Area: Engineering.

EN.560.452. Civil Engineering Design II. 
A study of the engineering design process from problem definition to the final design. There are team projects which include written and oral presentations. Requirements: Student must be a senior in Civil Engineering. 
Instructor(s): J. Matteo 
Area: Engineering.

The physiological and psychological aspects of man in the sea are presented with the related engineering requirements. Topics include hyperbaric physiology, decompression theory, carbon dioxide absorption, thermal protection, psychrometrics. saturation diving, life support equipment, deep dive systems, diving operations and hazards. 
Instructor(s): W. Marr 
Area: Engineering.

EN.560.491. Civil Engineering Seminar I. 
Seminar series of speakers on various aspects of civil engineering. Juniors and Seniors in Civil Engineering are expected to enroll in this sequence; juniors and seniors receive one-half credit. Different speakers are invited each semester. Satisfactory/ Unsatisfactory only 
Instructor(s): R. Sangree 
Area: Engineering.

EN.560.492. Civil Engineering Seminar II. 
Seminar series of speakers on various aspects of civil engineering. Juniors and Seniors in Civil Engineering are expected to enroll in this sequence; juniors and seniors receive one-half credit. Different speakers are invited each semester. Satisfactory/ Unsatisfactory only 
Instructor(s): R. Sangree 
Area: Engineering.

EN.560.493. Civil Engineering Seminar III. 
Seminar series of speakers on various aspects of civil engineering. Juniors and Seniors in Civil Engineering are expected to enroll in this sequence; juniors and seniors receive one-half credit. Different speakers are invited each semester. Satisfactory/ Unsatisfactory only 
Instructor(s): R. Sangree 
Area: Engineering.

EN.560.494. Civil Engineering Seminar IV. 
Seminar series of speakers on various aspects of civil engineering. Juniors and Seniors in Civil Engineering are expected to enroll in this sequence; juniors and seniors receive one-half credit. Different speakers are invited each semester. Satisfactory/ Unsatisfactory only 
Instructor(s): R. Sangree 
Area: Engineering.

Introduction to analytical tools in the three major functional areas of systems engineering: design, analysis and control. Recommended Corequisite: EN.560.348 or equivalent course in probability theory. Restricted to Civil Engineering majors or by permission of instructor. 
Area: Engineering.
EN.560.525. Independent Study.  
Instructor(s): J. Guest; R. Dalrymple; S. Siddiqui; T. Igusa.

EN.560.526. Independent Study - Civil Engineering.  
Instructor(s): B. Schafer; J. Mitrani-Reiser; L. Graham-Brady; R. Dalrymple; T. Igusa.

EN.560.535. Research in Civil Engineering.  
Perm. Req’d.  
Instructor(s): Staff.

EN.560.536. Research in Civil Engineering.  
Instructor(s): Staff.

EN.560.547. Research-Intersession.

EN.560.590. Civil Engineering Internship.  
Instructor(s): B. Schafer; J. Guest.

EN.560.597. Summer Research - Civil Engineering.  
Instructor(s): Staff.

EN.560.602. GPU Programming for Engineers.  
Video graphics cards can be repurposed to perform massively parallel computations rapidly. This course will provide students the ability to program these graphics cards to speed up numerical computations. The course will begin with an introduction to C++ programming followed by concepts in parallel computing. Finally, the CUDA extensions to C++ that is used on Nvidia graphics cards. Students will be programming GPUs during the course. Recommended course background: Some programming experience.  
Area: Engineering.

Basic solid mechanics for structural engineers. Stress, strain and constitutive laws. Linear elasticity and viscoelasticity. Introduction to nonlinear mechanics. Static, dynamic and thermal stresses. Specialization of theory to one- and two-dimensional cases: plane stress and plane strain, rods, and beams. Work and energy principles; variational formulations.  
Instructor(s): S. Gaitanaros.

Covers probabilistic computational modeling in civil engineering and mechanics: Monte Carlo simulation, sampling methods and variance reduction techniques, simulation of stochastic processes and fields, and expansion methods. Applications to stochastic finite element, uncertainty quantification, reliability analysis, and model verification and validation.  
Instructor(s): M. Shields.

Matrix methods for the analysis of statistically indeterminate structures such as beams, plane and space trusses, and plane and space frames. Stiffness and flexibility methods. Linear elastic analysis and introduction to nonlinear analysis.  
Instructor(s): J. Guest

Area: Engineering.

Introduction to optimization theory and algorithms and their application to the design of structures, including structural systems, mechanisms, devices, and materials. Strong emphasis on topology optimization using finite element methods and design problems governed by solid and structural mechanics. Extensions to other physics and multiple physics are also introduced (e.g., fluids, heat transfer, optics, etc.). Course assumes familiarity with finite element methods and assumes no prior coursework in optimization.  
Area: Engineering.

EN.560.630. Structural Dynamics.  
Functional and computational examination of elastic and inelastic single degree of freedom systems with classical and non-classical damping subject to various input excitations including earthquakes with emphasis on the study of system response. Extension to multi-degree of freedom systems with emphasis on modal analysis and numerical methods. Use of the principles of structural dynamics in earthquake response.  
Instructor(s): J. Mitrani-Reiser.

This is a course in the concept, design, development and integration of systems from individual systems to system-of-systems. Lessons are reinforced by case studies and assignments, taking a holistic systems view and integrating aspects of product development and system architecture within systems engineering. This course will teach UML and SysML as model based system engineering languages for systems design, analysis, and documentation in a concurrent engineering, team-oriented design setting. The system language IDEFx will be covered to the degree that students can read and interpret legacy systems documented using IDEFx. In addition to lectures, a case study approach will be employed to develop analytical, technical, management, and teamwork skills through exercises in planning, documentation, presentation, and the creative process of systems engineering design.  
Instructor(s): T. Speller  
Area: Engineering.

EN.560.642. Systems Modeling and Simulation.  
Students will learn to develop agent-based and systems dynamics models to simulate complex systems. Models with hierarchical and other structures will be examined, and applications will be chosen based on student interest.

Course will address various themes related to modeling complex systems through critical evaluation of technical articles, open discussion, faculty presentations, and computational workshops. Teams of 3-5 faculty will develop monthly units based on different themes, examples of which may include: optimization and uncertainty modeling in science and engineering, particle-based modeling, experimental and field measurements in multi-scale models, linking atomistic- to continuum-scale models, challenges in climate and ocean modeling, homogenization and upscaling of small-scale data. This course is a requirement for MCS IGERT trainees, but it is open to all graduate students.  
Instructor(s): L. Graham-Brady.
This course will discuss the computational design tool of topology optimization and its application to the design of "structures", including structural systems, complaint mechanisms, multifunctional devices, and material architectures. Particular emphasis will be placed on the emerging trend known as Design for Additive Manufacturing (AM), and the role of topology optimization in guiding the design of parts to be fabricated by AM processes (3D printing, Selective Laser Sintering, etc.). The course will largely focus on design problems concerned with mechanical properties, with extensions to fluidic, thermal, optical, etc. properties also discussed. The course assumes some familiarity with finite element methods and assumes no prior coursework in optimization.
Instructor(s): J. Guest
Area: Engineering.

EN.560.682. Introduction to Water Wave Mechanics.
The theories governing water wave motion, from linear to nonlinear waves, is presented. Wave propagation and transformation, including shoaling, refraction, and diffraction, is shown. Wave breaking and the basic interaction of waves with structures and the ocean bottom are covered.
Instructor(s): R. Dalrymple.

EN.560.691. Graduate Seminar.
Graduate students are expected to register for this course each semester. Both internal and outside speakers are included.
Instructor(s): M. Shields.

EN.560.692. Civil Engineering Graduate Seminar.
Seminar series of speakers on various aspects of civil engineering. Different speakers are invited each semester. Full time civil engineering graduate students must enroll in the seminar course every semester unless excused by the Department.
Instructor(s): M. Shields.

EN.560.724. Cold-Formed Steel Structures.
Practical introduction to the analysis, design, and experimentation of cold-formed steel members and structures. Followed by an in-depth treatment of the theories which underpin modern analytical and computational tools used in exploring cold-formed steel behavior, and an introduction to topics under current research.

Variational methods and mathematical foundations, Direct and Iterative solvers, 1-D Problems formulation and boundary conditions, Trusses, 2-D/ 3D Problems, Triangular elements, QUAD4 elements, Higher Order Elements, Element Pathology, Improving Element Convergence, Dynamic Problems.

Instructor(s): B. Schafer.

EN.560.764. Infrastructure Asset Management.
Introduction to concept of infrastructure asset management. Topics include performance & condition data collection and modeling, geographical information system (GIS), life-cycle economic analysis, maintenance, rehabilitation, and renovation (MR&R) strategies, innovative contracting using PPP and performance based design, construction, maintenance, and operation. Undergraduates must be seniors or obtain permission of instructor.
Instructor(s): X. Chen.

EN.560.770. Advanced Finite Element Methods and Multi-Scale Methods.
Addresses advanced topics in various areas of the finite element methodology. Covers a range of topics, viz. element stability and hourglass control, adaptive methods for linear and nonlinear problems, mixed and hybrid element technology, eigen-value problems, multi-scale modeling for composites and polycrystalline materials. Recommended Course Background: EN.530.730 or EN.560.730.

This course will discuss state of the art theoretical developments and modeling techniques in nonlinear computational mechanics, for problems with geometric and material nonlinearities. Large deformation of elastic-plastic and visco-plastic materials, contact-friction and other heterogeneous materials like composites and porous materials will be considered. A wide variety of applications in different disciplines, e.g. metal forming, composite materials, polycrystalline materials will be considered. Co-listed with EN.530.772
Instructor(s): S. Ghosh.

EN.560.782. Hydrodynamics.
Fundamentals of fluid mechanics in the context of ocean science and engineering, naval architecture, and coastal processes, at engineering scales.
Area: Engineering.

EN.560.785. Coastal & Ocean Modeling.
Course discusses the numerical and physical modeling techniques used in coastal and ocean engineering, including finite difference, finite and boundary element methods, and particle methods. Some aspects of parallel computing will be included.
Area: Engineering, Natural Sciences.

EN.560.826. Graduate Independent Study.
Independent Study
Instructor(s): T. Igusa
Area: Engineering.

EN.560.835. Graduate Research.
Instructor(s): Staff.

EN.560.836. Graduate Research.
Instructor(s): Staff.

Cross Listed Courses
Earth Planetary Sciences
AS.270.205. Introduction to Geographic Information Systems and Geospatial Analysis.
The course provides a broad introduction to the principles and practice of Geographic Information Systems (GIS) and related tools of Geospatial Analysis. Topics will include history of GIS, GIS data structures, data acquisition and merging, database management, spatial analysis, and GIS applications. In addition, students will get hands-on experience working with GIS software.
Instructor(s): X. Chen
Area: Engineering, Natural Sciences.

Geography Environmental Engineering
EN.570.351. Introduction to Fluid Mechanics.
Introduction to the use of the principles of continuity, momentum, and energy to fluid motion. Topics include hydrostatics, ideal-fluid flow, laminar flow, turbulent flow. Recommended Course Background: Statics, Dynamics, and AS.110.302
Instructor(s): M. Karweit
Area: Engineering.
Computational Medicine

jhu.icm.edu (http://icm.jhu.edu)

The Institute for Computational Medicine (ICM) is proud to offer an undergraduate minor in Computational Medicine, the first educational program in CM, reflecting Johns Hopkins University’s leadership in this field. Like the ICM itself, the undergraduate minor in Computational Medicine is integrative and multidisciplinary. The 19 ICM Core Faculty who serve as advisors to the undergraduate minor in Computational Medicine hold primary and joint appointments in multiple Johns Hopkins University departments and schools including Biomedical Engineering, Computer Science, Electrical and Computer Engineering, Mechanical Engineering, Applied Mathematics and Statistics (WSE); Neurosurgery, Emergency Medicine, Medicine, and the Divisions of Cardiology and Health Sciences Informatics (SOM); and Health Policy and Management (BSPH).

Computational Medicine (CM) is an emerging discipline devoted to the development of quantitative approaches for understanding the mechanisms, diagnosis and treatment of human disease through applications of mathematics, engineering and computational science. The core approach of CM is to develop computational models of the molecular biology, physiology, and anatomy of disease, and apply these models to improve patient care. CM approaches can provide insight into and across many areas of biology, including genetics, genomics, molecular networks, cellular and tissue physiology, organ systems, and whole body pharmacology.

CM is distinct from Computational Biology in its focus on human health, disease, and treatment; translation to and application in the clinic is a near-term goal of all CM research. Applications of CM are as broad as Medicine itself, and include: identification of optimal drugs using associated genomic and proteomic biomarkers; discovery of image-based biomarkers for diagnosis and prognosis; design and dynamic adjustment of individualized non-drug therapies such as deep brain stimulation, cardiac stimulation, and cochlear implants; modeling and learning from patient EHR data to improve patient outcomes and efficiency of care; optimization of healthcare policy decisions by quantitative analysis; and more.

This field will continue to grow and to have a transformative impact on human health. CM research at ICM is sub-divided into four key areas: Computational Molecular Medicine (http://icm.jhu.edu/research-areas-2/computational-molecular-medicine); Computational Physiological Medicine (http://icm.jhu.edu/research-areas-2/computational-physiological-medicine); Computational Anatomy (http://icm.jhu.edu/research-areas-2/computational-anatomy); Computational Healthcare (http://icm.jhu.edu/research-areas-2/computational-healthcare). CM is one of the pillars of the University’s Strategic Initiative in Individualized Health.

What will you gain from a minor in CM?

With a minor in CM, students will have a solid grounding in the development and application of computational methods in multiple key areas of medicine. Specifically, they will understand how mathematical models can be constructed from biophysical laws or experimental data, and how predictions from these models facilitate diagnosis and treatment of a disease. Graduating students will be conversant with a wide variety of statistical, deterministic and stochastic modeling methods. They will be able to develop a model and to write code to implement it; they will be able to analyze and visualize the resulting data from the simulations. These skills are essential to the advancement of modern medicine, and are prized both in academic research and industrial research. The courses and research opportunities available in the CM minor will place students at the forefront of the application of mathematics, computing and engineering to human health. Whether you go on to medical school, graduate research, or biomedical industries, the comprehensive quantitative training and exposure to cutting edge CM techniques will give you a competitive advantage for working in the medicine of tomorrow – which will be data-driven, predictive, personalized and preventative.

Will you have opportunities to specialize within Computational Medicine?

Yes. The minor will provide both foundational training and opportunities for specialization in Computational Medicine. Students can select electives from an approved list that match their interests. We also provide examples of curricula in some key subareas of Computational Medicine, including:

- **Computational Physiological Medicine** develops mechanistic models of biological systems in disease, and applies the insights gained from these models to develop improved diagnostics and therapies. Therapies could be diverse drugs, electrical stimulation, mechanical support devices and more.
- **Computational Molecular Medicine** harnesses the enormous amount of disease-relevant data produced by next-generation sequencing, microarray and proteomic experiments of large patient cohorts, using statistical models to identify the drivers of disease and the susceptible links in disease networks.
- **Computational Anatomy** uses medical imaging to analyze the variation in structure of human organs in health and disease. Such image analysis has been integrated into clinical workflows to assist in the diagnosis and prognosis of complex diseases.
- **Computational Healthcare** is an emerging field devoted to understanding populations of patients and their interaction with all aspects of the healthcare process.

Techniques for and applications in each of these four key subareas will be introduced in the required core courses, so that students will be exposed to the breadth of Computational Medicine, and will be able to identify preferred areas of interest.

Interested students should contact Tifphany Cantey, ICM Administrative Coordinator, to receive guidance on declaring the minor:

Phone: 410-516-4116
Email: tcantey1@jhu.edu

Minor Prerequisites

Before attempting the minor, undergraduates will have taken the following courses:

1. AS.110.108 Calculus I or AS.110.106 Calculus I
2. AS.110.109 Calculus II (For Physical Sciences and Engineering) or AS.110.107 Calculus II (For Biological and Social Science)
3. Probability and Statistics: either a single course covering both (e.g., EN.550.310 Probability & Statistics for the Physical and Information Sciences & Engineering), or a course devoted to each (e.g., EN.550.420 Introduction to Probability and EN.550.430...
Introduction to Statistics) – this may be taken concurrent with EN.580.431 Introduction to Computational Medicine I
4. At least one additional course in mathematics or applied mathematics (at least 3 credits)
5. At least one course in programming (at least 3 credits)
6. At least one course in biological sciences (at least 3 credits)

Core Courses
Introduction to Computational Medicine is a required two-semester core course (EN.580.431 Introduction to Computational Medicine I and EN.580.432 Introduction to Computational Medicine II). The expectation is that students will be prepared to take these in their junior year. The Intro to CM course provides a broad view of the scope and applications of Computational Medicine, as well as providing a foundation in the techniques and methods used in Computational Medicine.

Seminar Series
Students in the minor must register at least once for EN.580.737 Distinguished Lecture Series in Computational Medicine. At least eight of these seminars are held each academic school year. Students will be required to attend at least 6 such seminars (attendance is recorded).

Elective Courses
Following satisfaction of the prerequisites, to complete the minor, an undergraduate must take at least 6 CM courses totaling at least 18 credits. This includes two one-semester core courses plus four approved courses selected from those listed below. The following restrictions are noted:

1. At most 3 of the 18 credits can consist of independent research in Computational Medicine, as defined and agreed to in advance by the minor advisor;
2. The 18 credits will all be at 300-level or above, and courses must be passed at a C- level or above;
3. At least 2 non-core courses must be outside the student’s home department
4. At least 4 courses (which can include the two core elective) must have a substantial biology or medicine component, as identified in the list below with an (M) designation.
5. At least 1 non-core course must have a substantial programming component, as identified in the list below with an (C) designation

Electrical and Computer Engineering
EN.520.315 Introduction to Information Processing of Sensory Signals 3
EN.520.432 Medical Imaging Systems (M) 3
EN.520.601 Introduction to Linear Systems Theory 3
EN.520.621 Introduction To Nonlinear Systems 3

Mechanical Engineering
EN.530.343 Design and Analysis of Dynamical Systems 4
EN.530.676 Locomotion in Mechanical and Biological Systems (M) 3

Chemical and Biomolecular Engineering
EN.540.400 Project in Design: Pharmacokinetics 3
EN.540.421 Project in Design: Pharmacodynamics 3

Applied Mathematics and Statistics
EN.550.391 Dynamical Systems 4
EN.550.420 Introduction to Probability 4
EN.550.426 Introduction to Stochastic Processes 4
EN.550.430 Introduction to Statistics 4

Civil Engineering
EN.560.447 Systems Science for a Dynamic World 3

Biomedical Engineering
EN.580.430 Systems Pharmacology and Personalized Medicine (M) 3
EN.580.445 Networks (C) 3
EN.580.460 Theory of Cancer (M, C) 3
EN.580.488 Foundations of Computational Biology & Bioinformatics II (M) 3
EN.580.689 Computational Personal Genomics (M, C) 3
EN.580.694 Statistical Connectomics (M, C) 3

Computer Science
EN.600.120 Intermediate Programming (C) 4
EN.600.323 Data-Intensive Computing (C) 3
EN.600.439 Computational Genomics (M, C) 3
EN.600.461 Computer Vision (C) 3
EN.600.476 Machine Learning: Data to Models (C) 3
EN.600.624 Advanced Topics in Data-Intensive Computing (C) 3
EN.600.640 Frontiers of Sequencing Data Analysis (M, C) 3

Declaring the Minor
Interested students should contact Tiphany Cantey, ICM Administrative Coordinator, to receive guidance on declaring the minor:

Phone: 410-516-4116
Email: tcantey1@jhu.edu

Faculty
Director
Raimond Winslow
Director of Institute for Computational Medicine, Director of Center for Cardiovascular Bioinformatics and Modeling, Raj and Neera Singh Professor of Biomedical Engineering

Director of Undergraduate Studies
Joshua T. Vogelstein
Assistant Professor, Dept. of Biomedical Engineering

Undergraduate Advisors
William S. Anderson
Associate Professor, Dept. of Neurosurgery, Attending Neurosurgeon at The Johns Hopkins Hospital

Siham Ardekani
Assistant Research Professor, Dept. of Biomedical Engineering

Joel Bader
Associate Professor, Dept. of Biomedical Engineering, Bioinformatics and Computational Biology Lab

Patrick Barta
Associate Professor, Dept. of Biomedical Engineering, Center for Imaging Sciences

Nicolas Charon
Assistant Professor, Dept. of Applied Mathematics and Statistics, Center for Imaging Sciences  
Joshua Epstein  
Professor of Emergency Medicine, Director of Center for Advanced Modeling in the Social, Behavioral and Health Sciences

Feilim Mac Gabhann  
Assistant Professor, Dept. of Biomedical Engineering  
Donald Geman  
Professor, Applied Mathematics and Statistics, Center for Imaging Sciences  
Rachel Karchin  
Associate Professor, Dept. of Biomedical Engineering, The William R. Brody Faculty Scholar  
Michael I. Miller  
Herschel and Ruth Seder Professor, Dept. of Biomedical Engineering, Director of Center for Imaging Sciences  
Rajat Mittal  
Professor, Dept. of Mechanical Engineering  
Tilak Ratnanather  
Associate Research Professor, Dept. of Biomedical Engineering  
Suchi Saria  
Assistant Professor, Dept. of Computer Science  
Sridevi Sarma  
Assistant Professor, Dept. of Biomedical Engineering  
Natalia Trayanova  
Murray B. Sachs Professor, Dept. of Biomedical Engineering  
Rene Vidal  
Associate Professor, Dept. of Biomedical Engineering, Computer Science, Mechanical Engineering, and Electrical and Computer Engineering, Director of Vision Dynamics and Learning Lab  
Laurent Younes  
Professor and Chair, Dept. of Applied Mathematics and Statistics

**Computer Science**

Computing has grown to be a pervasive element of society, business, science, and entertainment. The availability of relatively inexpensive high performance computing capabilities, ubiquitous high speed and wireless networking, and mobile computing have powered a technology-driven restructuring of the way society and most professions now operate. Information, and its associated processing and transport, is the commodity upon which corporations are built and lives are improved. At the center of this revolution, making it happen, are those who study computer science.

There are two dimensions to the field of computer science that establish it as a unique area. CS can be viewed as a stand-alone discipline worthy of study unto itself, and/or as an empowering discipline to be studied in conjunction with other areas. Core CS careers include (but are not limited to) software design and development, computer systems engineering or administration, and information security. Application areas span a wide range of fields and disciplines such as robotics, medical or health informatics, gaming/entertainment, business computing, and scientific research to name a few.

Because computer science is a highly diverse and broadly applied field, studies can proceed in many different directions. Accordingly, the undergraduate and graduate programs in the Department of Computer Science at Johns Hopkins are flexible curricula designed to accommodate a wide range of goals. A student at Johns Hopkins can pursue appropriately customized versions of the following computer science programs: minor, bachelor of science, bachelor of arts, masters of science in engineering, and doctor of philosophy. Most of this catalog section is devoted to details regarding these programs.

Computer science research laboratories are currently active in the following areas at Hopkins: algorithm design and analysis, human-computer interaction, machine learning, health informatics, computational medicine, computer vision and image processing, computer graphics, geometric modeling, programming languages, natural language and speech processing, information retrieval, cryptography and information security, secure and robust systems, storage systems, high-performance and scientific computing, computational genomics, networks and distributed systems, stream processing, parallel and distributed databases, robotics, computer-integrated surgical systems, and wireless and sensor systems.

Additionally, interdisciplinary research centers in the university have heavy involvement by Computer Science faculty: the Information Security Institute (ISI), the Center for Computer-Integrated Surgical Systems and Technology (CISST), the Laboratory for Computational Sensing and Robotics (LCSR), the Center for Language and Speech Processing (CLSP), and the Institute for Data Intensive Engineering and Science (IDIES). An important component of the educational process in the department is the opportunity for undergraduate and graduate student participation in the research programs of the faculty. In particular, original research in close association with individual faculty members is emphasized at the graduate level.

There are several closely related programs at the undergraduate and graduate levels which involve significant coursework and faculty involvement from the Department of Computer Science. The Laboratory for Computational Sensing and Robotics (LCSR) offers a minor in robotics and also a minor in computer integrated surgery through the Engineering Research Center for Computer Integrated Surgical Systems and Technology. Details of these programs may be found elsewhere in this catalog in the section pertaining to the Laboratory for Computational Sensing and Robotics (p. 1066). Undergraduates with a strong interest in system design and performance may elect to pursue a bachelor degree in computer engineering (p. 927). This field of study includes course work in computer science, as well as electrical and computer engineering. Although jointly administered by both departments, specific goals and requirements of the computer engineering degree may be found in the catalog section pertaining to the Department of Electrical and Computer Engineering only.

At the graduate level, the LCSR (p. 1066) offers a Master of Science in Engineering (M.S.E.) in Robotics, designed for students from a wide variety of engineering, scientific, and mathematical backgrounds to advance their interdisciplinary knowledge in robotics. Details of this program may be found in the LCSR section of this catalog, or on the web at www.lcsr.jhu.edu/MSE. Lastly, the Master of Science in Security Informatics (M.S.S.I.) is a specialized graduate program offered through the Information Security Institute (p. 987) (ISI) in the WSE. The field of security informatics is fundamentally based on information security and
assurance technologies (hardware, software, and networks) as related 
to issues such as policy, management, privacy/trust, health care, and 
law, from both national and international perspectives. Interested 
students can obtain detailed information regarding the M.S.S.I. online at 
www.jhuisi.jhu.edu or in the ISI section of this catalog.

For additional information regarding the academic programs available 
in Computer Science, and the facilities provided, please consult the 
sections which follow, or the departmental website www.cs.jhu.edu.

Facilities

The CS department is primarily housed in Malone Hall, a state of the art, 
open concept research facility. Additional department research space is 
located in the adjacent Hackerman Hall.

The general department computing facilities include numerous 
workstations and servers. Undergraduate laboratories combine to 
provide approximately 24 Linux workstations, and several Windows 
stations. One of these labs is a collaboration room allowing students 
to work in a team-based environment, with several private breakout 
rooms as well. At the graduate level there is a Master’s Lab consisting 
of a collaboration area and workstation area, both consisting of several 
Linux workstations. All Ph.D. students are assigned dedicated desks 
in their research labs. Additionally, multiple high-speed networked 
laser printers, as well as a networked color copier and remotely 
accessible Linux compute servers are available to both graduate and 
undergraduate students.

Focused research laboratories have significant resources that provide 
greater specialization, including isolated networks of PCs for security 
studies, high-performance computing clusters, sensor and wireless 
computing testbeds, robots and computer vision systems, a mock 
operating room equipped with medical robots and imaging equipment, 
and more.

The general department computing facilities are tied together by our 
own LAN, and access to specialized hardware in other departments, 
labs, and institutions is available via the university intranet and the 
Internet. In addition, the university provides wireless access to the JHU 
intranet and the Internet, as well as server systems that provide e-mail 
accounts for all students.

(See also General Requirements for Departmental Majors (p. 20))

The objectives of our bachelor degree programs are to train computer 
scientists who will be able to:

- Successfully engage in professional practice in the computing 
  sciences or apply computer science tools and techniques to another 
  field of interest.
- Pursue advanced study in the computing sciences.
- Behave in a professional and ethical manner.
- Work successfully in both independent and team environments.

A successful major program of study leads to either the Bachelor of 
Science in Computer Science (B.S.) or the Bachelor of Arts in Computer 
Science (B.A.). Students should decide which degree program to 
complete by about their junior year. Both degree programs require 
specific courses and/or credits in several key areas: computer science, 
math, basic science, humanities and social sciences. However, there is 
much flexibility in how these requirements are fulfilled. Undergraduate 
majors may choose to pursue a broad selection of computer science 
and distributional courses, or to pursue a specific track within the field. 
Current tracks reflect departmental and school strengths: information 
security, natural language processing, robotics, software engineering, 
and video game design. Further information on these tracks may be 
found in the computer science undergraduate advising manual.

All undergraduate students majoring or minorin majoring in computer science 
must have a faculty advisor in the department. They will be assigned 
an advisor as entering freshmen or upon deciding on the major/minor. 
Every major must follow a program approved by his/her faculty advisor.

The department also offers a minor in computer science, and 
tangentially, a minor in computer integrated surgery and a minor in 
robotics. Some students majoring in computer science may be eligible 
for a concurrent bachelor’s/master’s degree program. Requirements 
for these programs are included here as well. Additional details 
regarding undergraduate programs can be found in the department’s 
undergraduate advising manual or on the website at www.cs.jhu.edu.

Requirements for the B.S. Degree

The Bachelor of Science in Computer Science degree program is 
accredited by the Computing Accreditation Commission of ABET, 
www.abet.org (http://www.abet.org). It provides for the acquisition of 
the following knowledge base and skill set:

- An ability to apply knowledge of computing and mathematics 
  appropriate to the discipline.
- An ability to analyze a problem, and identify and define the 
  computing requirements appropriate to its solution.
- An ability to design, implement, and evaluate a computer-based 
  system, process, component, or program to meet desired needs.
- An ability to function effectively on teams to accomplish a common 
  goal.
- An understanding of professional, ethical, legal, security, and social 
  issues and responsibilities.
- An ability to communicate effectively with a range of audiences.
- An ability to analyze the local and global impact of computing on 
  individuals, organizations, and society.
- Recognition of the need for and an ability to engage in continuing 
  professional development.
- An ability to use current techniques, skills, and tools necessary for 
  computing practice.
- An ability to apply mathematical foundations, algorithmic principles, 
  and computer science theory in the modeling and design of 
  computer-based systems in a way that demonstrates comprehension 
  of the trade-offs involved in design choices.
- An ability to apply design and development principles in the 
  construction of software systems of varying complexity.

To meet the course credit requirements for the B.S. in computer 
science, the student must complete a minimum of 126 credits. The 
basic requirements for the B.S. degree are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>42</td>
</tr>
<tr>
<td>Mathematics</td>
<td>22</td>
</tr>
<tr>
<td>Basic Sciences</td>
<td>16</td>
</tr>
<tr>
<td>Humanities/Social Sciences</td>
<td>18</td>
</tr>
<tr>
<td>Broadening Electives</td>
<td>12</td>
</tr>
<tr>
<td>Two Writing Intensive Courses</td>
<td></td>
</tr>
</tbody>
</table>
Electives 16
Total Credits 126

Details and course recommendations for these distributional requirements are below. These requirements add up to at most 116 credits and fulfill general university requirements, leaving at least 10 elective credits that students choose freely. Freshman majors are also expected to take EN.600.105 M & Ms: Freshman Experience (optional for transfers into the major). This is a one credit S/U course that may only be counted as an elective.

Except for electives, courses should not be taken on a satisfactory/unsatisfactory basis. By university policy, no more than 18 D or D+ credits can be counted toward the total credit requirements for a degree.

**Computer Science (42 credits)**

The following foundational courses in computer science must be included in a student’s program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.600.104 Computer Ethics</td>
<td>1</td>
</tr>
<tr>
<td>EN.600.107 Introductory Programming in Java (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>EN.600.120 Intermediate Programming</td>
<td>4</td>
</tr>
<tr>
<td>EN.600.226 Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>EN.600.233 Computer System Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>EN.600.271 Automata &amp; Computation Theory</td>
<td>3</td>
</tr>
<tr>
<td>EN.600.363 Introduction To Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>or EN.600.463 Algorithms I</td>
<td></td>
</tr>
</tbody>
</table>

At least 16 credit hours must be at the 300-level or above, including EN.600.363/463. At least one course in each classification area of Analysis, Applications and Systems must be chosen. An exhaustive list of the area classifications for each of our courses may be found on the department’s website.

Students must take at least one of the following courses which contain oral communication components. The course satisfying this requirement may overlap other requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.600.255 Introduction to Video Game Design</td>
<td>1</td>
</tr>
<tr>
<td>EN.600.321/.420 Object Oriented Software Engineering</td>
<td></td>
</tr>
<tr>
<td>EN.600.355 Video Game Design Project</td>
<td></td>
</tr>
<tr>
<td>EN.600.392 CS Design Project</td>
<td></td>
</tr>
<tr>
<td>EN.600.446 Computer Integrated Surgery II</td>
<td></td>
</tr>
<tr>
<td>EN.600.520 Senior Honors Thesis</td>
<td></td>
</tr>
</tbody>
</table>

Eight additional credits of Computer Science are required. 8

**Mathematics (22 credits)**

The following courses must be included:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.110.108 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>AS.110.109 Calculus II (For Physical Sciences and Engineering)</td>
<td>4</td>
</tr>
<tr>
<td>EN.550.171 Discrete Mathematics</td>
<td>4</td>
</tr>
</tbody>
</table>

The remaining courses must be 200-level or above, chosen from Mathematics (110.xxx) or Applied Math and Statistics (550.xxx), and must include coverage of both probability and statistics. Some highly recommended math electives are Probability & Statistics, Calculus III, Linear Algebra, and Differential Equations. Note that students will need at least six courses to fulfill the credit requirement.

**Basic Sciences (16 credits)**

At least two semesters of physics or two semesters of chemistry, with the associated laboratories, must be included. The remaining courses must be chosen in accordance with the list posted on the department’s website, which includes most courses in Physics, Chemistry, Biology, Biophysics, Earth & Planetary Sciences, Natural Sciences designated engineering courses, and some Natural Sciences designated courses in Neuroscience & Cognitive Science, but not all. At most 2 credits from satisfactory/unsatisfactory intersession courses may be used to fulfill this requirement.

**Humanities/Social Sciences (18 credits)**

Six courses in the Humanities and Social Behavioral Sciences must be taken, with each course at least 3 credits. These courses must have either an Humanities or Social and Behavioral Sciences area designator on them; however, foreign language courses (without an Humanities or Social and Behavioral Sciences) may also be used to satisfy this requirement.

**Broadening Electives (12 credits)**

At least 12 additional credits must be taken in areas such as Humanities, Social and Behavioral Science, Natural Science, arts, business, engineering, or other disciplines that serve to broaden the student’s background. Courses used to fulfill this requirement must not be from computer science, computer and electrical engineering, or math departments.

**Writing Requirement**

Students are required to fulfill the university’s requirement of two writing intensive courses, each at least 3 credits. Students must receive at least a C- grade or better in these writing courses. These courses may overlap other requirements. At least one of the following options should be chosen:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.060.113 Expository Writing</td>
<td></td>
</tr>
<tr>
<td>EN.661.110 Professional Writing and Communication</td>
<td></td>
</tr>
<tr>
<td>AS.220.105 Fiction Poetry Writing I</td>
<td></td>
</tr>
<tr>
<td>AS.220.106 Fiction Poetry Writing II</td>
<td></td>
</tr>
</tbody>
</table>

**Electives**

Electives to be chosen by the student with guidance and approval of his/her advisor.

Total Credits 126

* With the advisor’s explicit permission regarding course selections, up to 6 of the 42 required credits may be taken in the Department of Electrical and Computer Engineering or the Information Security Institute.

No more than 6 credits of independent study (including EN.600.491-EN.600.492) and no more than 3 credits of short courses can be counted toward this requirement. However, B.S. students doing the Senior Honors Thesis (EN.600.519-EN.600.520) may use an additional three credits of independent work toward their CS requirements, for a total of 9 credits.

No courses with grades below C- or with satisfactory/unsatisfactory grades can be used to fulfill this requirement unless they are not offered for a grade.

** AP Statistics credits may not be used to satisfy these credit requirements; however, they do meet the need for coverage of statistics (not probability).
Requirements for the B.A. Degree

To meet the course credit requirements for the B.A. in computer science, the student must complete a minimum of 120 credits. The basic requirements for the B.A. degree are:

<table>
<thead>
<tr>
<th>Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>32</td>
</tr>
<tr>
<td>Mathematics</td>
<td>18</td>
</tr>
<tr>
<td>Basic Sciences</td>
<td>12</td>
</tr>
<tr>
<td>Humanities/Social Sciences</td>
<td>18</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>6</td>
</tr>
<tr>
<td>4 Writing Intensive Courses</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>34</td>
</tr>
<tr>
<td>Total Credits</td>
<td>120</td>
</tr>
</tbody>
</table>

* To be chosen by the student with the guidance and approval of his/her advisor. Freshman majors are also expected to take EN.600.105 M & Ms: Freshman Experience (optional for transfers into the major). This is a one credit Satisfactory/Unsatisfactory course that may only be counted as an elective.

Details and course recommendations of these distributional requirements are below. These requirements add up to 84 credits and fulfill general university distribution requirements.

Except for electives, courses should not be taken on a satisfactory/unsatisfactory basis. By university policy, no more than 18 D or D+ credits can be counted toward the total credit requirements for a degree.

Computer Science (32 credits)

The following foundational courses in computer science must be included in a student’s program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.600.107 Introductory Programming in Java (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>EN.600.120 Intermediate Programming</td>
<td>4</td>
</tr>
<tr>
<td>EN.600.226 Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>EN.600.233 Computer System Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>EN.600.271 Automata &amp; Computation Theory</td>
<td>3</td>
</tr>
<tr>
<td>EN.600.363 Introduction To Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>or EN.600.463 Algorithms I</td>
<td></td>
</tr>
<tr>
<td>At least 15 credit hours must be at the 300-level or above, including EN.600.363/463.</td>
<td>12</td>
</tr>
</tbody>
</table>

Mathematics (18 credits)

The following courses must be included:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.110.108 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>AS.110.109 Calculus II (For Physical Sciences and Engineering)</td>
<td>4</td>
</tr>
<tr>
<td>EN.550.171 Discrete Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>The remaining courses may be chosen from Mathematics (110.xxx) or Applied Math and Statistics (550.xxx). At least one course must be 200-level or above.</td>
<td>6</td>
</tr>
</tbody>
</table>

Basic Sciences (12 credits)

At least two semesters of physics or chemistry or a combination of both, with the associated laboratories, must be included. The remaining courses must be chosen in accordance with the list posted on the department website, which includes most courses in Physics, Chemistry, Biology, Biophysics, Earth & Planetary Sciences, ‘N’ designated engineering courses, and some ‘N’ designated courses in Neuroscience and Cognitive Science, but not all. At most 2 credits from (S/U) intersession courses may be used to fulfill this requirement.

Humanities/Social Sciences (18 credits)

Six courses in the Humanities/Social Sciences must be taken, with each course at least 3 credits. At least two 3-credit courses at the 300-level or above are required. As befits a B.A. degree, students have ample flexibility to choose courses that broaden the scope of their study, in consultation with their advisors. A subset of the courses selected to satisfy this requirement should demonstrate coherence within an area. Any course with Humanities or Social Sciences area designators may fulfill these distributional requirements.

Foreign Language (6 credits)

Two courses in a foreign language, with a total of at least 6 credits are required. These foreign language credits are in addition to the 18 required Humanities/Social Sciences credits.

Writing Requirement

All primary computer science majors pursuing a B.A. degree are required to fulfill the university’s requirement of four writing intensive courses, each at least 3 credits. Students must receive at least a C- grade in these courses. These courses may overlap other requirement areas. Highly recommended, at least one of:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.060.113 Expository Writing</td>
<td></td>
</tr>
<tr>
<td>AS.220.105 Fiction Poetry Writing I</td>
<td></td>
</tr>
<tr>
<td>&amp; AS.220.106 Fiction Poetry Writing II</td>
<td></td>
</tr>
<tr>
<td>EN.661.110 Professional Writing and Communication</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Electives to be chosen by the student with guidance and approval of his/her advisor.

<table>
<thead>
<tr>
<th>Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities/Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Professional Writing and Communication</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>120</td>
</tr>
</tbody>
</table>

* With the advisor’s permission, up to 3 of the 32 required credits may be taken in the Department of Electrical and Computer Engineering or the Information Security Institute.

No more than 3 credits of short courses or 3 credits of independent study (including EN.600.491-EN.600.492) may be applied toward this requirement. However, B.A. students doing the Senior Honors Thesis (EN.600.519-EN.600.520) may use an additional 3 credits of independent work toward their CS requirements, for a total of 6 credits.

No courses with grades below C- or with satisfactory/unsatisfactory grades may be used to fulfill this requirement unless they are not offered for a grade.

** Highly recommended: Calculus III, Linear Algebra, Differential Equations, Probability/Statistics. Note that students will need at least five courses to fulfill the credit requirement.

Minor in Computer Science

To satisfy the course credit requirements for a minor in computer science, a student must take a minimum of seven courses, with a total of at least 23 credits, earning at least a C- in each course. These must include four core courses, to provide the student with a foundation, and
three upper-level courses (300-level and above), to allow the student to pursue an advanced topic in depth.

While not explicitly required, we also strongly recommend taking EN.550.171 Discrete Mathematics as preparation for several computer science courses, including EN.600.271 Automata & Computation Theory.

**Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.600.107</td>
<td>Introductory Programming in Java (or AP credit)</td>
<td>3</td>
</tr>
<tr>
<td>EN.600.120</td>
<td>Intermediate Programming</td>
<td>4</td>
</tr>
<tr>
<td>EN.600.226</td>
<td>Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN.600.233</td>
<td>Computer System Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>EN.600.271</td>
<td>Automata &amp; Computation Theory</td>
<td></td>
</tr>
</tbody>
</table>

**Upper-Level Courses**

These courses should be chosen to form a cohesive minor and must be accepted by the computer science minor advisor. **

**Total Credits:** 23

* With the approval of a faculty member in the Department of Computer Science, serving as a computer science minor advisor, substitutions for these core courses are possible.

** It is strongly recommended that students choose all three courses from within one of the three research areas of analysis, applications, and systems. Each upper-level course description in this catalog includes its area for reference. In addition, a current listing of courses with area designators is provided on the departmental website.

Short courses cannot be used toward the minor requirements. All courses must be taken for a grade, not Satisfactory/Unsatisfactory.

Students whose primary major is in the Whiting School may use the same courses to satisfy the requirements of the primary major and also those of a computer science minor. Students who plan to fulfill requirements for a minor must go to the Department of Computer Science director of undergraduate studies to declare the minor and be advised on course selections, and inform the Office of Academic Advising by the end of their junior year.

**Short Courses**

The Department of Computer Science offers 1-credit short courses covering a variety of topics in computer science and engineering. The purpose of the short courses is to expose students to topics of current interest in the field of computer science and engineering. Short courses are taught not only by faculty and graduate students in the Department of Computer Science and visiting faculty from other universities, but by individuals from local government or industry who have demonstrable expertise in a given area and are practicing the application of computer science theory and concepts.

Students should be aware that short course offerings are likely to change from year to year, depending on instructor commitments: there is no guarantee that the same course will be available at a later time. Students interested in getting details about a particular short course can contact the instructor through the departmental office. No more than 3 credits of short courses may be applied toward the computer science course credit requirement for the B.S. or the B.A. degrees.

**Double Majors with Computer Science**

It is possible for students to pursue a double major program in which one of the majors is computer science. The computer science requirements are flexible enough to allow for combination with most majors in the Whiting School of Engineering and the Krieger School of Arts and Sciences. Whether computer science is your primary or secondary major, you will be assigned a faculty advisor in the department. In order to declare a first or second major in computer science, students should see the Director of Undergraduate Studies before the start of senior year. Those students must also inform the Office of Academic Affairs of the Whiting School of Engineering and the Registrar of their double major status. Subject to restrictions set by the department offering a second major, students whose primary major is in the Whiting School may use courses to satisfy both the requirements of the student’s primary major and those of a double major.

**Combined Bachelor's/Master's Program**

As early as the end of their sophomore year, qualified students may apply for admission to a combined bachelor's/master's program which combines a B.S. or B.A. degree (in any department) with a master of science in engineering degree in Computer Science. This program allows students to simultaneously pursue both an undergraduate and a graduate degree program of study. Generally, the combined B.S./M.S.E. or B.A./M.S.E. program is accomplished in five years, although some students take more or less time. Applicants are judged on the basis of their performance in courses and their letters of recommendation. Double counting of at most two courses is subject to current WSE and departmental policies. Students may not take a 600.3xx course as an undergraduate and the corresponding 600.4xx course for the M.S.E.; likewise for 600.4xx/6xx course offerings. Upon admission to the program students will be assigned a graduate faculty advisor in the Computer Science Department who must approve the courses to be applied toward the master’s degree. For information on the requirements of the M.S.E. degree, see the Graduate Programs tab on this page, or ask in the departmental office for the document that lists those requirements.

Every graduate student in the Department of Computer Science must follow a program approved by a faculty advisor in the department. The advisor assigned to a student may change, subject to the acceptance of the new advisor.

**Requirements for the M.S.E. Degree**

The Master of Science in Engineering (M.S.E.) is a day program offered by the Department of Computer Science. Most students complete the program in three full-time semesters. Two consecutive semesters of residence as a full-time graduate student are required. Those interested in part-time evening study should refer to Engineering for Professionals at ep.jhu.edu.

Entering students are expected to have completed a program of study equivalent to that required by the B.S. in computer science. Applicants from other disciplines are expected to have coursework (or equivalent experience) in intermediate programming (C++ and Java), data structures, computer system fundamentals, and automata theory. Upon admission to the Master of Science in Engineering program, a student is assigned a graduate advisor from the Department of Computer Science who must approve the courses to be applied to the M.S.E. degree.
The Department of Computer Science classifies its courses into three sub-areas: Analysis, Applications, and Systems. All M.S.E. candidates must complete at least two graduate courses (3 class hours each) from each of these three areas. Each upper-level course description in this catalog includes its area for reference. A course in multiple areas may only be counted toward one requirement. A current listing of courses with area designators is provided on the departmental website. While this listing includes a few highly relevant courses outside the Department of Computer Science, only one such course may be applied toward the area requirements. M.S.E. students must also complete an additional two elective graduate courses (chosen from any CS area or from closely related departments such as Electrical and Computer Engineering, Cognitive Science, Mathematics, or Applied Mathematics and Statistics) for a total of eight graduate courses. In the Department of Computer Science, graduate courses are 600-level and above, or 400-level courses that are not offered at the 600-level. The coursework program must be approved by the student’s faculty advisor.

In addition to the eight courses, a student must elect one of the following options in order to fulfill the degree requirements:

- Two additional graduate courses in Computer Science, approved as above.
- A supervised research project including an approved project report that will be made publicly available.
- An original, faculty-approved master’s essay, submitted to the Milton S. Eisenhower Library.

By satisfying the Ph.D. qualifying course requirements and the first qualifying project, a student will also satisfy the M.S.E. degree requirements (unless more than two course requirements have been satisfied using courses transferred from other institutions). Please refer to the Ph.D. program information for details.

All M.S.E. degree candidates are encouraged to regularly attend the department seminars. You may enroll in EN.600.601 Computer Science Seminar—EN.600.602 Computer Science Seminar; however, these courses may not be counted toward the degree course requirements.

Course Requirement Details

- All courses counted toward the M.S.E. degree requirement must be taken at the graduate level. In the Department of Computer Science, graduate courses are 600-level and above, or 400-level courses that are not offered at the 600-level.
- At most, two courses with grades less than B- may be counted toward the coursework requirements. No courses with grades less than C- may be counted.
- The overall grade point average of the courses counted toward the coursework requirements must be a 3.0 or higher (B average).
- At most, two independent study courses can be counted toward the course requirements.
- Other than independent study courses, no courses with grades of P can be counted toward the coursework requirement. Courses with grades of P will not be included in the grade point average calculation.
- One of the courses required for the M.S.E. degree, but only one, can be replaced by 3 credits from comparable short courses.
- A majority of the courses counted toward the degree must be taught in the Department of Computer Science.
- At most, two courses can be transferred from graduate programs of other institutions to be counted toward the degree requirements.

Such transfer courses must be approved by the student’s faculty advisor and the department. It is the obligation of the student to provide all necessary data to the Department of Computer Science regarding the course(s) for which transfer credit is being requested.

- A grade of D or F results in probation; a second D or F is cause for being dropped from the program.
- Any master’s student engaged in research for payment or to help meet degree requirements is required to complete Responsible Conduct of Research training. Students receiving payment from NIH training grants or fellowships must take the in person course—AS.360.625 Responsible Conduct of Research. All other students can take the course online—AS.360.624 Responsible Conduct of Research (Online). Instructions for accessing and signing up for the course can be found here: http://engineering.jhu.edu/wse-research/resources-policies-forms/responsible-conduct-of-research/online-training-course-for-the-responsible-conduct-of-research/

Additional information regarding this training can be found here: http://eng.jhu.edu/wse/page/conduct-of-research-training. Students who are required to complete this training will not receive a diploma until the course has been completed.

Tuition Support

M.S.E. students are not normally eligible for tuition waivers, but will be able to work on campus up to 19.99 hours per week for hourly rates. There are also course assistant positions available for qualified students who are seeking financial support. Those interested must apply at the start of each semester for specific courses in need.

Requirements for the Ph.D. Degree

The goal of the Doctor of Philosophy (Ph.D.) program in the Department of Computer Science is to prepare first-rate scholars in the analysis, systems, and applications areas of computer science. Successful graduates may assume significant positions in academia, research institutes, industry, or government laboratories.

Applications for admission to the Ph.D. program in Computer Science are reviewed by a faculty committee. Although the specific criteria are not rigid, all students admitted will exhibit exceptional intellectual achievements and promise. Applicants must submit letters of recommendation, GRE scores, and (for foreign applicants) TOEFL scores.

In keeping with Hopkins’ traditions, program requirements are flexible, as described below. For more detailed policies regarding the PhD program, please visit the Advising Manual (http://www.cs.jhu.edu/graduate-studies/phd-requirements) on our departmental website.

University Residency

Two consecutive semesters of residence as a full-time graduate student are required.

Seminar Attendance

All Ph.D. degree candidates are required to enroll and maintain satisfactory attendance in Computer Science Seminar 600.601-602 each semester for the duration of their enrollment in the program. Although seminar attendance is required, the seminar may not be counted toward the qualifying course requirement.

Responsible Conduct of Research

All doctoral students are required to take AS.360.625 Responsible Conduct of Research. Students are expected to complete the course by
the end of the first year but have until the start of the fourth semester to meet this requirement. Failure to do so may result in a loss of funding. Additional information regarding this requirement can be found here: http://eng.jhu.edu/wse/page/conduct-of-research-training.

Qualifying Course Requirements

The Department of Computer Science classifies its courses into three research areas: analysis, applications, and systems. All Ph.D. candidates must complete at least two graduate courses (3 class hours each) from each of these three areas. Each upper-level course description in this catalog includes its area for reference. A course in multiple areas may only be counted toward one requirement. A current listing of courses with area designators is provided on the departmental website. While this listing includes a few highly relevant courses outside the Department of Computer Science, only one such course may be applied toward the area requirements. Ph.D. students must also complete an additional two elective graduate courses (chosen from any CS area or from closely related departments such as Electrical and Computer Engineering, Cognitive Science, Mathematics, or Applied Mathematics and Statistics) for a total of eight graduate courses. In the Department of Computer Science, graduate courses are 600-level and above, or 400-level courses that are not offered at the 600-level. The coursework program must be approved by the student’s faculty advisor. The overall grade point average for these eight courses must be at least equivalent to a B+. No course with a grade of less than C- may be counted toward this Ph.D. qualifying course requirement. Other than independent study courses, no courses with grades of P can be counted toward the coursework requirement. Courses with grades of P will not be included in the grade point average calculation. One of the courses required for the degree, but only one, may be replaced by 3 credits from comparable short courses. With approval of the student’s faculty advisor, up to two courses can be transferred from graduate programs of other institutions; more than two such courses can be transferred with approval of the department. It is the obligation of the student to provide all necessary data to the Department of Computer Science regarding the course(s) for which transfer credit is being requested. Students are expected to complete the course requirements by the end of their second year as a Ph.D. candidate.

Qualifying Project Requirements

A Ph.D. student must complete two projects, each under the supervision and with the written agreement of a different faculty member in the Department of Computer Science. Upon conclusion of each project, the student must write a “Project Report” describing the project in detail. This report will be a public document and will be kept on file in the department office. The supervising faculty member must approve the project report. Students are expected to complete the qualifying projects by the end of their third year as a Ph.D. candidate.

Upon completion of the Ph.D. qualifying course requirements and the first qualifying project, students are ordinarily eligible to receive a master of science in engineering degree. The degree will be awarded upon student request.

Graduate Board Oral Examination (GBO)

This examination is a university requirement, ideally taken in the student’s third year. The oral exam is administered by a panel consisting of the research sponsor, two faculty members from the Department of Computer Science, and two from outside the department. The exam seeks to establish the student’s readiness to conduct original research in the area of his or her “Preliminary Research Proposal,” which should be distributed to the examiners in advance and presented by the student at the start of the exam.

Part-Time Ph.D.

Two consecutive semesters of residence as a full-time graduate student are required by the university. Part-time students must pass both the Ph.D. qualifying requirements and the Graduate Board oral exam within four years of being admitted to the program. Attempting to obtain a Ph.D. is a major commitment and involves close coordination with a faculty advisor in the department. Part-time students must be able to establish and maintain these close links.

Departmental Seminar

Ph.D. students must give an official departmental seminar on their research area. This is to be done after the GBO and prior to the dissertation defense, or as part of the dissertation defense.

Dissertation and Defense

Ph.D. students must write a dissertation consisting of original research in their chosen area. They must deliver a public presentation of the dissertation before a dissertation committee consisting of the faculty advisor, a second faculty member in the Department of Computer Science (who must have a primary tenure-track appointment in the Department if the advisor does not), and one or more other members with Ph.D. degrees. In conformity with University requirements, the members of the dissertation committee must submit a referee’s letter to the Graduate Board recommending that the dissertation be accepted. Completed dissertations will be formatted and submitted to the Milton S. Eisenhower Library for electronic publication (http://guides.library.jhu.edu/etd).

Teaching Requirement

Beginning in Fall 2015, all Ph.D. students are required to serve as a Teaching Assistant at least one semester during their program of study. As part of the requirement, the supervising course instructor must give the TA an opportunity to be in front of a group of students at least once during the course. Students are required to sign-up for the course EN.600.807 Teaching Practicum during the semester in which the requirement is being fulfilled, and at the end of the semester his/her performance will be evaluated by the course instructor.

Student Progress Review

Ph.D. students are reviewed annually by their advisor(s) and the department, and notified in writing as to their standing in the program. Students deemed to not be making satisfactory progress may be placed on probation.

Financial Aid

Financial aid is available for candidates of high promise. Fellowships provide a student with a stipend plus tuition. Research assistantships are available on sponsored research projects directed by members of the faculty. Teaching assistantships normally consist of tuition plus a stipend commensurate with the teaching or grading duties assigned. Students determined to have significant deficiency in spoken English may be required to take one or more semesters of English as a Second Language in order to qualify for employment as a teaching or research assistant.
For current faculty and contact information go to http://cs.jhu.edu/faculty/

**Faculty**

**Chair**

Yair Amir
Professor: distributed systems, resilient clouds and critical infrastructure, overlay networks, distributed algorithms.

**Professor Emeritus**

Gerald M. Masson
Fault tolerant computing, systems diagnosis theory, distributed computing, real-time error monitoring of hardware/software, software design for testability, interconnection networks.

**Professors**

Randal Burns
Storage systems, high performance and scientific computing, and database federations.

Jason M. Eisner
Computational linguistics (syntax and phonology), natural language processing, statistical machine learning, programming language design.

Gregory D. Hager
Vision, robotics, human-machine systems, computer-integrated medicine.

Philipp Koehn
Statistical machine translation.

S. Rao Kosaraju
Edward J. Schaefer Professor in Engineering: design of algorithms, pattern matching, and derandomization.

Nassir Navab
Augmented reality, vision, medical image computing and computer assisted interventions.

Aviel Rubin
Technical Director, Information Security Institute: system and networking security, computer privacy, applied cryptography.

Steven Salzberg
Bloomberg Distinguished Professor: genomics, bioinformatics, genome assembly, gene finding, sequence analysis algorithms.

Scott F. Smith
Programming languages, type systems, security in language design, component programming languages.

Alexander Szalay
Bloomberg Distinguished Professor: data intensive computing, theoretical astrophysics, galaxy formation.

Russell H. Taylor
John C. Malone Professor; Director, LCSR & CISST ERC: medical robotics, computer-integrated interventional medicine, medical image analysis, human-machine robotic systems.

David Yarowsky
Natural language and speech processing, information retrieval, machine translation, and machine learning.

**Associate Professor**

Michael Kazhdan
Computer graphics, surface reconstruction, image and geometry processing.

**Assistant Professors**

Yanif Ahmad
Data management, stream processing, declarative languages, parallel and distributed databases.

Raman Arora
Machine learning, statistical signal processing, stochastic approximation algorithms, applications to speech and language processing.

Alexis Battle
Genetics of complex traits, graphical models, transfer learning, structured regularization methods.

Vladimir Braverman
Algorithms, massive data sets, data streams, and database systems.

Michael Dinitz
Theoretical computer science, approximation algorithms, applications to networks and distributed computing.

Abhishek Jain
Cryptography, security, theoretical computer science.

Benjamin Langmead
Computational genomics, sequence alignment, text indexing, parallel and high performance computing.

Xin Li
Theory of computation, randomness, complexity theory, distributed computing, cryptography.

Suchi Saria
Machine learning, computational medicine, health informatics, and applications of machine learning in natural language processing, activity recognition and human-machine systems.

**Research Professors**

Amihood Amir
Algorithms design and analysis, multidimensional pattern matching, knowledge discovery algorithms, real time systems algorithms, computational molecular biology.

Bharat Doshi
Optical and wireless networking technologies, internet protocols and architectures, speech technologies and signal processing, and network design and analysis algorithms and tools.

**Associate Research Professors**

Giuseppe Ateniese
Applied cryptography, network security, and secure e-commerce.

Philippe Burlina
Computer vision, visual analysis and communications, multi-modality image exploitation, enterprise software systems for content and e-process management.

Chris Callison-Burch
Statistical natural language processing, machine translation, paraphrasing, evaluation of human language technologies.

Susan Hohenberger-Waters
Cryptography, computer security, algorithms, and complexity theory.

Peter Kazanzides
Medical robots, computer-assisted surgery, real-time systems.

James Mayfield
Information retrieval, cross-language retrieval, information extraction, natural language processing.

Andreas Terzis
P2P, overlay and sensor networks, resilient internet infrastructure, NP-based architectures.

**Assistant Research Professors**

Mark Dredze
Machine learning, natural language processing, health informatics.

Matthew Green
Applied cryptography, cryptographic protocol design, analysis of practical security systems, privacy-preserving storage and identification technologies.

Simon Leonard
Visual servoing, hand-eye coordination.

Christine Piatko
Computational geometry, information visualization, information retrieval.

Austin Reiter
Application of computer vision to robotics, machine vision, 3D reconstruction, image registration, visual recognition.

Benjamin Van Durme
Artificial intelligence, natural language processing (computational semantics), and streaming algorithms.

I-Jeng Wang
Wireless networking, Bayesian networks, probabilistic models.

Qinqing Zhang
Wireless communications and networking, Mobile Ad-hoc networks, cellular system and network technologies, multimedia applications and QoS, Internet protocol and algorithm design, performance analysis.

**Associate Teaching Professors**

Sara Miner More
Foundations of computing, computer science education, cryptography, information flow.

Joanne Selinski
Director of Undergraduate Studies: CS education, software engineering.

**Senior Lecturer**

Peter Fröhlich
Programming languages, software engineering, systems software, video game design, web applications.

**Part-time Lecturers**

Antonio DeSimone

Networks.

Sheela Kosaraju
Computer ethics.

Harold Lehmann
Medical informatics.

Christopher Pappacena
Cryptography.

**Visiting Professor**

Mitra Basu
Computational biology, pattern recognition, neural networks, artificial intelligence.

**Visiting Associate Professor**

H. Howie Huang
Computer systems and architecture, cloud computing, big data, high-performance computing & storage systems.

**Associate Research Scientist**

Anton Dahbura
Interim Executive Director, Information Security Institute: Information security, fault-tolerant computing, distributed systems, testing.

**Assistant Research Scientist**

Matt Post
Machine translation, syntax, parsing and language modeling.

**Adjunct Professors**

Gabor Fichtinger
Applied surgical robotics, surgical CAD/CAM systems, percutaneous therapies, stereotactic radiosurgery.

John W. Sheppard
Artificial intelligence, machine learning, data mining.

**Adjunct Assistant Professor**

Han Liu
Statistical machine learning, high dimensional nonparametric learning and massive-data analysis, multiple hypotheses testing, time series analysis, genomics, proteomics, cognitive neuroscience.

**Adjunct Associate Research Professors**

Seth Nielson
Network security.

Joshua Vogelstein
Scalable statistical inference methodologies, computational statistical methods.

Lawrence Watkins
Critical infrastructure security, network security.

**Joint Appointments**

Joel Bader
Associate Professor (Biomedical Engineering): bioinformatics and computational biology.

Emad Bector
Assistant Professor (Radiology-Medical Imaging Physics): image-guided intervention, ultrasound imaging, elasticity, and thermal imaging.

Tamas Budavari
Assistant Professor (Applied Mathematics and Statistics): computational statistics, bayesian inference, low-dimensional embeddings, streaming and randomized algorithms.

Gregory Chirikjian
Professor (Mechanical Engineering): robotics, kinematics, dynamics, control, motion planning.

Noah Cowan
Associate Professor (Mechanical Engineering): sensor-based control of locomotion and manipulation, and biologically inspired robotics.

Ralph Etienne-Cummings
Professor (Electrical and Computer Engineering): mixed-signal VLSI, computational sensors, robotics, neuromorphic engineering.

James Fill
Professor (Applied Mathematics and Statistics): probability, stochastic processes, random structures, and algorithms.

Liliana Florea
Assistant Professor (McKusick-Nathans Institute for Genetic Medicine): application of computation techniques towards modeling and solving problems in biology and genetic medicine.

Rachel Karchin
Associate Professor (Biomedical Engineering): computational molecular biology, bioinformatics, genetic variation.

Sanjeev Khudanpur
Associate Professor (Electrical and Computer Engineering): information theory, statistical language modeling for speech recognition and machine translation

Elliot McVeigh
Professor (Biomedical Engineering): cardiovascular MRI, image guided therapy, novel MRI methods.

Michael I. Miller
Professor (Biomedical Engineering): image understanding, computer vision, medical imaging, computational anatomy.

Mihaela Pertea
Assistant Professor (Medicine): computational tools for RNA-seq analysis, gene finding, splice site prediction, sequence motif finding.

Carey Priebe
Professor (Applied Mathematics and Statistics): computational statistics, kernel and mixture estimates, statistical pattern recognition, and statistical image analysis.

Jerry L. Prince
William B. Kouwenhoven Professor (Electrical and Computer Engineering) (Associate Director for Research, CISST ERC): image processing, computer vision, medical imaging.

Assistant Professor (Chemical and Biomolecular Engineering): molecular programming, DNA nanotechnology, self-assembly (theory and experiment), theoretical and systems biology, smart materials, nanoscale robotics.

Ralph Semmel
Professor (Director, APL): artificial intelligence, database systems, software engineering.

Jeff Siewerdsen
Professor (Biomedical Engineering): imaging physics, diagnostic radiology, image-guided interventions.

James Taylor
Associate Professor (Biology): genome informatics.

Rene Vidal
Associate Professor (Biomedical Engineering): computer vision, machine learning, robotics, and control.

Raimond L. Winslow
Professor (Biomedical Engineering): modeling of biological systems, nonlinear systems theory, grid computing and data management, biomedical ontologies.

Thomas B. Woolf
Professor (Physiology): bioinformatics, computational biophysics.

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

**EN.600.101. MATLAB for Data Analytics.**
MATLAB is a numerical-computing environment that is popular and powerful. In this course, you will learn to develop MATLAB scripts and functions to manipulate data, to visualize your results, and to share your results with others. Lecture time will be split between lecture and interactive sessions. This course is intended for students who are new to programming and numerical computing, though this is not a course on general-purpose programming.

Instructor(s): R. DiPietro
Area: Engineering.

**EN.600.103. Fundamentals of Practical Computing.**
Intended audience: students majoring in science, engineering or medicine. This course will provide a sampling of the theory behind and practical use of a broad spectrum of computational tools and technologies. We will start with Scratch (a programming language for kids) and show how many of the same concepts show up in Web Programming (HTML & Javascript). There will be a taste of algorithms, databases (SQL), Unix, statistics packages (R), data mining and visualization tools (graphviz), natural language processing, web search, interpreted languages (Python & LISP), compiled languages (C), and more. Students should come away with a few tools and concepts that will prove useful in their major, as well as the confidence that they can search the web to find what they need, when they need it, just-in-time.

Instructor(s): A. Irvine
Area: Engineering.
EN.600.104. Computer Ethics.
Students will examine a variety of topics regarding policy, legal, and moral issues related to the computer science profession itself and to the proliferation of computers in all aspects of society, especially in the era of the Internet. The course will cover various general issues related to ethical frameworks and apply those frameworks more specifically to the use of computers and the Internet. The topics will include privacy issues, computer crime, intellectual property law -- specifically copyright and patent issues, globalization, and ethical responsibilities for computer science professionals. Work in the course will consist of weekly assignments on one or more of the readings and a final paper on a topic chosen by the student and approved by the instructor. CS Majors Only - Alternate Weeks
Instructor(s): S. Kosaraju
Area: Humanities.

This course is required for all freshmen Computer Science majors. Transfers into the major and minors may enroll by permission only. Students will attend four 3-week blocks of meetings with different computer science professors, focused on a central theme. Active participation is required. Satisfactory/Unsatisfactory only.
Instructor(s): G. Hager; J. Selinski.

EN.600.106. Introductory Programming in Java.
This course introduces fundamental structured and object-oriented programming concepts and techniques, using Java, and is intended for all who plan to use computer programming in their studies and careers. Topics covered include variables, arithmetic operators, control structures, arrays, functions, recursion, dynamic memory allocation, files, class usage and class writing. Program design and testing are also covered, in addition to more advanced object-oriented concepts including inheritance and exceptions as time permits. First-time programmers are strongly advised to take EN.600.108 concurrently in Fall/Spring semesters.
Prerequisites: Students may receive credit for EN.600.107 or EN.600.112, but not both.
Instructor(s): S. More
Area: Engineering.

EN.600.107. Introduction to Programming Lab.
This course is intended for novice programmers, and must be taken in conjunction with EN.600.107. The purpose of this course is to give first-time programmers hands-on practice with guided supervision. Students will work in pairs each week to develop working programs, with checkpoints for each development phase. Must have familiarity with computers. Satisfactory/Unsatisfactory only.
Prerequisites: Coreq for EN.600.106: EN.600.107
Corequisites : Coreq: EN.600.107
Instructor(s): S. More
Area: Engineering.

EN.600.109. C++ Crash Course.
This is a crash course in C++ programming, primarily aimed at basic science students who need to use it as a tool in their field. The course will cover fundamental programming constructs in C++ including variables, decision statements and loops, along with input/output, functions, and arrays. Object oriented programming will be introduced if time permits. Students should have some prior programming experience in another language to include familiarity with variables, decisions statements and loops.
Instructor(s): O. Buzek
Area: Engineering.

EN.600.111. Python Scripting.
For non-majors, this is an introductory "learning by doing" course focused on the quick prototyping of computational solutions to problems from a variety of disciplines. After an introduction to the UNIX and IDLE environments we briefly cover the basics of programming in Python. We then spend the rest of the semester surveying a variety of powerful Python libraries, frameworks, and tools. We use these building blocks to create, for example, systems for image and sound processing, data analysis and visualization, event-based simulation, or database-driven web applications. There will be several sizeable team-based programming projects. [Note: This course may not be used for the CS major or minor requirements, except perhaps as a substitute for 600.107.]
Instructor(s): P. Froehlich
Area: Engineering.

EN.600.112. Introductory Programming for Scientists and Engineers.
An introductory "learning by doing" programming course for scientists, engineers, and everybody else who will need basic programming skills in their studies and careers. We cover the fundamentals of structured, modular, and (to some extent) object-oriented programming as well as important design principles and software development techniques such as unit testing and revision control. We will apply our shiny new programming skills by developing computational solutions to a number of real-world problems from a variety of disciplines. Students new to computer programming are encouraged to enroll into EN.600.113 IPSE Lab concurrently with this course. Students may receive credit for no more than one of the following: EN.600.107 or EN.600.111 or EN.600.112. [Note: This course may not be used for the CS major or minor requirements, except as a substitute for EN.600.107]
Prerequisites: Students who have taken EN.600.107 may not register for EN.600.112.; Students who have taken EN.600.111 may not register for EN.600.112.
Instructor(s): J. Selinski
Area: Engineering.

EN.600.113. IPSE Lab.
This course is intended for novice programmers, and must be taken in conjunction with EN.600.112. The purpose of this course is to give first-time programmers hands-on practice with guided supervision. Students may receive credit for EN.600.108 or EN.600.113, but not both. Co-requisite: EN.600.112. Satisfactory/Unsatisfactory only.
Prerequisites: Corequisite: EN.600.112; Students may receive credit for EN.600.108 or EN.600.113, but not both.
Instructor(s): J. Selinski
Area: Engineering.

EN.600.120. Intermediate Programming.
This course teaches intermediate to advanced programming, using C and C++. (Prior knowledge of these languages is not expected.) We will cover low-level programming techniques, as well as object-oriented class design, and the use of class libraries. Specific topics include pointers, dynamic memory allocation, polymorphism, overloading, inheritance, templates, collections, exceptions, and others as time permits. Students are expected to learn syntax and some language specific features independently. Course work involves significant programming projects in both languages. Recommended Course Background: AP CS, EN.600.107, EN.600.111, EN.600.112 or equivalent.
Instructor(s): B. Langmead; S. More
Area: Engineering.
EN.600.127. Fun With Haskell.
Functional programming, which emphasizes the mathematical aspects of computations, is central to many modern efforts to build fast, scalable systems. This course will provide an introduction to the (lazy) functional style of computer programming, using the increasingly-popular Haskell language. Prerequisite: 600.107 or equivalent
Instructor(s): N. Filardo.

This hands-on course will be a gentle introduction to the field of embedded computing: computer systems that interact with the real world, making possible cell phones, MP3 players, flash drives, Wii games, and many more. Students will be programming different projects in modern microcontrollers, witnessing the effects immediately. The course will address the hardware-software interface of computer systems, setting a good foundation to understand the physical layer of computer applications and networking. The main topics are computer architecture fundamentals, assembly language, interfacing peripherals, programming device drivers, working with sensors, and data acquisition. Each student will be provided with the material to perform experiments individually, as well as with learning handouts. The course will be intensive but fun. (Projected syllabus http://www.cs.jhu.edu/~jorgev/cs333/ESF.pdf)
Area: Engineering.

EN.600.134. Embedded Software Architecture.
Most efforts to improve software quality focus exclusively on process improvements, such as adoption of coding standards and better use of static analysis tools, code reviews, and testing. But poor software quality also results from bad decisions about the architecture of that software. Software architecture is a critical area for all embedded programmers to understand because of the importance of meeting real-time deadlines and ensuring safe and reliable operation. This hands-on course teaches software architecture with a focus specifically on real-time and embedded software.
Prerequisites: Intermediate Programming EN.600.120 AND Computer System Fundamentals ( EN.600.333 OR EN.600.433 )
Instructor(s): M. Barr
Area: Engineering.

This course will give an introduction to the concepts and major elements of computer-integrated surgery (CIS) through clinical applications. Students will learn to ask questions and look for answers the way clinical engineers build and analyze CIS systems. Major topics will include medical imaging, image processing, surgical planning, surgical robotics, robot navigation, systems integration, and clinical validation. No computer programming will be necessary to complete the assignments.
Instructor(s): S. Leonard
Area: Engineering.

EN.600.146. Introduction to Medical Imaging.
This intersession class will provide an introduction to medical imaging. It will cover the following imaging modalities: X-ray, computed tomography (CT), ultrasound, photoacoustic, and magnetic resonance imaging (MRI). The basic principles, instrumentation, and applications of each imaging modality will be presented. The course will include a mixture of lectures, classroom discussions, student presentations, and imaging demos using medical imaging resources at Hackerman Hall. Assignments will test theoretical knowledge and practical applications. Introductory physics, chemistry, and pre-calculus math are recommended pre-requisites. Note: Students should not expect an in depth analysis of medical imaging systems. This class is not intended as a substitute for Medical Imaging courses offered during fall and spring terms.
Instructor(s): M. Bell
Area: Engineering.

EN.600.148. Engineering How Surgeons Learn to Operate on Patients.
Can the da Vinci robot sitting in Hackerman Hall operate with/like a surgeon? Can engineers change the world, “Millions at a time”? In this course, we will consider challenges surgeons face in learning how to operate. We will explore a few different techniques that have been developed for measuring surgical skill. Students will learn how to read and discuss scientific articles, and gain perspective on how engineering solutions developed in symbiosis with surgery and data and measurement sciences can help surgeons train to provide safe and effective patient care.
Area: Natural Sciences, Quantitative and Mathematical Sciences.

EN.600.211. Unix System Programming.
This course covers a variety of topics in UNIX programming, including process control, signal handling, daemon processes, and interprocess communication. Participants must be familiar with using the UNIX environment and be fluent in the C programming language.
Prerequisites: Prereq: EN.600.120
Instructor(s): P. Froehlich
Area: Engineering.

Prereq: 600.120 This course will provide students with a modern and historical understanding of malicious software (i.e., malware) from a technical and societal perspective. The class will consist of lectures, discussion, and programming projects in which students will identify, exploit, and correct vulnerabilities that have been leveraged by malware. Due to the nature of the class projects, this course is intended for students with programming experience.
Prerequisites: EN.600.120
Instructor(s): S. Small
Area: Engineering.
EN.600.221. An Introduction to Connectomics.
This course will introduce the emerging field of connectomics, and give students the opportunity to contribute directly to ongoing research efforts within the computer science department. The field enables novel brain circuit analysis at the ultrastructure level (i.e., individual synapses and neurons) and promises insight into areas such as biofidelic algorithms and the validation of the cortical column hypothesis first proposed at JHU by Vernon Mountcastle in the 1960s. We will begin by broadly surveying the field of brain mapping across different scales, and more deeply examine research in ultrastructure electron microscopy reconstruction efforts. Students will learn about scalable algorithms and approaches to extract graphs from large image volumes (O(100 TB+)), and the importance of computer science in addressing modern neuroscience challenges. Programming experience in MATLAB, Python or R is helpful but not required.
Instructor(s): W. Gray Roncal
Area: Engineering, Natural Sciences.

EN.600.226. Data Structures.
This course covers the design and implementation of data structures including collections, sequences, trees, and graphs. Other topics include sorting, searching, and hashing. Course work involves both written homework and Java programming assignments. Recommended Course Background: AP CS, EN.600.107 or EN.600.120.
Instructor(s): G. Hager
Area: Engineering, Quantitative and Mathematical Sciences.

[Formerly EN.600.333/433] We study the design and performance of a variety of computer systems from simple 8-bit micro-controllers through 32/64-bit RISC architectures all the way to ubiquitous x86 CISC architecture. We'll start from logic gates and digital circuits before delving into arithmetic and logic units, registers, caches, memory, stacks and procedure calls, pipelined execution, super-scalar architectures, memory management units, etc. Along the way we'll study several typical instruction set architectures and review concepts such as interrupts, hardware and software exceptions, serial and other peripheral communications protocols, etc. A number of programming projects, frequently done in assembly language and using various processor simulators, round out the course. [Systems] Students may receive credit for only one of EN.600.233, EN.600.333 or EN.600.433.
Recommended Course Background: intro programming
Instructor(s): P. Froehlich
Area: Engineering.

EN.600.243. Introduction to Hardware Hacking.
Our favorite electronic devices, such as gaming consoles and smartphones, have a common root --- hardware. These deceptively simple interconnections of electronic components perform arithmetic and logic operations that enable our devices to interact with us and extend current methods for software security, communication, and marketing. In this course, we first survey hacks (e.g., rooting) that furnish a practical understanding of the hardware/software relationship. We continue this relationship by examining the use of hardware emulation and security extensions. Lastly, we explore other niche hardware uses such as asset tracking, advertising, and authentication. Recommended Background: Intermediate Programming, Data Structures, CSF.
Area: Engineering, Quantitative and Mathematical Sciences.

This course will give an introduction to the concepts and major elements of computer-integrated surgery (CIS) and its clinical applications. Major topics will include image processing, surgical planning, surgical robotics, surgical navigation, systems integration, and clinical validation. The class may include a clinical lab module. Grades will be calculated based on participation in class and three homework assignments. No computer programming will be necessary or required to complete the assignments. Recommended Course Background: Pre-calculus, Linear Algebra and Vector Calculus.
Instructor(s): R. Kumar
Area: Engineering.

EN.600.250. User Interfaces and Mobile Applications.
This course will provide students with a rich development experience, focused on the design and implementation of user interfaces and mobile applications. A brief overview of human computer interaction will provide context for designing, prototyping and evaluating user interfaces. Students will invent their own mobile applications and implement them using the Android SDK, which is JAVA based. An overview of the Android platform and available technologies will be provided, as well as XML for layouts, and general concepts for effective mobile development. Students will be expected to explore and experiment with outside resources in order to learn technical details independently. There will also be an emphasis on building teamwork skills, and on using modern development techniques and tools.
Prerequisites: EN.600.120 AND EN.600.226
Instructor(s): J. Selinski
Area: Engineering.

EN.600.255. Introduction to Video Game Design.
A broad survey course in video game design (as opposed to mathematical game theory), covering artistic, technical, as well as sociological aspects of video games. Students will learn about the history of video games, archetypal game styles, computer graphics and programming, user interface and interaction design, graphical design, spatial and object design, character animation, basic game physics, plot and character development, as well as psychological and sociological impact of games. Students will design and implement an experimental video game in interdisciplinary teams of 3-4 students as part of a semester-long project. Section 1 requires technical skills, including at least one programming course (preferably 2 or more). Section 2 requires artistic skills, including at least one multimedia course (preferably 2 or more). Open to sophomores and above.
Corequisites: Co-req: 600.256
Instructor(s): P. Froehlich
Area: Engineering.

EN.600.256. Introduction to Video Game Design Lab.
A lab course in support of 600.255: Introduction to Video Game Design covering a variety of multi-media techniques and applications from image processing, through sound design, to 3D modeling and animation. See 600.255: Introduction to Video Game Design for details about enrolling.
Corequisites: EN.600.255
Instructor(s): P. Froehlich.
This course is an introduction to the theory of computing. Topics include design of finite state automata, pushdown automata, linear bounded automata, Turing machines and phrase structure grammars; correspondence between automata and grammars; computable functions, decidable and undecidable problems, P and NP problems, NP-completeness, and randomization. Students may not receive credit for EN.600.271 and EN.600.471 for the same degree.
Prerequisites: EN.550.171
Area: Engineering, Quantitative and Mathematical Sciences.

EN.600.306. Introduction to Speech.
This course will introduce students to speech from an interdisciplinary perspective including Computer Science, Electrical Engineering, Linguistics and Psychology. Topics such as pitch will be discussed from a variety of perspectives including signal processing (estimating fundamental frequency), perception, linguistics and computational linguistics. Vowels will be described from multiple perspectives ranging from distinctive features in linguistics to formants in signal processing. Students will become familiar with a variety of topics ranging from spectrogram reading to using XML to program phones and Python (NLTK) to find interesting patterns in text corpora. To reach a diverse interdisciplinary audience, no background experience is required. Short course.
Instructor(s): K. Church
Area: Engineering.

EN.600.311. Sparse Representation in Computer Vision.
Techniques from sparse signal representation have seen significant impact in computer vision, often on non-traditional applications where the goal is not just to obtain a compact high-fidelity representation of the observed signal, but also to extract semantic information. The choice of dictionary plays a key role in bridging this gap: unconventional dictionaries consisting of, or learned from, the training samples themselves provide the key to obtaining state-of-the-art results and to attaching semantic meaning to sparse signal representations. Understanding the good performance of such unconventional dictionaries in turn demands new algorithmic and analytical techniques. This short course highlights a few representative examples of how the interaction between sparse signal representation and computer vision can enrich both fields. Recommended Course Background: EN.600.107, AS.110.201, and EN.550.310.
Area: Engineering.

EN.600.315. Databases.
Introduction to database management systems and database design, focusing on the relational and object-oriented data models, query languages and query optimization, transaction processing, parallel and distributed databases, recovery and security issues, commercial systems and case studies, heterogeneous and multimedia databases, and data mining. [Systems] Students may receive credit for EN.600.315 or EN.600.415, but not both.
Prerequisites: Prerequisite: EN.600.226
Instructor(s): D. Yarowsky
Area: Engineering.

EN.600.316. Database Systems.
This course serves as an introduction to the architecture and design of modern database management systems. Topics include query processing algorithms and data structures, data organization and storage, query optimization and cost modeling, transaction management and concurrency control, high-availability mechanisms, parallel and distributed databases, and a survey of modern architectures including NoSQL, column-oriented and streaming databases. Course work includes programming assignments and experimentation in a simple database framework written in Java. [Systems] Students may receive credit for EN.600.316 or EN.600.416, but not both.
Prerequisites: EN.600.120 AND EN.600.226; Students may receive credit for EN.600.316 or EN.600.416, but not both.
Instructor(s): Y. Ahmad
Area: Engineering.

This course covers fundamental topics related to operating systems theory and practice. Topics include processor management, storage management, concurrency control, multi-programming and processing, device drivers, operating system components (e.g., file system, kernel), modeling and performance measurement, protection and security, and recent innovations in operating system structure. Course work includes the implementation of operating systems techniques and routines, and critical parts of a small but functional operating system. Students may receive credit for EN.600.318 or EN.600.418 but not both. Recommended Course Background: EN.600.211
Prerequisites: Students may receive credit for EN.600.318 or EN.600.418 but not both.; Prereqs: EN.600.120 AND EN.600.226 AND (EN.600.233 OR EN.600.333)
Instructor(s): P. Froehlich
Area: Engineering.

EN.600.320. Parallel Programming.
This course prepares the programmer to tackle the massive data sets and huge problem size of modern scientific and enterprise computing. Google and IBM have commented that undergraduate CS majors are unable to "break the single server mindset" (http://www.google.com/intl/en/press/pressrel/20071008_ibm_univ.html). Students taking this course will abandon the comfort of serial algorithmic thinking and learn to harness the power of cutting-edge software and hardware technologies. The issue of parallelism spans many architectural levels. Even "single server" systems must parallelize computation in order to exploit the inherent parallelism of recent multi-core processors. The course will examine different forms of parallelism in four sections. These are: (1) massive data-parallel computations with Hadoop; (2) programming compute clusters with MPI; (3) thread-level parallelism in Java; and, (4) GPGPU parallel programming with NVIDIA's Cuda. Each section will be approximately 3 weeks and each section will involve a programming project. The course is also suitable for undergraduate and graduate students from other science and engineering disciplines that have prior programming experience. [Systems] Students may receive credit for EN.600.320 or EN.600.420, but not both. Recommended Course Background: EN.600.233
Prerequisites: Prereq: EN.600.120 and EN.600.226; recommended 600.333/433
Instructor(s): R. Burns
Area: Engineering.
EN.600.321. Object Oriented Software Engineering.
This course covers object-oriented software construction methodologies and their application. The main component of the course is a large team project on a topic of your choosing. Course topics covered include object-oriented analysis and design, UML, design patterns, refactoring, program testing, code repositories, team programming, and code reviews. [Systems or Applications] (http://pl.cs.jhu.edu/oose/index.shtml) Students may receive credit for EN.600.321 or EN.600.421, but not both.
Prerequisites: EN.600.120 AND EN.600.226
Instructor(s): S. Smith
Area: Engineering.

Data-Intensive Computing is an experiential education course in computing with massive data sets that covers the software, algorithms, and systems used to ingest, store, and analyze. Specific topics include: NoSQL software systems including key/value stores and graph databases, scientific python, array databases, (semi)-external memory array and graph algorithms, extract-transform-load (ETL) processing, spatial indexing, OpenCL GPU code acceleration, and performance management of clusters. The course will utilize the unique computing resources at JHU, including the DataScope (5PB of storage), the GPU cluster (110 TFlops), and the Homewood High Performance Computing Cluster (1600 cores). The entire course will take place in several lengthy lab sessions each week. Course time will be divided roughly into team projects (30%), ad-hoc tasks (50%), presentation (10%) and using collaboration tools for concurrent reading and authoring and interactive self-assessment. [Systems]
Prerequisites: EN.600.320 OR EN.600.420
Instructor(s): R. Burns
Area: Engineering.

EN.600.325. Declarative Methods.
Suppose you could simply write down a description of your problem, and let the computer figure out how to solve it. What notation could you use? What strategy should the computer then use? In this survey class, you'll learn to recognize when your problem is an instance of satisfiability, constraint programming, logic programming, dynamic programming, or mathematical programming (e.g., integer linear programming). For each of these related paradigms, you'll learn to reformulate hard problems in the required notation and apply off-the-shelf software that can solve any problem in that notation -- including NP-complete problems and many of the problems you'll see in other courses and in the real world. You'll also gain some understanding of the general-purpose algorithms that power the software. [Analysis]
Prerequisites: EN.600.325 or EN.600.425, not both.
Instructor(s): J. Eisner
Area: Engineering.

EN.600.328. Compilers and Interpreters.
Introduction to compiler design, including lexical analysis, parsing, syntax-directed translation, symbol tables, run-time environments, and code generation and optimization. Students are required to write a compiler as a course project.[Systems] Co-listed with EN.600.428
Prerequisites: EN.600.120 AND EN.600.226
Instructor(s): P. Froehlich
Area: Engineering.

EN.600.335. Artificial Intelligence.
The course situates the study of Artificial Intelligence (AI) first in the broader context of Philosophy of Mind and Cognitive Psychology and then treats in-depth methods for automated reasoning, automatic problem solvers and planners, knowledge representation mechanisms, game playing, machine learning, and statistical pattern recognition. The class is recommended for all scientists and engineers with a genuine curiosity about the fundamental obstacles to getting machines to perform tasks such as deduction, learning, and planning and navigation. Strong programming skills and a good grasp of the English language are expected; students will be asked to complete both programming assignments and writing assignments. The course will include a brief introduction to scientific writing and experimental design, including assignments to apply these concepts. [Applications] Prerequisites: EN.600.226, 550.171; Recommended: linear algebra, prob/stat. Students can only receive credit for EN.600.335 or EN.600.435, not both.
Prerequisites: EN.600.226(C) AND EN.550.171(C)
Instructor(s): P. Koehn
Area: Engineering.

This is an introductory course presenting a series of algorithms related to the representation and use of geometric models acquired from sensor data. Course topics include: basic sensing and estimation techniques, geometric model representations, and motion planning algorithms. The course will also discuss applications in diverse areas such as mobile systems, robot manipulation, and medicine. Students may receive credit for EN.600.336 or EN.600.436, but not both.
Recommended Course Background: AS.110.106, probability/statistics.
Prerequisites: EN.600.226(C)
Instructor(s): G. Hager
Area: Engineering.

EN.600.337. Distributed Systems.
This course teaches how to design and implement protocols that enable processes to exchange information, cooperate, and coordinate efficiently in a consistent manner over a computer network. Topics include communication protocols, group communication, distributed databases, distributed operating systems, and security. [Systems]. Students may receive credit for EN.600.337 or EN.600.437 but not both.
Instructor(s): Y. Amir
Area: Engineering.

EN.600.340. Introduction to Genomic Research.
This course will use a project-based approach to introduce undergraduates to research in computational biology and genomics. During the semester, students will take a series of large data sets, all derived from recent research, and learn all the computational steps required to convert raw data into a polished analysis. Data challenges might include the DNA sequences from a bacterial genome project, the RNA sequences from an experiment to measure gene expression, the DNA from a human microbiome sequencing experiment, and others. Topics may vary from year to year. In addition to computational data analysis, students will learn to do critical reading of the scientific literature by reading high-profile research papers that generated groundbreaking or controversial results. [Applications]
Recommended Course Background: Knowledge of the Unix operating system and programming expertise in a language such as Perl or Python.
Instructor(s): S. Salzberg
Area: Engineering.
Topics covered will include application layer protocols (e.g., HTTP, FTP, SMTP), transport layer protocols (UDP, TCP), network layer protocols (e.g., IP, ICMP), link layer protocols (e.g., Ethernet) and wireless protocols (e.g., IEEE 802.11). The course will also cover routing protocols such as link state and distance vector, multicast routing, and path vector protocols (e.g., BGP). The class will examine security issues such as firewalls and denial of service attacks. We will also study DNS, NAT, Web caching and CDNs, peer to peer, and protocol tunneling. Finally, we will explore security protocols (e.g., TLS, SSH, IPsec), as well as some basic cryptography necessary to understand these. Grading will be based on hands-on programming assignments, homeworks and two exams. [Systems] Students can only receive credit for EN.600.344 or EN.600.444, not both.
Prerequisites: Prereqs for EN.600.344: EN.600.233/333/433 or permission. Students can only receive credit for EN.600.344 or EN.600.444, not both
Instructor(s): A. DeSimone
Area: Engineering.

EN.600.355. Video Game Design Project.
An intensive capstone design project experience in video game development. Students will work in groups of 4-8 on developing a complete video game of publishable quality. Teams will (hopefully) include programmers, visual artists, composers, and writers. Students will be mentored by experts from industry and academia. Aside from the project itself, project management and communication skills will be emphasized. Enrollment is limited to ensure parity between the various disciplines. [General] May involve travel to MICA. Junior or senior standing recommended.
Prerequisites: EN.600.255 and EN.600.256 or permission of instructor
Instructor(s): P. Froehlich
Area: Engineering.

This course introduces computer graphics techniques and applications, including image processing, rendering, modeling and animation. [Applications] Students may receive credit for EN.600.357 or EN.600.457, but not both. No Audits.
Prerequisites: EN.600.120 AND EN.600.226
Instructor(s): M. Kazhdan
Area: Engineering, Quantitative and Mathematical Sciences.

EN.600.363. Introduction To Algorithms.
This course concentrates on the design of algorithms and the rigorous analysis of their efficiency. Topics include the basic definitions of algorithmic complexity (worst case, average case); basic tools such as dynamic programming, sorting, searching, and selection; advanced data structures and their applications (such as union-find); graph algorithms and searching techniques such as minimum spanning trees, depth-first search, shortest paths, design of online algorithms and competitive analysis. [Analysis] Students may receive credit for EN.600.363 or EN.600.463, but not both.
Prerequisites: EN.600.226 and EN.550.171 or permission
Instructor(s): V. Braverman
Area: Engineering, Quantitative and Mathematical Sciences.

EN.600.371. Software Tools Practicum.
This course will survey the wide range of tools, frameworks and packages that form a foundation for much of the modern Internet. Each week, a group of students will present a particular software package to the class, exploring the architectural, historical and competitive aspects. The weekly lab work and assignments will focus on testing the software and understanding its contributions to providing the services that support the Internet. The software will be chosen from a list of popular packages like Hudson, Drupal, Docker, WordPress, Node.js, jQuery, Django, Ruby on Rails, Git, Coffeescript, Ember, Angular, MongoDB, Couch, and others. Students will select one package and work with others to explore the packages, learn how they work and then summarize this knowledge by creating a presentation for the class. [General] CS majors only.
Prerequisites: EN.600.120 AND EN.600.226
Instructor(s): P. Wayner
Area: Engineering.

EN.600.384. Augmented Reality.
Undergraduate level version of EN.600.684. Students may take EN.600.384 or EN.600.684, but not both.
Prerequisites: Students may take EN.600.384 or EN.600.684, but not both.; EN.600.120 AND EN.600.226 AND AS.110.201
Linear Algebra
Instructor(s): N. Navab
Area: Engineering.

EN.600.392. CS Design Project.
This course will give junior and senior CS majors an intensive design project experience. Students will work in groups with real world customers to develop a working system. Project design, management and communication skills will be emphasized. Software development methodologies may also be presented. Recommended Course Background: EN.600.321
Prerequisites: EN.600.120 AND EN.600.226; Recommended 600.321
Instructor(s): P. Froehlich
Area: Engineering.

EN.600.402. Digital Health and Biomedical Informatics.
Advances in technology are driving a change in medicine, from personalized medicine to population health. Computers and information technology will be critical to this transition. We shall discuss some of the coming changes in terms of computer technology, including computer-based patient records, clinical practice guidelines, and region-wide health information exchanges. We will discuss the underlying technologies driving these developments - databases and warehouses, controlled vocabularies, and decision support.
Instructor(s): H. Lehmann
Area: Engineering.

EN.600.411. Computer Science Innovation & Entrepreneurship II.
This course is the second half of a two-course sequence and is a continuation of course EN.600.410.01, CS Innovation and Entrepreneurship, offered by the Center for Leadership Education (CLE). In this sequel course the student groups, directed by CS faculty, will implement the business idea which was developed in the first course and will present the implementations and business plans to an outside panel made up of practitioners, industry representatives, and venture capitalists. [General]
Prerequisites: EN.660.410 AND ( EN.600.321 OR EN.600.421)
Instructor(s): A. Dahbura; L. Aronhime
Area: Engineering.
EN.600.415. Databases.
Graduate level version of EN.600.315 [Systems]. Students may receive credit for EN.600.315 or EN.600.415, but not both. Recommended Course Background: EN.600.226
Instructor(s): D. Yarowsky
Area: Engineering.

Similar material as EN.600.316, covered in more depth. Intended for upper-level undergraduates and graduate students. Students may receive credit for EN.600.316 or EN.600.416, but not both. Recommended Course Background: EN.600.120 and EN.600.226
Prerequisites: Students may receive credit for EN.600.316 or EN.600.416, but not both.
Instructor(s): Y. Ahmad
Area: Engineering.

EN.600.418. Operating Systems.
Similar material as EN.600.318, covered in more depth. Intended for upper-level undergraduates and graduate students. Students may receive credit for EN.600.318 or EN.600.418, but not both. [Systems]
Prerequisites: Students may receive credit for EN.600.318 or EN.600.418, but not both.
Instructor(s): P. Froehlich
Area: Engineering.

EN.600.420. Parallel Programming.
Graduate level version of EN.600.320. Students may receive credit for EN.600.320 or EN.600.420, but not both. Recommended Course Background: EN.600.120 or equivalent.
Instructor(s): R. Burns
Area: Engineering.

EN.600.421. Object Oriented Software Engineering.
Graduate level version of EN.600.321 [Systems or Applications]. Students may receive credit for EN.600.321 or EN.600.421, but not both. Recommended Course Background: EN.600.226 and EN.600.120
Instructor(s): S. Smith
Area: Engineering.

Graduate student version of EN.600.323. [Systems] Students may receive credit for EN.600.323 or EN.600.423, but not both.
Prerequisites: EN.600.320 OR EN.600.420
Instructor(s): R. Burns
Area: Engineering.

This course focuses on communication security in computer systems and networks. The course is intended to provide students with an introduction to the field of network security. The course covers network security services such as authentication and access control, integrity and confidentiality of data, firewalls and related technologies, Web security and privacy. Course work involves implementing various security techniques. A course project is required. [Systems] EN.600.120 (or equivalent) recommended. Recommended Course Background: 600.120, 600.226, 600.344, 600.444 or permission.
Prerequisites: 600.226 and (600.344 or 600.444) or permission; 600.120 (or equivalent) recommended.
Instructor(s): S. Nielson
Area: Engineering.

Students can only receive credit for EN.600.325 or EN.600.425, not both. Graduate level version of EN.600.325. Recommended Course Background: EN.600.226, EN.600.271, AS.110.107/AS.110.109
Instructor(s): J. Eisner
Area: Engineering.

EN.600.426. Principles of Programming Languages.
Functional, object-oriented, and other language features are studied independent of a particular programming language. Students become familiar with these features by implementing them. Most of the implementations are in the form of small language interpreters. Some type checkers and a small compiler will also be written. The total amount of code written will not be overly large, as the emphasis is on concepts. The ML programming language is the implementation language used. [Analysis] Requistes include 600.226. No Freshmen or Sophomores.
Instructor(s): S. Smith
Area: Engineering, Quantitative and Mathematical Sciences.

EN.600.428. Compilers & Interpreters.
Introduction to compiler design, including lexical analysis, parsing, syntax-directed translation, symbol tables, run-time environments, and code generation and optimization. Students are required to write a compiler as a course project. Co-listed with EN.600.328. Students should have knowledge of C/C++ programming and data structures. Graduate version of EN.600.328. Students may receive credit for EN.600.328 or EN.600.428, but not both.
Prerequisites: EN.600.120 AND EN.600.226
Instructor(s): P. Froehlich
Area: Engineering.

EN.600.429. Functional Programming at Work - Haskell and Domain-Specific Languages.
This course studies pure functional programming in the Haskell language and the use of functional programming to build domain specific languages (DSLs): customized, application specific programming languages. This course starts with an introduction to Haskell and its essential ideas of lazy evaluation and type inference. Advanced functional programming topics will include type classes, monads and monad transformers, arrows, templates, dependent types, parser combinators, and multiple parameter type classes. The class will study existing DSLs and DSL implementation techniques, including languages for reactive programming, computer vision, hardware design, computer music, and parallel processing. Students will implement a DSL of their choice in Haskell.
Instructor(s): J. Peterson
Area: Engineering.
EN.600.430. Ontologies and Knowledge Representation. Knowledge representation (KR) deals with the possible structures by which the content of what is known can be formally represented in such a way that queries can be posed and inferences drawn. Ontology concerns the hierarchi- cal classification of entities from given domains of knowledge together with the relations between various classes or subclasses. We begin with KR, examining the standard variety of frameworks developed or implemented over the last twenty years, including 1st-order logic and automated theorem proving, networks, frames, and description logics. Then we move on to a study of the problems inherent in ontology development and examine the some of the currently prevalent environments, including Universal Modeling Language, OWL and Protege’, RDFS and semantic web applications. [Analysis] Recommended Course Background: EN.600.107 and EN.600.271
Instructor(s): R. Rynasiewicz
Area: Humanities, Quantitative and Mathematical Sciences.

EN.600.433. Computer Systems. Graduate version of 600.333. Students may receive credit for 600.333 or 600.433, but not both. [Systems]
Instructor(s): P. Froehlich
Area: Engineering.

EN.600.435. Artificial Intelligence. Students may receive credit for EN.600.335 or EN.600.435, not both. Graduate level version of 600.335 [Applications]. Prerequisite: EN.600.226, EN.550.171; Recommended: linear algebra, prob/stat.
Instructor(s): P. Koehn
Area: Engineering.

EN.600.436. Algorithms for Sensor-Based Robotics. This course surveys the development of robotic systems for navigating in an environment from an algorithmic perspective. It will cover basic kinematics, configuration space concepts, motion planning, and localization and mapping. It will describe these concepts in the context of the ROS software system, and will present examples relevant to mobile platforms, manipulation, robotics surgery, and human-machine systems. [Analysis] Formerly EN.600.336. Students may receive credit for only one of EN.600.336, EN.600.436 and EN.600.636.
Prerequisites: EN.600.226 and Linear Algebra and Probability; Students may receive credit for only one of EN.600.336, EN.600.436 and EN.600.636.
Instructor(s): S. Leonard
Area: Engineering.

EN.600.437. Distributed Systems. Graduate version of 600.337 Systems. Students may receive credit for 600.337 or 600.437 but not both. Recommended Course Background: EN.600.120, EN.600.226
Instructor(s): Y. Amir
Area: Engineering.

EN.600.438. Computational Genomics: Data Analysis. Genomic data has the potential to reveal causes of disease, novel drug targets, and relationships among genes and pathways in our cells. However, identifying meaningful patterns from high-dimensional genomic data has required development of new computational tools. This course will cover current approaches in computational analysis of genomic data with a focus on statistical methods and machine learning. Topics will include disease association, prediction tasks, clustering and dimensionality reduction, data integration, and network reconstruction. There will be some programming and a project component. [Applications] Recommended Course Background: EN.600.226 or other programming experience, probability and statistics, linear algebra or calculus. Students may receive credit for EN.600.438 or EN.600.638, but not both.
Prerequisites: Students may receive credit for EN.600.438 or EN.600.638, but not both.]
Instructor(s): A. Battle
Area: Engineering.

EN.600.439. Computational Genomics. Your genome is the blueprint for the molecules in your body. It’s also a string of letters (A, C, G and T) about 3 billion letters long. How does this string give rise to you? Your heart, your brain, your health? This, broadly speaking, is what genomics research is about. This course will familiarize you with a breadth of topics from the field of computational genomics. The emphasis is on current research problems, real-world genomics data, and efficient software implementations for analyzing data. Topics will include: string matching, sequence alignment and indexing, assembly, and sequence models. Course will involve significant programming projects. [Applications]
Prerequisites: EN.600.120 AND EN.600.226
Instructor(s): B. Langmead
Area: Engineering.

EN.600.441. Machine Learning for Genomic Data - Trends and Applications. Genomic data is becoming available in large quantities, but understanding how genetics contributes to human disease and other traits remains a major challenge. Machine learning approaches allow us to automatically analyze and combine genomic data, build predictive models, and identify genetic elements important to disease and cellular processes. This course will cover uses of machine learning in diverse genomic applications. Students will present and discuss current literature. Topics include predicting disease risk from genomic data, integrating diverse genomic data types, gene network reconstruction, and other topics guided by student interest. The course will include a project component with the opportunity to explore publicly available genomic data. Recommended course background: coursework in data mining, machine learning. [Applications] Students may receive credit for 600.441 or 600.641, but not both.
Prerequisites: Students may receive credit for 600.441 or 600.641, but not both.
Instructor(s): A. Battle
Area: Engineering.
EN.600.442. Modern Cryptography.
This course focuses on cryptographic algorithms, formal definitions, hardness assumptions, and proofs of security. Topics include number-theoretic problems, pseudo-randomness, block and stream ciphers, public-key cryptography, message authentication codes, and digital signatures. Recommended Course Background: EN.600.226 and a 300-level or above systems course; EN.600.271/EN.600.471 and EN.550.171 or equivalent.
Instructor(s): A. Jain
Area: Engineering, Quantitative and Mathematical Sciences.

Lecture topics will include computer security, network security, basic cryptography, system design methodology, and privacy. There will be a heavy work load, including written homework, programming assignments, exams and a comprehensive final. The class will also include a semester-long project that will be done in teams and will include a presentation by each group to the class. [Applications] Recommended Course Background: A basic course in operating systems and networking, or permission of instructor.
Instructor(s): M. Green
Area: Engineering.

EN.600.444. Computer Networks.
This course considers intersystem communications issues. Topics covered include layered network architectures; the OSI model; bandwidth, data rates, modems, multiplexing, error detection/correction; switching; queuing models, circuit switching, packet switching; performance analysis of protocols, local area networks; and congestion control. Recommended Course Background: EN.600.120 and EN.600.233. Students can only receive credit for EN.600.344 or EN.600.444, not both.
Prerequisites: Students can only receive credit for EN.600.344 or EN.600.444, not both.
Instructor(s): A. Rubin
Area: Engineering.

This course focuses on computer-based techniques, systems, and applications exploiting quantitative information from medical images and sensors to assist clinicians in all phases of treatment from diagnosis to preoperative planning, execution, and follow-up. It emphasizes the relationship between problem definition, computer-based technology, and clinical application and includes a number of guest lectures given by surgeons and other experts on requirements and opportunities in particular clinical areas. Required Course Background: AS.110.201 or permission of instructor. Recommended Course Background: EN.600.120, EN.600.457, EN.600.461, image processing.
Prerequisites: EN.600.226
Instructor(s): R. Taylor
Area: Engineering.

EN.600.446. Computer Integrated Surgery II.
This weekly lecture/seminar course addresses similar material to EN.600.445, but covers selected topics in greater depth. In addition to material covered in lectures/seminars by the instructor and other faculty, students are expected to read and provide critical analysis/presentations of selected papers in recitation sessions. Students taking this course are required to undertake and report on a significant term project under the supervision of the instructor and clinical end users. Typically, this project is an extension of the term project from EN.600.445, although it does not have to be. Grades are based both on the project and on classroom recitations. Students wishing to attend the weekly lectures as a 1-credit seminar should sign up for EN.600.452. Students may also take this course as EN.600.646. The only difference between EN.600.446 and EN.600.646 is the level of project undertaken. Typically, EN.600.646 projects require a greater degree of mathematical, image processing, or modeling background. Prospective students should consult with the instructor as to which course number is appropriate. [Applications] Students may receive credit for EN.600.446 or EN.600.646, but not both.
Prerequisites: Prereq for EN.600.446: EN.600.445 or EN.600.645 or permission
Instructor(s): R. Taylor
Area: Engineering.

This course is an introduction to fundamental concepts of networked embedded systems and wireless sensor networks. It is intended for juniors, seniors and first year graduate students in Computer Science and other engineering majors with the prerequisite background. Covered topics include: embedded systems programming concepts, low power and power aware design, radio technologies, communication protocols for ubiquitous computing systems, and some of the mathematical foundation of sensor behavior. Laboratory work consists of a set of programming assignments that consider a set of the issues described in class. Recommended Course Background: EN.600.226, EN.600.120, and EN.600.344/EN.600.444
Instructor(s): M. Chang
Area: Engineering.

EN.600.451. Introduction to Bitcoin and Other Cryptocurrencies.
This course covers the basics of Bitcoin and the underlying technologies driving it. The course is intended for students interested in the cryptographic techniques devised to make digital currencies and payment systems secure. Topics include Bitcoin transactions, the blockchain, mining, and decentralized consensus. The course will include a brief introduction to public-key cryptography, digital signatures, hash functions, proof of work/space, multisignatures, and elliptic curve cryptography. The course concludes with an overview of the Bitcoin scripting language and Bitcoin 2.0 platforms. [Systems] Recommended Course Background: EN.600.344/444 (Computer Networks) and EN.550.171 (Discrete Math)
Prerequisites: EN.600.226
Instructor(s): G. Ateniese
Area: Engineering.

EN.600.452. Seminar: Computer Integrated Surgery II.
Students may receive credit for EN.600.446 or EN.600.452, but not both. Lecture only version of EN.600.446 (no project). Recommended Course Background: EN.600.445 or instructor permission required.
Instructor(s): R. Taylor
Area: Engineering.
EN.600.454. Practical Cryptographic Systems.
This semester-long course will teach systems and cryptographic design principles by example: by studying and identifying flaws in widely-deployed cryptographic products and protocols. Our focus will be on the techniques used in practical security systems, the mistakes that lead to failure, and the approaches that might have avoided the problem. We will place a particular emphasis on the techniques of provable security and the feasibility of reverse-engineering undocumented cryptographic systems. [Systems]
Instructor(s): M. Green
Area: Engineering.

Graduate level version of EN.600.357. Students may receive credit for EN.600.357 or EN.600.457, but not both. Recommended Course Background: EN.600.120, EN.600.226, AS.110.201 or instructor permission.
Instructor(s): M. Kazhdan
Area: Engineering, Quantitative and Mathematical Sciences.

EN.600.459. Computational Geometry.
This course will provide an introduction to computational geometry. It will cover a number of topics in two- and three-dimensions, including polygon triangulations and partitions, convex hulls, Delaunay and Voronoi diagrams, arrangements, and spatial queries. Time-permitting, we will also look at KD-trees, general BSP-trees, and quadtrees. [Analysis] Recommended Course Background: EN.600.120 AND EN.600.226 AND (EN.600.363 OR EN.600.463).
Prerequisites: Students may receive credit for EN.600.459 or EN.600.659, but not both.
Instructor(s): M. Kazhdan
Area: Engineering, Quantitative and Mathematical Sciences.

EN.600.460. Software Vulnerability Analysis.
This course will examine vulnerabilities in C source, stack overflows, writing shell code, etc. Also, vulnerabilities in web applications: SQL injection, cookies, as well as vulnerabilities in C binary fuzzing, and exploit development without source among other topics. Co-listed with EN.650.460
Instructor(s): S. Checkoway
Area: Engineering.

EN.600.461. Computer Vision.
This course gives an overview of fundamental methods in computer vision from a computational perspective. Methods studied include: camera systems and their modelling, computation of 3-D geometry from binocular stereo, motion, and photometric stereo; and object recognition. Edge detection and color perception are covered as well. Elements of machine vision and biological vision are also included. Students may receive credit for at most one of EN.600.361 or EN.600.461 or EN.600.661. [Applications] Prerequisites (soft): intro programming, linear algebra, and prob/stat.
Prerequisites: If you have completed EN.600.361 OR EN.600.661 you cannot enroll in EN.600.461.
Instructor(s): A. Reiter
Area: Engineering, Quantitative and Mathematical Sciences.

EN.600.463. Algorithms I.
Graduate version of EN.600.363. Students may receive credit for EN.600.363 or EN.600.463, but not both. Recommended Course Background: EN.600.226 and EN.550.171 or instructor permission required.
Instructor(s): V. Braverman
Area: Engineering, Quantitative and Mathematical Sciences.

EN.600.464. Randomized and Big Data Algorithms.
The course emphasizes algorithmic design aspects, and how randomization can be a helpful tool. The topics covered include: tail inequalities, linear programming relaxation & randomized rounding, de-randomization, existence proofs, universal hashing, markov chains, metropolis and metropolis-hastings methods, mixing by coupling and by eigenvalues, counting problems, semi-definite programming and rounding, lower bound arguments, and applications of expanders. [Analysis] (www.cs.jhu.edu/~cs464) Recommended Course Background: EN.600.363 or EN.600.463.
Instructor(s): V. Braverman
Area: Engineering, Quantitative and Mathematical Sciences.

EN.600.465. Natural Language Processing.
This course is an in-depth overview of techniques for processing human language. How should linguistic structure and meaning be represented? What algorithms can recover them from text? And crucially, how can we build statistical models to choose among the many legal answers? The course covers methods for trees (parsing and semantic interpretation), sequences (finite-state transduction such as morphology), and words (sense and phrase induction), with applications to practical engineering tasks such as information retrieval and extraction, text classification, part-of-speech tagging, speech recognition and machine translation. There are a number of structured but challenging programming assignments. [Applications] Recommended Course Background: EN.600.226
Instructor(s): J. Eisner
Area: Engineering.

EN.600.466. Information Retrieval and Web Agents.
An in-depth, hands-on study of current information retrieval techniques and their application to developing intelligent WWW agents. Topics include a comprehensive study of current document retrieval models, mail/news routing and filtering, document clustering, automatic indexing, query expansion, relevance feedback, user modeling, information visualization and usage pattern analysis. In addition, the course explores the range of additional language processing steps useful for template filling and information extraction from retrieved documents, focusing on recent, primarily statistical methods. The course concludes with a study of current issues in information retrieval and data mining on the World Wide Web. Topics include web robots, spiders, agents and search engines, exploring both their practical implementation and the economic and legal issues surrounding their use. Recommended Course Background: EN.600.226
Instructor(s): D. Yarowsky
Area: Engineering.

EN.600.467. Wireless Networks.
This course covers the basics of mobile communication and wireless networking for computer science majors by keeping a balance between communication and networking topics. In this course the students will be exposed to wireless transmission fundamentals (path loss, shadowing, modulation, coding and channel models), wireless cellular networks (cellular concept, channel reuse, capacity limits, and cellular systems such as GSM, GPRS and UMTS), and learn about mobile network and transport layers, medium access control protocols, wireless local area networks (IEEE 802.11), wireless mesh networks (IEEE 802.16), and emerging dynamic spectrum access networks based on cognitive radios. Recommended Course Background: EN.600.344/EN.600.444 or equivalent.
Prerequisites: EN.600.344 OR EN.600.444 or equivalent
Instructor(s): A. Mishra
Area: Engineering.
Google translate can instantly translate between any pair of over fifty human languages (for instance, from French to English). How does it do that? Why does it make the errors that it does? And how can you build something better? Modern translation systems learn to translate by reading millions of words of already translated text, and this course will show you how they work. The course covers a diverse set of fundamental building blocks from linguistics, machine learning, algorithms, data structures, and formal language theory, along with their application to a real and difficult problem in artificial intelligence.
Recommended Course Background: prob/stat, EN.600.226; EN.600.465
Instructor(s): P. Koehn
Area: Engineering.

EN.600.469. Approximation Algorithms.
This course provides an introduction to approximation algorithms. Topics include vertex cover, TSP, Steiner trees, cuts, greedy approach, linear and semi-definite programming, primal-dual method, and randomization. Additional topics will be covered as time permits. There will be a final project. Students may receive credit for EN.600.469 or EN.600.669, but not both. [Analysis]
Prerequisites: EN.600.363 OR EN.600.463 OR permission of instructor.
Instructor(s): M. Dinitz
Area: Engineering, Quantitative and Mathematical Sciences.

EN.600.470. Combinatorics & Graph Theory in Computer Science.
This is a graduate level course studying the applications of combinatorics and graph theory in computer science. We will start with some basic combinatorial techniques such as counting and pigeon hole principle, and then move to advanced techniques such as the probabilistic method, spectral graph theory and additive combinatorics. We shall see their applications in various areas in computer science, such as proving lower bounds in computational models, randomized algorithms, coding theory and pseudorandomness.[Analysis] Recommended Course Background: probability theory and linear algebra
Prerequisites: EN.550.171
Instructor(s): X. Li
Area: Engineering, Quantitative and Mathematical Sciences.

This is a graduate-level course studying the theoretical foundations of computer science. Topics covered will be models of computation from automata to Turing machines, computability, complexity theory, randomized algorithms, inapproximability, interactive proof systems and probabilistically checkable proofs. Students may not take both EN.600.271 and EN.600.471, unless one is for an undergrad degree and the other for grad. [Analysis]Recommended Course Background: EN.550.171 or instructor permission.
Instructor(s): X. Li
Area: Engineering, Quantitative and Mathematical Sciences.

EN.600.473. Algorithmic Game Theory.
This course provides an introduction to algorithmic game theory: the study of games from the perspective of algorithms and theoretical computer science. There will be a particular focus on games that arise naturally from economic interactions involving computer systems (such as economic interactions between large-scale networks, online advertising markets, etc.), but there will also be broad coverage of games and mechanisms of all sorts. Topics covered will include a) complexity of computing equilibria and algorithms for doing so, b) (in)efficiency of equilibria, and c) algorithmic mechanism design. [Analysis] Students may receive credit for EN.600.473 or EN.600.673, but not both.
Prerequisites: EN.600.363 OR EN.600.463 OR EN.600.673, but not both.
Instructor(s): M. Dinitz
Area: Engineering, Quantitative and Mathematical Sciences.

This course takes an application driven approach to current topics in machine learning. The course covers supervised learning (classification/structured prediction/regression/ranking), unsupervised learning (dimensionality reduction, bayesian modeling, clustering) and semi-supervised learning. Additional topics may include reinforcement learning and learning theory. The course will also consider challenges resulting from learning applications, such as transfer learning, multitask learning and large datasets. We will cover popular algorithms (naive Bayes, SVM, perceptron, HMM, winnow, LDA, k-means, maximum entropy) and will focus on how statistical learning algorithms are applied to real world applications. Students in the course will implement several learning algorithms and develop a learning system for a final project. [Applications] Recommended Course Background: multivariate calculus.
Instructor(s): I. Shpitser
Area: Engineering.

How can robots localize themselves in an environment when navigating? Can we predict which patients are at greatest-risk for complications in the hospital? Which movie should I recommend to this user given his history of likes? Many such big data questions can be answered using the paradigm of probabilistic models in machine learning. These are especially useful when common off-the-shelf algorithms such as support vector machines and k-means fail. You will learn methods for clustering, classification, structured prediction, recommendation and inference. We will use Murphy’s book, Machine Learning: A Probabilistic Perspective, as the text for this course. Assignments are solved in groups of size 1-3 students. The class will have 4 interactive sessions during which we brainstorm how to solve example open-ended real-world problems with the tools learnt in class. Students are also required to do a project of their choice within which they experiment with the ideas learnt in class. [Analysis or Applications] Students may receive credit for EN.600.476 or EN.600.676, but not both. Requisites include Intro Prob/Stat, Linear Algebra and Intro Machine Learning as well as strong background in s.
Instructor(s): S. Saria
Area: Engineering, Quantitative and Mathematical Sciences.
EN.600.479. Representation Learning.
Often the success of a machine learning project depends on the choice of features used. Machine learning has made great progress in training classification, regression and recognition systems when "good" representations, or features, of input data are available. However, much human effort is spent on designing good features which are usually knowledge-based and engineered by domain experts over years of trial and error. A natural question to ask then is "Can we automate the learning of useful features from raw data?" Representation learning algorithms such as principal component analysis aim at discovering better representations of inputs by learning transformations of data that disentangle factors of variation in data while retaining most of the information. The success of such data-driven approaches to feature learning depends not only on how much data we can process but also on how well the features that we learn correlate with the underlying unknown labels (semantic content in the data). This course will focus on scalable machine learning approaches for learning representations from large amounts of unlabeled, multi-modal, and heterogeneous data. We will cover topics including deep learning, multi-view learning, dimensionality reduction, similarity-based learning, and spectral learning. Students may receive credit for 600.479 or 600.679 but not both. [Analysis or Applications] Required course background: machine learning or basic probability and linear algebra.
Prerequisites: If you have completed EN.600.679 you may not enroll in EN.600.479.
Instructor(s): R. Arora
Area: Engineering.

EN.600.488. Foundations of Computational Biology & Bioinformatics II.
This course will introduce probabilistic modeling and information theory applied to biological sequence analysis, focusing on statistical models of protein families, alignment algorithms, and models of evolution. Topics will include probability theory, score matrices, hidden Markov models, maximum likelihood, expectation maximization and dynamic programming algorithms. Homework assignments will require programming in Python. Foundations of Computational Biology I is not a prereq. [Analysis or Applications] Co-listed with EN.580.488. Recommended Course Background: math through linear algebra and differential equations, at least one prob/stat course, EN.580.221 or equivalent, EN.600.226 or equivalent.
Instructor(s): R. Karchin
Area: Engineering, Natural Sciences.

EN.600.491. Computer Science Workshop I.
An applications-oriented, computer science project done under the supervision and with the sponsorship of a faculty member in the Department of Computer Science. Computer Science Workshop provides a student with an opportunity to apply theory and concepts of computer science to a significant project of mutual interest to the student and a Computer Science faculty member.Permission to enroll in CSW is granted by the faculty sponsor after his/her approval of a project proposal from the student. Interested students are advised to consult with Computer Science faculty members before preparing a Computer Science Workshop project proposal.
Instructor(s): D. Yarowsky; J. Selinski; P. Froehlich; S. Smith; Staff
Area: Engineering.

EN.600.503. Independent Study.
Individual guided study for undergraduate students under the direction of a faculty member in the department. The program of study, including the credit to be assigned, must be worked out in advance between the student and the faculty member involved. Permission required.
Instructor(s): Staff.

EN.600.504. Undergraduate Independent Study.
For undergraduate students. Permission of faculty sponsor is required.
Instructor(s): Staff.

EN.600.507. Independent Research.
Individual research for undergraduates under the direction of a faculty member in the department. The program of research, including the credit to be assigned, must be worked out in advance between the student and the faculty member involved. Permission required.
Instructor(s): Staff.

EN.600.508. Undergraduate Research.
Permission of faculty sponsor is required.
Instructor(s): Staff.

EN.600.509. Computer Science Internship.
Individual work in the field with a learning component, supervised by a faculty member in the department. The program of study and credit assigned must be worked out in advance between the student and the faculty member involved. Students may not receive credit for work that they are paid to do. As a rule of thumb, 40 hours of work is equivalent to one credit. Permission required.
Instructor(s): Staff.

EN.600.510. Computer Science Internship.
Individual work in the field with a learning component, supervised by a faculty member in the department. The program of study must be worked out in advance between the student and the faculty member involved. Students may not receive credit for work that they are paid to do. As a rule of thumb, 40 hours of work is equivalent to one credit, which is the limit per semester. Permission of faculty sponsor is required.
Instructor(s): Staff.

EN.600.519. Senior Honors Thesis.
The student will undertake a substantial independent research project under the supervision of a faculty member, potentially leading to the notation “Departmental Honors with Thesis” on the final transcript. Students are expected to enroll in both semesters of this course during their senior year. Project proposals must be submitted and accepted in the preceding spring semester (junior year) before registration. Students will present their work publicly before April 1st of senior year. They will also submit a first draft of their project report (thesis document) at that time. Faculty will meet to decide if the thesis will be accepted for honors. Computer science majors only. Students should have a 3.5 GPA in computer science courses at the end of their junior year and permission of faculty sponsor. See EN.600.491 for faculty section numbers.
Instructor(s): Staff.

EN.600.520. Senior Honors Thesis.
For computer science majors only, a continuation of EN.600.519. Recommended Course Background: EN.600.519
Instructor(s): Staff.

EN.600.546. Senior Thesis in CIS.
Prerequisites: EN.600.445 or perm req’d.
Instructor(s): R. Taylor
Area: Engineering.
EN.600.550. Internship.
Instructor(s): S. Smith; Staff.

EN.600.574. Research-Intersession.
EN.600.576. Independent Study.
Instructor(s): S. Smith.

EN.600.578. Computer Science Internship.
Instructor(s): J. Selinski.

EN.600.592. Computer Science Workshop II.
Permission of faculty sponsor is required.
Instructor(s): D. Yarowsky; J. Selinski; P. Froehlich; S. Smith
Area: Engineering.

EN.600.595. Independent Study-Summer.
Instructor(s): Staff.

EN.600.597. Research-Summer.
Instructor(s): Staff.

EN.600.599. Internship.
Instructor(s): Staff.

Required for all full-time CS PhD students. Recommended for MSE
students.
Instructor(s): S. Smith.

Required for all CS PhD students. Strongly recommended for MSE
students.
Instructor(s): S. Smith.

EN.600.615. Big Data, Small Languages, Scalable Systems.
This class will study domain-specific data management tools, focusing
on extremely scalable system design based on the domain's semantic
and structural properties. We will study a variety of data models
including stream, graph, array and probabilistic data, and their
processing on modern architectures such as column- and key-value
stores, stream and XQuery engines. Further topics include the use of
novel hardware such as solid state disks, phase change memory, GPUs,
and FPGAs. The class includes a semester long group project to develop
a query processor for an application of the group's choice (e.g. on
system log, finance, web, sensor, speech data). Recommended Course
Background: EN.600.315/EN.600.415 or equivalent.
Instructor(s): Y. Ahmad.

The advent of cloud computing has lead to an explosion of storage
system and data analysis software, including NoSQL databases,
bulk-synchronous processing, graph computing engines, and stream
processing. This course will explore scale-out software architectures
for data-processing tasks. It will examine the algorithms and data-
structures that underlie scalable systems and look at how hardware
and networking trends influence the design and deployment of cloud
computing. Recommended Course Background: EN.600.320/420 or
permission of instructor. [Systems]
Instructor(s): R. Burns.

EN.600.625. Events Semantics in Theory and Practice.
This course explores selected topics in the nature of event
representations from the perspective of cognitive science, computer
science, linguistics, and philosophy. These fields have developed a
rich array of scientific theories about the representation of events, and
how humans make inferences about them -- we investigate how (and
if) such theories could be applied to current research topics and tasks
in computational semantics such as inference from text, automated
summarization, veridicality assessment, and so on. In addition to classic
articles dealing with formal semantic theories, the course considers
available machine-readable corpora, ontologies, and related resources
that bear on event structure, such as WordNet, PropBank, FrameNet,
etc.. The course is aimed to marry theory with practice: students with
either a computational or linguistic background are encouraged to
participate. [Applications]
Instructor(s): B. Van Durme; K. Rawlins.

Graduate level version of EN.600.436 (see description above). Formerly
EN.600.436. Students may receive credit for only one of EN.600.336,
EN.600.436 or EN.600.636. Recommended Course Background:
Prerequisites: Students may receive credit for only one of
EN.600.336, EN.600.436 and EN.600.636.
Instructor(s): S. Leonard.

EN.600.638. Computational Genomics: Data Analysis.
Graduate level version of EN.600.438. [Applications] Recommended
Course Background: EN.600.226 or other programming experience,
probability and statistics, linear algebra or calculus. Students may
receive credit for EN.600.438 or EN.600.638 but not both.
Prerequisites: Students may receive credit for EN.600.438 or
EN.600.638, but not both.
Instructor(s): A. Battle
Area: Engineering.

EN.600.639. Computational Genomics.
Graduate version of EN.600.439 [Applications] Students may earn credit
for EN.600.439 or EN.600.639, but not both. Recommended Course
Background: EN.600.120 and EN.600.226
Instructor(s): B. Langmead
Area: Engineering.

EN.600.640. Frontiers of Sequencing Data Analysis.
Public archives now contain petabytes of valuable but hard-to-analyze
DNA sequencing data. Analyzing even small datasets is complicated
by sequencing errors, differences between individuals, and the
fragmentary nature of the the sequencing reads. In this course, we
study recent algorithms and methods that seek to make sense of DNA
sequencing datasets from small to very large. Topics covered will vary
from year to year, but could include RNA sequencing data analysis,
other functional genomics data analysis, metagenomics analysis, data
compression, indexing, applications of streaming algorithms and sketch
data structures, assembly, etc. There will be homework assignments
and a course project. [Applications]
Prerequisites: EN.600.439 OR EN.600.639
Instructor(s): B. Langmead.
Genomic data is becoming available in large quantities, but understanding how genetics contributes to human disease and other traits remains a major challenge. Machine learning approaches allow us to automatically analyze and combine genomic data, build predictive models, and identify genetic elements important to disease and cellular processes. This course will cover uses of machine learning in diverse genomic applications. Students will present and discuss current literature. Topics include predicting disease risk from genomic data, integrating diverse genomic data types, gene network reconstruction, and other topics guided by student interest. The course will include a project component with the opportunity to explore publicly available genomic data. Recommended course background: coursework in data mining, machine learning. [Applications] Students may receive credit for 600.441 or 600.641, but not both.
**Prerequisites:** Students may receive credit for 600.441 or 600.641, but not both.
**Instructor(s):** A. Battle.

EN.600.642. Advanced Topics in Cryptography.
This course will focus on advanced cryptographic topics with an emphasis on open research problems and student presentations.
**Instructor(s):** A. Jain.

Topics will vary from year to year, but will focus mainly on network perimeter protection, host-level protection, authentication technologies, intellectual property protection, formal analysis techniques, intrusion detection and similarly advanced subjects. Emphasis in this course is on understanding how security issues impact real systems, while maintaining an appreciation for grounding the work in fundamental science. Students will study and present various advanced research papers to the class. There will be homework assignments and a course project.
**Prerequisites:** EN.600.443 OR EN.600.424 or permission of instructor.

Graduate version of 600.445 (see description). Students may earn credit for 600.445 or 600.645, but not both. Prerequisites: data structures, and linear algebra, or permission; Recommended Course Background: intermediate programming in C/C++, 600.457, 600.461, image processing. [Applications]
**Instructor(s):** R. Taylor
**Area:** Engineering.

EN.600.646. Computer Integrated Surgery II.
Students may receive credit for EN.600.446 or EN.600.646, but not both. Advanced version of EN.600.446. [Applications]
**Prerequisites:** EN.600.445 OR EN.600.645 OR PERMISSION OF INSTRUCTOR
**Instructor(s):** R. Taylor.

This course presents advanced methodologies and their applications to computer graphics. Recommended Course Background: any computer science courses above the 400-level in computer graphics & linear algebra; or permission of instructor.

This course will survey individual topics in computer graphics. Throughout most of the semester, students will present one to two papers in the area each week. Then, towards the end, the course will focus on the evaluation and comparison of the covered methods. Students will collaboratively design tools for analyzing the techniques and the class will jointly write up their findings in a survey paper. In addition to providing a deep study of a particular area in computer graphics, the goal of this course is to expose students to important aspects of research, including reviewing related work, designing metrics for evaluation, and writing scientific papers.
**Instructor(s):** M. Kazhdan.

EN.600.659. Introduction to Computational Geometry.
This course will provide an introduction to computational geometry. It will cover a number of topics in two- and three-dimensions, including polygon triangulations and partitions, convex hulls, Delaunay and Voronoi diagrams, arrangements, and spatial queries. [Analysis] Recommended Course Background: EN.600.363/463
**Instructor(s):** M. Kazhdan.

EN.600.660. FFT in Graphics & Vision.
In this course, we will study the Fourier Transform from the perspective of representation theory. We will begin by considering the standard transform defined by the commutative group of rotations in 2D and translations in two- and three-dimensions, and will proceed to the Fourier Transform of the non-commutative group of 3D rotations. Subjects covered will include correlation of images, shape matching, computation of invariances, and symmetry detection. Recommended Course Background: AS.110.201 and comfort with mathematical derivations.
**Instructor(s):** M. Kazhdan.

EN.600.661. Computer Vision.
Graduate version of EN.600.461. Students may receive credit for at most one of EN.600.361 or EN.600.461 or EN.600.661. [Applications]
**Prerequisites:** intro programming, linear algebra, and prob/stat.
**Prerequisites:** If you have completed EN.600.361 OR EN.600.461 you cannot enroll for EN.600.661.
**Instructor(s):** A. Reiter.

EN.600.662. Topics in Illumination and Reflectance Modelingfor Computer Vision and Medical Imaging Applications.
The vast majority of all imagery on which computer vision is performed starts with a source of illumination in conjunction with a material reflectance property. Having a rigorous understanding of these phenomena is important for most students who want to be involved with further research in computer vision and computer integrated surgery, particularly for experimentation and development of new systems. This short course is for individuals who have already taken Computer Vision, and want to delve deeper into underlying physical modeling of light illumination, reflection, colorimetry, polarization and even sensor fusion of images taken at different Wavelengths.
**Prerequisites:** EN.600.361 OR EN.600.461 or Instructor permission required.
**Instructor(s):** L. Wolff.

EN.600.664. Randomized and Big Data Algorithms.
Graduate level version of EN.600.464. Recommended Course Background: EN.600.363 or EN.600.463. Students may receive credit for EN.600.464 or EN.600.664, but not both.
**Instructor(s):** V. Braverman
**Area:** Engineering.
EN.600.666. Information Extraction.
Introduction to statistical methods of speech recognition (automatic transcription of speech) and understanding. The course is a natural continuation of EN.600.465 but is independent of it. Topics include elementary information theory, hidden Markov models, the Baum and Viterbi algorithms, efficient hypothesis search methods, statistical decision trees, the estimation-maximization (EM) algorithm, maximum entropy estimation and estimation of discrete probabilities from sparse data for acoustic and language modeling. Weekly assignments and several programming projects. Co-listed as EN.520.666. Recommended Course Background: EN.600.120 and EN.550.310 or equivalent, expertise in C or C++ programming
Instructor(s): S. Checkoway.

The course explores the state of the art in distributed systems, networks and Internet research and practice, trying to see what it would take to push the envelop a step further. The course is conducted as a discussion group, where the professor and students brainstorm and pick interesting semester-long projects with high potential future impact. Example areas include robust scalable infrastructure (distributed datacenters, cloud networking, scada systems), real-time performance (remote surgery, trading systems), hybrid networks (mesh networks, 3-4G/Wifi/Bluetooth). Students should feel free to bring their own topics of interest and ideas. Recommended Course Background: a systems course (distributed systems, operating systems, computer networks, parallel programming) or permission of instructor.
Instructor(s): Y. Amir.

Topics vary but mainly focus on recent advances in exploitation techniques and defenses for software including software running on embedded systems software, browsers, and nontraditional devices such as microcontrollers in PCs. Recommended Course Background: EN.600.460 or EN.650.442 or permission of instructor
Instructor(s): S. Checkoway.

EN.600.669. Approximation Algorithms.
Graduate version of EN.600.469. Students may receive credit for EN.600.469 or EN.600.669, but not both.
Prerequisites: EN.600.363 OR EN.600.463 OR permission
Instructor(s): M. Dinitz.

EN.600.670. Pseudorandomness and Combinatorial Constructions.
Randomness is very useful in almost all areas of computer science, such as algorithms, distributed computing and cryptography. However, computers generally do not have access to truly uniform random bits. To deal with this, we rely on various pseudorandom objects to reduce either the quantity or the quality of the random bits needed. In this course, we will develop provably good pseudorandom objects for a variety of tasks. We will frequently require explicit combinatorial constructions. That is, we will want to efficiently and deterministically construct such objects. Along the way, we will also explore the close connections of such objects to many other areas in computer science and mathematics, such as graph theory, coding theory, complexity theory and arithmetic combinatorics. [Analysis] Recommended Course Background: EN.600.271/417, EN.600.363/463 and probability.
Instructor(s): X. Li.

EN.600.672. Advances in Computational Complexity.
Computational complexity theory focuses on understanding capabilities of resource bounded computation. In recent years there have been many important break-through results in this area: lower bounds for Boolean circuits, design of space efficient algorithm for undirected graph reachability problem, hardness based derandomization of randomized algorithms, probabilistic proof characterization of non-deterministic polynomial-time, to name a few. This course aims to get in detail regarding some of the very exciting recent developments in computational complexity theory. It will be useful for any student who is mathematically mature and has a keen interest in understanding the fundamental nature of computation. Recommended Course Background: EN.600.471 or equivalent.
Instructor(s): V. Vazirani.

This is a second graduate level course in machine learning. It will provide a formal and an in-depth coverage of topics at the interface of statistical theory and computational sciences. We will revisit popular machine learning algorithms and understand their performance in terms of the size of the data (sample complexity), memory needed (space complexity), as well as the overall computational runtime (computation or iteration complexity). We will cover topics including nonparametric methods, kernel methods, online learning and reinforcement learning, as well as introduce students to current topics in large-scale machine-learning and randomized projections. Topics will vary from year-to-year but the general focus would be on combining methodology with theoretical and computational foundations. [Analysis or Applications]
Prerequisites: EN.600.475 OR EN.600.476 OR EN.600.676 OR permission of the instructor.
Instructor(s): R. Arora.

Students in the class will be asked to do assignments in Matlab. Matlab is typically easy to pick up if one is already familiar with a different programming language. Students are expected to be mathematically mature. One should have taken at least an introductory course in probability theory and linear algebra. Though not required, exposure to optimization or machine learning is recommended. Proficiency in at least one programming language is expected. When in doubt, send the instructor a copy of your transcript to see if the class is appropriate for you. Also, sit through the first few sessions and first homework to get a sense of fit. Requisites include Intro Prob/Stat, Linear Algebra and Intro Machine Learning as well as strong background in s.
Instructor(s): S. Saria.

EN.600.679. Representation Learning.
Graduate level version of 600.479. Students may receive credit for 600.479 or 600.679 but not both. [Analysis or Applications] Required course background: machine learning or basic probability and linear algebra. Co-listed with EN.600.479
Prerequisites: If you have completed EN.600.479 you may not enroll in EN.600.679.
Instructor(s): R. Arora.
EN.600.682. Deep Learning for Image Understanding.
This course discusses advanced topics on the recent progresses using deep learning, specifically deep convolutional neural networks in computer vision and medical image analysis. Topics will be selected from most recent papers from CVPR/ICCV/ArXiV/NIPS/MICCAI, with the core focus on object/scene recognition, object detection, domain transfer learning and computer-aided diagnosis. This course is targeted toward graduate students who are interested in mastering the understanding of the recent massive amount of literature and applying the skills to a course project (with lectures, paper reading, in-class presentation & discussion and a final research project). [Applications]
Prerequisites: Prereq: EN.600.461 OR EN.600.661
Instructor(s): Staff.

EN.600.684. Augmented Reality.
This course introduces students to the field of Augmented Reality. It reviews its basic definitions, principles and applications. It then focuses on Medical Augmented Reality and its particular requirements. The course also discusses the main issues of calibration, tracking, multimodal registration, advance visualization and display technologies. Homework in this course will relate to the mathematical methods used for calibration, tracking and visualization in medical augmented reality. Students may also be asked to read papers and implement various techniques within group projects. Recommended Course Background: EN.600.120, EN.600.226, and AS.110.201. [Applications]
Prerequisites: Students may take only EN.600.384 or EN.600.684, not both.
Instructor(s): N. Navab.

EN.600.688. Foundations of Computational Biology & Bioinformatics II.
This course will introduce probabilistic modeling and information theory applied to biological sequence analysis, focusing on statistical models of protein families, alignment algorithms, and models of evolution. Topics will include probability theory, score matrices, hidden Markov models, maximum likelihood, expectation maximization and dynamic programming algorithms. Homework assignments will require programming in Python. Co-listed with EN.580.688. Recommended Course Background: math through linear algebra and differential equations, at least one prob/stat course, EN.580.221 or equivalent, EN.600.226 or equivalent.
Instructor(s): R. Karchin.

In the era of data deluge, the development of methods for discovering structure in high-dimensional data is becoming increasingly important. This course will cover state-of-the-art methods from algebraic geometry, sparse and low-rank representations, and statistical learning for modeling and clustering high-dimensional data. The first part of the course will cover methods for modeling data with a single low-dimensional subspace, such as PCA, Robust PCA, Kernel PCA, and manifold learning techniques. The second part of the course will cover methods for modeling data with multiple subspaces, such as algebraic, statistical, sparse and low-rank subspace clustering techniques. The third part of the course will cover applications of these methods in image processing, computer vision, and biomedical imaging. Requisites include Linear Algebra, Optimization, and prior exposure to Machine I.
Instructor(s): R. Vidal.

EN.600.707. Selected Topics in CS Education.
This course will explore current issues and research in computer science education. Topics will be drawn from literature, news items, and participant experience. Current faculty and students with interests in academic careers are encouraged to attend.
Instructor(s): J. Selinski.

EN.600.716. Selected Topics on Innovative Data Systems.
This weekly reading group will survey and dissect the cutting-edge on innovative data systems research. Topics will encompass methods and abstraction in core systems and data management areas (eg, cloud computing, scalable programming and storage), as well as use-cases and “war” stories from industry, and science and engineering applications. View on web: Our semester schedule is posted at damsel.cs.jhu.edu/blockparty
Instructor(s): Y. Ahmad.

EN.600.726. Selected Topics in Programming Languages.
This seminar course covers recent developments in the foundations of programming language design and implementation. Topics covered include type theory, process algebra, higher-order program analysis, and constraint systems. Students will be expected to present papers orally.
Instructor(s): S. Smith.

EN.600.728. Selected Topics in Category Theory.
Students in this course will read a sampling of standard texts in Category Theory (e.g. the books by Awodey, Mac Lane, Pierce, or others) and papers relevant to the research of participants.
Instructor(s): N. Filardo.

EN.600.745. Seminar in Computational Sensing and Robotics.
This weekly seminar will focus on research issues in computer integrated surgery, including subjects such as medical image analysis, statistical modeling, visualization, vision/sensing, surgical planning, medical robotics, and clinical applications. The purpose of the course is to widen the knowledge and awareness of the participants in current research in these areas, as well as to promote greater awareness and interaction between multiple research groups within the University and beyond. The format of the course is informal presentation by a pre-eminent invited speaker, followed by free discussion. Formerly Seminar in Computer Integrated Surgery (CISST)
Instructor(s): P. Kazanzides.

EN.600.746. Seminar: Medical Image Analysis.
This weekly seminar will focus on research issues in medical image analysis, including image segmentation, registration, statistical modeling, and applications. It will also include selected topics relating to medical image acquisition, especially where they relate to analysis. The purpose of the course is to provide the participants with a thorough background in current research in these areas, as well as to promote greater awareness and interaction between multiple research groups within the University. The format of the course is informal. Students will read selected papers. All students will be assumed to have read these papers by the time the paper is scheduled for discussion. But individual students will be assigned on a rotating basis to lead the discussion on particular papers or sections of papers. Co-listed with En.520.746.
Instructor(s): J. Prince; R. Taylor.

EN.600.757. Selected Topics in Computer Graphics.
In this course we will review current research in computer graphics. We will meet for an hour once a week and one of the participants will lead the discussion for the week.
Instructor(s): M. Kazhdan.
**EN.600.760. CS Theory Seminar.**
Seminar series in theoretical computer science. Topics include algorithms, complexity theory, and related areas of TCS. Speakers will be a mix of internal and external researchers, mostly presenting recently published research papers.
Instructor(s): M. Dinitz; V. Braverman; X. Li.

**EN.600.763. Selected Topics in Streaming Algorithms.**
This course will focus on theoretical streaming algorithms and related methods. Examples of topics that we will address include sketching, sampling, frequency moments, heavy elements, k-wise independence, and the Johnson-Lindenstrauss lemma. Students will be required to select a paper and lead a discussion. This course is a good opportunity for motivated students to learn modern algorithmic methods. Recommended Course Background: EN.600.463 or equivalent.
Instructor(s): V. Braverman
Area: Engineering.

**EN.600.765. Selected Topics in Natural Language Processing.**
A reading group exploring important current research in the field and potentially relevant material from related fields. Enrolled students are expected to present papers and lead discussion.
Prerequisites: EN.600.465 or permission of instructor
Instructor(s): J. Eisner.

**EN.600.766. Selected Topics in Meaning, Translation and Generation of Text.**
A seminar focused on current research and survey articles on computational semantics.
Instructor(s): B. Van Durme.

**EN.600.767. Selected Topics in Systems Research.**
Students will review, present, and discuss current research in computer systems, distributed systems, and computer networks, in the contexts of dependability, performance and scalability.
Instructor(s): Y. Amir.

**EN.600.768. Selected Topics in Machine Translation.**
Students in this course will review, present, and discuss current research in machine translation. Permission of instructor.
Instructor(s): P. Koehn.

**EN.600.770. Selected Topics in Algorithms for Metric Spaces.**
This course will focus on algorithms that use, simplify, or exploit metric spaces. Examples of topics we will address include metric embeddings and their applications, algorithms to exploit low dimensionality, graph spanners and spanners, and data structures such as distance oracles and compact routing schemes that allow us to efficiently find distances and paths. This course will mostly be in the form of a reading group, and students will present a paper and lead a discussion. Recommended Course Background: EN.600.363 or EN.600.463 or permission of the instructor.
Instructor(s): M. Dinitz.

**EN.600.771. Probability on Strings, Trees, and Sequences.**
Many areas of practical computer science focus on discrete data that is sequential or tree-shaped: natural language processing (sentences and their analyses), computational biology (DNA and protein structures), programming languages (computer programs and their interpretations), and compression (sequences of bits). When the data is noisy or ambiguous, decision-making requires probabilistic methods. We will survey formal tools for manipulating sets of strings, trees, sequences, and defining probabilistic models over these sets. Much of the material covers advanced topics at the intersection of formal language and automata theory, probability, and algorithms. Respectively, these three areas will enable us to represent sets, represent uncertainty, and process everything efficiently.

**EN.600.772. Selected Topics in Linear Programming and Semi-definite Programming.**
Linear programming and semi-definite programming are powerful techniques in convex optimization. They have been used to achieve the best known approximation results for many important combinatorial optimization problems, such as vertex cover, max cut, sparsest cut and MAX-2-SAT. In this course we will together explore the applications of these techniques in computer science, as well as some recent results about their limitations. Time permitting, we may also discuss their connections to the well-known unique games conjecture. This course will be in the form of a reading group, and students are encouraged to select a paper and lead a discussion. Recommended course background: EN.600.463 and EN.600.464.
Instructor(s): X. Li.

**EN.600.775. Selected Topics in Machine Learning.**
This seminar is recommended for all students interested in data intensive computing research areas (e.g., machine learning, computer vision, natural language processing, speech, computational social science). The meeting format is participatory. Papers that discuss best practices and the state-of-the-art across application areas of machine learning and data intensive computing will be read. Student volunteers lead individual meetings. Faculty and external speakers present from time-to-time. Recommended Course Background: machine learning or permission of the instructor.
Instructor(s): M. Dredze; R. Arora.

**EN.600.780. Selected Topics in Computational Genomics.**
This course will survey current areas where computer science approaches have been applied to genomics research. Chiefly, the course focuses on DNA sequencing data analysis, including sequence alignment, de novo assembly, error correction, and DNA data compression. Subject matter will be partially guided by student interests. Students will present papers orally.
Instructor(s): B. Langmead.

**EN.600.801. Dissertation Research.**
Instructor(s): Staff.

**EN.600.802. Dissertation Research.**
Instructor(s): Staff.

**EN.600.803. Graduate Research.**
Permission required. Independent research for masters or pre-dissertation PhD students.
Instructor(s): Staff.

**EN.600.804. Graduate Research.**
Independent research for masters or pre-dissertation PhD students. Permission required.
Instructor(s): Staff.
EN.600.807. Teaching Practicum.  
PhD students will gain valuable teaching experience, working closely with their assigned faculty supervisor. Successful completion of this course fulfills the PhD teaching requirement. (grad students) Permission req’d.  
Instructor(s): J. Selinski.

EN.600.809. Independent Study.  
Permission required. Individual study in an area of mutual interest to a graduate student and a faculty member in the department.  
Instructor(s): Staff.

EN.600.810. Graduate Independent Study.  
Permission required.  
Instructor(s): Staff.

EN.600.876. Graduate Independent Study.  
Instructor(s): D. Yarowsky; S. Smith.

EN.600.891. Independent Study-Summer.  
Instructor(s): Staff.

EN.600.895. Research-Summer.  
Instructor(s): Staff.

Cross Listed Courses

Physics Astronomy

AS.171.205. Introduction to Practical Data Science: Beautiful Data.  
The class will provide an overview of data science, with an introduction to basic statistical principles, databases, fundamentals of algorithms and data structures, followed by practical problems in data analytics.  
Recommend Course Background: Familiarity with principles of computing.  
Instructor(s): S. Szalay 
Area: Natural Sciences, Quantitative and Mathematical Sciences.

General Engineering

EN.500.745. Seminar in Computational Sensing and Robotics.  
Seminar series in robotics. Topics include: Medical robotics, including computer-integrated surgical systems and image-guided intervention. Sensor based robotics, including computer vision and biomedical image analysis. Algorithmic robotics, robot control and machine learning. Autonomous robotics for monitoring, exploration and manipulation with applications in home, environmental (land, sea, space), and defense areas. Biorobotics and neuromechanics, including devices, algorithms and approaches to robotics inspired by principles in biomechanics and neuroscience. Human-machine systems, including haptic and visual feedback, human perception, cognition and decision making, and human-machine collaborative systems. Cross-listed Mechanical Engineering, Computer Science, Electrical and Computer Engineering, and Biomedical Engineering.  
Instructor(s): L. Whitcomb; N. Cowan; P. Kazanzides; R. Etienne Cummings; R. Vidal.

Electrical Computer Engineering

EN.520.110. Introduction to Medical Imaging.  
This course will provide the student with a basic knowledge of the principles and applications of medical imaging modalities used in biomedical patient care. Modalities include X-ray imaging, CT, ultrasound, MRI and PET/SPECT. The course will cover the underlying physics, image formation, instrumentation, and metrics used to assess the quality of medical images. The course will offer a tour and practical experience with medical imaging equipment in the clinic. Notes: This course is offered at an introductory level and assumes no prior knowledge of the material. It serves as a preparation for more complete Medical Imaging courses offered during fall and spring terms. This course is co-listed as EN.600.146.13 (Computer Science).  
Instructor(s): M. Ghaly; N. Kuo  
Area: Engineering.

EN.520.434. Modern Biomedical Imaging Instrumentation and Techniques.  
An intermediate biomedical imaging course covering modern biomedical imaging instrumentation and techniques as applied to diagnostic radiology and other biomedical applications. It includes recent advances in various biomedical imaging modalities, multi-modality imaging and molecular imaging. The course is team taught by experts in the respective fields and provides a broad based knowledge of modern biomedical imaging to prepare students for graduate studies and research in biomedical imaging. Also, the course will offer tours and practical experience with modern biomedical imaging equipments in clinical and research settings. Co-listed with EN.580.473  
Prerequisites: EN.520.432 OR EN.580.472  
Instructor(s): B. Tsui.

EN.520.447. Information Theory.  
This course will address some basic scientific questions about systems that store or communicate information. Mathematical models will be developed for (1) the process of error-free data compression leading to the notion of entropy, (2) data (e.g. image) compression with slightly degraded reproduction leading to rate-distortion theory and (3) error-free communication of information over noisy channels leading to the notion of channel capacity. It will be shown how these quantitative measures of information have fundamental connections with statistical physics (thermodynamics), computer science (string complexity), economics (optimal portfolios), probability theory (large deviations), and statistics (Fisher information, hypothesis testing).  
Instructor(s): S. Khudanpur  
Area: Engineering, Quantitative and Mathematical Sciences.

EN.520.701. Current Topics in Language and Speech Processing.  
This biweekly seminar will cover a broad range of current research topics in human language technology, including automatic speech recognition, natural language processing and machine translation. The Tuesday seminars will feature distinguished invited speakers, while the Friday seminars will be given by participating students. A minimum of 75% attendance and active participation will be required to earn a passing grade. Grading will be S/U.  
Instructor(s): S. Khudanpur.
EN.520.702. Current Topics in Language and Speech Processing. This biweekly seminar will cover a broad range of current research topics in human language technology, including automatic speech recognition, natural language processing and machine translation. The Tuesday seminars will feature distinguished invited speakers, while the Friday seminars will be given by participating students. A minimum of 75% attendance and active participation will be required to earn a passing grade. Cross-listed with Computer Science. Grading will be S/U.
Instructor(s): S. Khudanpur
Area: Engineering.

Mechanical Engineering
EN.530.707. Robot System Programming. This course seeks to introduce students to open-source software tools that are available today for building complex experimental and fieldable robotic systems. The course is grouped into four sections, each of which building on the previous in increasing complexity and specificity: tools and frameworks supporting robotics research, robotics-specific software frameworks, integrating complete robotic systems, and culminates with an independent project of the student's own design using small mobile robots or other robots in the lab. Students will need to provide a computer or a virtual-box (with at least a few GB of memory and a few tens of GB of disc space) running Ubuntu 14.04 LTS Trusty Tahr (http://releases.ubuntu.com/14.04 or one of its variants such as Xubuntu 14.04 LTS) and ROS Indigo Igloo (http://wiki.ros.org/indigo) - note that these specific versions of Linux and ROS are required! Students should have an understanding of intermediate programming in C/C++ (including data structures and dynamic memory allocation) Familiarity with Linux programming. Familiarity with software version control systems (e.g. subversion, mercurial, git), linear algebra. Recommended Course Background: EN.530.646 Robot Devices, Kinematics, Dynamics, and Control and EN.600.636 Algorithms for Sensor Based Robotics. Students should see the course homepage http://dscl.lcsr.jhu.edu/ME530707_2016 for more information and to get started with the course. Recommended Course Background: EN.530.646 and EN.600.436.
Instructor(s): L. Whitcomb.

Biomedical Engineering
EN.580.473. Modern Biomedical Imaging Instrumentation and Techniques. An intermediate biomedical imaging course covering modern biomedical imaging instrumentation and techniques as applied to diagnostic radiology and other biomedical applications. It includes recent advances in various biomedical imaging modalities, multi-modality imaging and molecular imaging. The course is team taught by experts in the respective fields and provides a broad based knowledge of modern biomedical imaging to prepare students for graduate studies and research in biomedical imaging. Also, the course will offer tours and practical experience with modern biomedical imaging equipment in clinical and research settings. Co-listed with EN.520.434 Recommended course background: EN.520.432 or EN.580.472
Prerequisites: EN.520.432 OR EN.580.472
Instructor(s): B. Tsui
Area: Engineering, Natural Sciences.

EN.580.688. Foundations of Computational Biology & Bioinformatics II. This course will introduce probabilistic modeling and information theory applied to biological sequence analysis, focusing on statistical models of protein families, alignment algorithms, and models of evolution. Topics will include probability theory, score matrices, hidden Markov models, maximum likelihood, expectation maximization and dynamic programming algorithms. Homework assignments will require programming in Python. Recommended Course Background: Math through linear algebra and differential equations, EN.580.221 or equivalent, EN.600.226 or equivalent.
Instructor(s): R. Karchin.

EN.580.689. Computational Personal Genomics. What can we learn from the genome sequence of an individual? Genomic technology now makes it possible to generate huge amounts of DNA sequence data for a single individual at a relatively low cost. To make sense of this data, we need to employ sophisticated computational methods to identify genetic variations that influence an individual’s health. In this course, we will first review the state of the art in sequencing technology, and discuss how this technology is being applied to study human biology and disease. We will then explore the computational methods used to turn raw sequence data into knowledge. Topics will include genetic variant detection; discovery of chromosomal rearrangements and fusions; methods to measure gene expression from RNA; and measurements of the microbiome living inside our bodies. Recommended Course Background: EN.600.439/639, EN.600.363/463, EN.600.688, EN.580.688 (any one is sufficient), or permission of the instructor. Course is also open to undergraduate students.
Instructor(s): S. Salzberg
Area: Engineering.

EN.580.694. Statistical Connectomics. This course will cover the basics of an exciting emerging field of statistical connectomics (aka, brain-graphs). It is so new, that we are going to make some of it up in this class! The first week will be introductory lectures that I give. The rest of the semester will be run like a seminar; each week will focus on a different topic. On Tuesdays we will hear about a statistical method that operates on graphs, and on Thursdays we will read about some neuroscience data upon which one could apply these techniques. The final project will consist of implementing a statistical method devised for graphs on a brain-graph problem. Recommended background: coursework in probability, linear algebra, and numerical programming (eg, R, Python, Matlab).
Instructor(s): J. Vogelstein
Area: Engineering.

Electrical and Computer Engineering
The Department of Electrical and Computer Engineering at Johns Hopkins is committed to providing a rigorous educational experience that prepares students for further study and successful careers, and is dedicated to research that contributes to fundamental knowledge in both analytical and experimental aspects of the field. The mission of our undergraduate programs is to provide a stimulating and flexible curriculum in fundamental and advanced topics in electrical and computer engineering, basic sciences, mathematics, and humanities, in an environment that fosters development of analytical, computational, and experimental skills and that involves students in design projects and research experiences. At the graduate level, our mission is to provide advanced training that prepares master’s graduates to work
at the forefront of knowledge in their chosen specialty, and prepares doctoral students for original research that will advance the frontiers of knowledge in their chosen areas.

The department focuses its teaching and research programs in four major areas:

1. systems, control, communications, and signal processing;
2. photonics and optoelectronics;
3. integrated electronics and computer engineering; and
4. information extraction from acoustic and visual signals.

The faculty offers undergraduate courses at both the introductory and intermediate levels in these areas, and graduate courses leading to research topics at the forefront of current knowledge. Guided individual study projects available for undergraduates provide opportunities for student participation in activities in the department and in the research programs of the faculty. In the graduate program, original research in close association with individual faculty members is emphasized.

Current Research Activities
Systems, Control, Communications, and Signal Processing

Current research in systems and control includes the development of analysis, design and state estimation techniques for hybrid and nonlinear systems; optimization methods in filtering, estimation, and control; efficient implementation and analysis of iterative algorithms on specialized computing structures; design and analysis of robust linear and hybrid control algorithms. There is also a significant effort in systems biology, particularly the analysis of signaling pathways in biological systems. Research in speech processing involves work in all aspects of language or speech science and technology, with fundamental studies under way in areas such as language modeling, pronunciation modeling, natural language processing, neural auditory processing, acoustic processing, optimality theory, and language acquisition. Image analysis efforts currently concern statistical analysis of restoration and reconstruction algorithms, development of statistical image models for image restoration and segmentation, geometric modeling for object detection and estimation, morphological image analysis, and magnetic resonance imaging. There is opportunity for joint work in image analysis with faculty in the Department of Radiology, School of Medicine.

Photonics and Optoelectronics

Current research activities include work in fiber optic sensors and endoscopic 3-D imaging devices for medical applications, theory of nonlinear waves, optical communications, and quantum well devices. Other areas of interest involve the study of the nonlinear interactions of light with matter and single elementary particles, X-ray sources and lasers, optical bi-stability, radiation protection, laser beam control and steering, the nonlinear optics of semiconductors, nonlinear optics of biological objects as well as research on sub-femtosecond pulses and devices based on single atoms. Semiconductor device studies include optical detectors, VLSI circuit design and modeling and microwave devices and circuits. Study of a laser radar and RF photonics is also being pursued. Theoretical and experimental studies involving linear optical properties of various materials and passive remote sensing of the atmosphere are being investigated.

Integrated Electronics and Computer Engineering

Computer engineering research activities include work on computer structures (with emphasis on microprocessors), parallel and distributed processing, fault-tolerant computing, analysis of algorithms, and VLSI analog architectures for machine vision, associative processing, and micropower computing.

Facilities

The department maintains extensive facilities for teaching and research in Barton Hall and Hackerman Hall. The two main teaching labs (Electrical Engineering Lab and Computer Engineering Lab) make extensive use of state-of-the-art design environments such as CADENCE, Xilinx Tools, TI DSP systems, VHDL, and Verilog. In addition, the department includes the computational sensory motor system lab, the cellular signaling control lab, the parallel computing and imaging lab, the photonics and optoelectronics lab, the semiconductor microstructures lab, and the sensory communication and microsystem lab, adaptive and the sensory communication microsystem lab.

The Department of Electrical and Computer Engineering offers two bachelor’s degree programs: one in Electrical Engineering and one in Computer Engineering (with the close collaboration of the Computer Science Department (p. 899)). Each program is described below. Both degree programs are accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.

Bachelor of Science in Electrical Engineering

Mission

The faculty of the Electrical Engineering Program at Johns Hopkins is committed to providing a rigorous educational experience that prepares students for further study and to professionally and ethically practice engineering in a competitive global environment. The mission of the program is to provide a stimulating and flexible curriculum in fundamental and advanced topics in electrical engineering, basic sciences, mathematics, and humanities, in an environment that fosters development of analytical, computational, and experimental skills and that involves students in design projects and research experiences; and to provide our electrical engineering graduates with the tools, skills and competencies necessary to understand and apply today’s technologies and become leaders in developing and deploying tomorrow’s technologies.

Educational Objectives

The Program Educational Objectives (PEOs) for electrical engineering (EE) at the Johns Hopkins University describe what EE graduates are expected to attain within a few years of graduation. The PEOs are determined in consultation with the Electrical and Computer Engineering External Advisory Committee and approved by the ECE faculty.

The educational objectives of the EE program are:

- Our graduates will become successful practitioners in engineering and other diverse careers.
Outcomes

Students graduating with a B.S. in electrical engineering will have demonstrated:

- An ability to apply knowledge of mathematics, science, and engineering
- An ability to design and conduct experiments, as well as to analyze and interpret data
- An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- An ability to function on multidisciplinary teams
- An ability to identify, formulate, and solve engineering problems
- An understanding of professional and ethical responsibility
- An ability to communicate effectively
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- A recognition of the need for, and an ability to engage in life-long learning
- A knowledge of contemporary issues
- An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

Each student and faculty advisor must consider these objectives in planning a set of courses and projects that will satisfy degree requirements. The sample programs and the program checklist are provided in a separate advising manual and illustrate course selections that will help students meet the program objectives.

Faculty and others will assess student performance to ensure that our educational objectives are met. Students will have opportunities to assess their own educational progress and achievements in several ways, including exit interviews and alumni surveys. Through regular review processes, including Academic Council departmental reviews, visits by the departmental external advisory board, course evaluations, and ABET visits, students will have opportunities to discuss their educational experiences and expectations. The outcomes of these assessment processes will be used by the faculty to improve the content and delivery of the educational program.

The success of each student's program will depend on effective faculty advising. Every undergraduate student in the Electrical Engineering Program must follow a program approved by the faculty advisor. The faculty advisor must be a member of the Electrical and Computer Engineering faculty.

Requirements for the Bachelor of Science in Electrical Engineering

The Bachelor of Science degree in electrical engineering requires a minimum of one hundred and twenty-six (126) credits that must include:

Forty-five (45) credits of ECE courses including the following:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>EN.520.213</td>
<td>Circuits</td>
<td>4</td>
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<tr>
<td>EN.520.214</td>
<td>Signals &amp; Systems</td>
<td>4</td>
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<tr>
<td>EN.520.219</td>
<td>Fields, Matter &amp; Waves</td>
<td>3</td>
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<td>EN.520.345</td>
<td>Electrical &amp; Computer Engineering Laboratory</td>
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<td>EN.520.349</td>
<td>Microprocessor Lab I</td>
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<td>EN.520.372</td>
<td>Programmable Device Lab</td>
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<td>3</td>
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<tr>
<td>EN.520.349</td>
<td>Microprocessor Lab I</td>
<td></td>
</tr>
<tr>
<td>EN.520.372</td>
<td>Programmable Device Lab</td>
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</table>

Advanced laboratory, design intensive, or senior design project courses 6

Total Credits 20

* Six (6) credits of advanced laboratory, design intensive, or senior design project courses from those given in the degree planning checklist. Up to six (6) credits of computer science courses may be used to satisfy the 45-credit requirement. A GPA of at least 2.0 must be maintained in ECE courses. Courses in this group may not be taken Satisfactory/Unsatisfactory.

Mathematics Department or the Applied Mathematics and Statistics Department (20 credits)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AS.110.109</td>
<td>Calculus II (For Physical Sciences and Engineering)</td>
<td>4</td>
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<tr>
<td>AS.110.202</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>or AS.110.211</td>
<td>Honors Multivariable Calculus</td>
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</tr>
<tr>
<td>AS.110.201</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>or AS.110.212</td>
<td>Honors Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>AS.110.302</td>
<td>Diff Equations/Applic</td>
<td>4</td>
</tr>
<tr>
<td>EN.550.310/311</td>
<td>Probability &amp; Statistics for the Physical and Information Sciences &amp; Engineering</td>
<td>4</td>
</tr>
<tr>
<td>or EN.550.420</td>
<td>Introduction to Probability</td>
<td></td>
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</table>

Total Credits 20

* Courses in this group may not be taken Pass/Fail. Elementary or precalculus courses such as AS.110.105 Introduction to Calculus or EN.550.111 Statistical Analysis I - EN.550.111 Statistical Analysis I are not acceptable. (Calculus I may be waived through an examination taken during freshman orientation. If not waived, it must be taken as a prerequisite to Calculus II.)

Basic Sciences (16)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AS.171.101</td>
<td>General Physics: Physical Science Major I</td>
<td>4</td>
</tr>
<tr>
<td>or AS.171.107</td>
<td>General Physics for Physical Sciences Majors (AL)</td>
<td></td>
</tr>
<tr>
<td>AS.171.102</td>
<td>General Physics: Physical Science Majors II</td>
<td>4</td>
</tr>
<tr>
<td>or AS.171.108</td>
<td>General Physics for Physical Science Majors (AL)</td>
<td></td>
</tr>
<tr>
<td>AS.173.111</td>
<td>General Physics Laboratory I</td>
<td>1</td>
</tr>
</tbody>
</table>

Some graduates will pursue advanced degree programs in engineering and other disciplines.
AS.173.112  General Physics Laboratory II  1
Total Credits  10

• Sixteen (16) credits of basic sciences (physics, chemistry, biology, earth and planetary sciences), which must include AS.171.101 General Physics:Physical Science Major I - AS.171.102 General Physics: Physical Science Majors II, AS.173.111 General Physics Laboratory I and AS.173.112 General Physics Laboratory II. Courses in this group may not be taken Satisfactory/Unsatisfactory.

• At least six (6), three-credit courses in humanities and social sciences. The humanities and social sciences courses are one of the strengths of the academic programs at Johns Hopkins. They represent opportunities for students to appreciate some of the global and societal impacts of engineering, to understand contemporary issues, and to exchange ideas with scholars in other fields. Some of the courses will help students to communicate more effectively, to understand economic issues, or to analyze problems in an increasingly international world. The selection of courses should not consist solely of introductory courses, but should have both depth and breadth. Typically, this means that students should take at least three (3) courses in a specific area with at least one of them at an advanced level.

• A programming language requirement must be met by taking or EN.600.120 Intermediate Programming.

• Two (2) writing intensive courses (at least 3 credits each) are required. The writing intensive courses may not be taken Satisfactory/Unsatisfactory and require a C- or better grade. Students may wish to consider a course in Technical Communications to fulfill one of the writing intensive requirements. The course EN.661.315 Culture of the Engineering Profession, is recommended by the ECE Faculty as a writing intensive course.


The sample program shown has an emphasis on systems and communications aspects of electrical engineering. Other sample programs can be found in the advising manual.

**Freshman**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.110.108</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>AS.110.109</td>
<td>Calculus II (For Physical Sciences and Engineering)</td>
<td>4</td>
</tr>
<tr>
<td>AS.171.101 or .107</td>
<td>General Physics:Physical Science Major I</td>
<td>4</td>
</tr>
<tr>
<td>AS.171.102 or .108</td>
<td>General Physics: Physical Science Majors II</td>
<td>4</td>
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<tr>
<td>AS.173.111</td>
<td>General Physics Laboratory I</td>
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</tr>
<tr>
<td>AS.173.112</td>
<td>General Physics Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>EN.520.137</td>
<td>Introduction To Electrical &amp; Computer Engineering</td>
<td>3</td>
</tr>
<tr>
<td>EN.520.142</td>
<td>Digital Systems Fundamentals</td>
<td>3</td>
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<tr>
<td>H/S Electives</td>
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<td><strong>Total Credits</strong></td>
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**Sophomore**

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<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AS.110.202 or .211</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>AS.110.201 or .212</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>AS.030.101</td>
<td>Introductory Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>EN.520.213</td>
<td>Circuits</td>
<td>4</td>
</tr>
<tr>
<td>EN.520.214</td>
<td>Signals &amp; Systems</td>
<td>4</td>
</tr>
<tr>
<td>EN.520.219</td>
<td>Fields, Matter &amp; Waves</td>
<td>3</td>
</tr>
<tr>
<td>EN.600.107</td>
<td>Introductory Programming in Java</td>
<td>3</td>
</tr>
<tr>
<td>EN.520.216</td>
<td>Introduction To VLSI</td>
<td>3</td>
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<td>H/S Electives</td>
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<td><strong>Total Credits</strong></td>
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**Junior**

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<tbody>
<tr>
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<tr>
<td>EN.550.310</td>
<td>Probability &amp; Statistics for the Physical and Information Sciences &amp; Engineering</td>
<td>4</td>
</tr>
<tr>
<td>EN.520.372</td>
<td>Programmable Device Lab</td>
<td>3</td>
</tr>
<tr>
<td>EN.520.345</td>
<td>Electrical &amp; Computer Engineering Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Basic Science Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EN.520.353</td>
<td>Control Systems</td>
<td>3</td>
</tr>
<tr>
<td>Non-ECE/MathSci Engineering Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
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<td>3</td>
</tr>
<tr>
<td>H/S Electives</td>
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<td>6</td>
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<tr>
<td><strong>Total Credits</strong></td>
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**Senior**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EN.520.498 &amp; EN.520.499</td>
<td>Senior Design Project</td>
<td>6</td>
</tr>
<tr>
<td>EN.520.435</td>
<td>Digital Signal Processing</td>
<td>3</td>
</tr>
<tr>
<td>ECE Signals/Systems/Comm. Elective</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>ECE Advanced Lab/Design Elective</td>
<td></td>
<td>6</td>
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<tr>
<td>Elective</td>
<td></td>
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<tr>
<td>Non-ECE/MathSci Engineering Electives</td>
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</tr>
<tr>
<td><strong>Total Credits</strong></td>
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<td><strong>30</strong></td>
</tr>
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</table>

**Bachelor of Science in Computer Engineering**

**Mission**

The Computer Engineering Program at Johns Hopkins is supported by faculty in the Department of Electrical and Computer Engineering and the Department of Computer Science, who are committed to providing a rigorous educational experience that prepares students for further study and to professionally and ethically practice engineering in a competitive global environment. The mission of the program is to provide students with a broad, integrated education in the fundamentals and advanced topics in computer engineering, basic sciences, mathematics, and humanities in an environment that fosters the development of analytical, computational, and experimental skills, and that involves students in design projects and research experiences; and to provide our computer engineering graduates with the tools, skills and competencies necessary to understand and apply today’s technologies and become leaders in developing and deploying tomorrow’s technologies.
Educational Objectives

The Program Educational Objectives (PEOs) for computer engineering (CE) at the Johns Hopkins University describe what CE graduates are expected to attain within a few years of graduation. The PEOs are determined in consultation with the Electrical and Computer Engineering External Advisory Committee and approved by the ECE faculty.

The educational objectives of the CE program are:

- Our graduates will become successful practitioners in engineering and other diverse careers.
- Some graduates will pursue advanced degree programs in engineering and other disciplines.

Outcomes

Students graduating with a B.S. in computer engineering will have demonstrated:

- An ability to apply knowledge of mathematics, science, and engineering
- An ability to design and conduct experiments, as well as to analyze and interpret data
- An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- An ability to function on multidisciplinary teams
- An ability to identify, formulate, and solve engineering problems
- An understanding of professional and ethical responsibility
- An ability to communicate effectively
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- A recognition of the need for, and an ability to engage in life-long learning
- A knowledge of contemporary issues
- An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

Each student and faculty advisor must consider these objectives in planning a set of courses and projects that will satisfy degree requirements. The sample programs and the program checklist included in this advising manual illustrate course selections that will help students meet the program objectives.

Faculty and others will assess student performance to ensure that our educational objectives are met. Students will have opportunities to assess their own educational progress and achievements in several ways, including exit interviews and alumni surveys. Through regular review processes, including Academic Council departmental reviews, visits by the departmental external advisory board, course evaluations, and ABET visits; students will have opportunities to discuss their educational experiences and expectations. The outcomes of these assessment processes will be used by the faculty to improve the content and delivery of the educational program.

The success of each student's program will depend on effective faculty advising. Every undergraduate student in the Computer Engineering Program must follow a program approved by a faculty advisor.

Requirements for the Bachelor of Science in Computer Engineering

The Bachelor of Science degree in Computer Engineering requires a minimum of 126 credits, which must include the following:

- Forty-two (42) credits in Computer Engineering, which must include:
  - Electrical and Computer Engineering courses (15 credits)
    - EN.520.142 Digital Systems Fundamentals
    - EN.520.213 Circuits
  - EN.600.120 Intermediate Programming, EN.600.226 Data Structures
  - EN.600.233 Computer System Fundamentals
  - A GPA of at least 2.0 must be maintained in Computer Engineering courses. Courses in this category may not be taken Satisfactory/Unsatisfactory.
  - An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
  - An ability to function on multidisciplinary teams
  - An ability to identify, formulate, and solve engineering problems
  - An understanding of professional and ethical responsibility
  - An ability to communicate effectively
  - The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
  - A recognition of the need for, and an ability to engage in life-long learning
  - A knowledge of contemporary issues
  - An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

- Six (6) credits of engineering courses from School of Engineering departments other than Computer Science, ECE, Applied Mathematics and Statistics, or General Engineering (note: Entrepreneurship and Management courses in the Center for Leadership Education CANNOT be counted as “other engineering courses”). Students must complete enough of the approved non-CS/ECE advanced design labs so that they have at least twelve (12) credits of advanced laboratory, design intensive, or senior design project courses. Courses in this category may not be taken Satisfactory/Unsatisfactory.
  - Six (6) credits of engineering courses from School of Engineering departments other than Computer Science, ECE, Applied Mathematics and Statistics, or General Engineering (note: Entrepreneurship and Management courses in the Center for Leadership Education CANNOT be counted as “other engineering courses”). Students must complete enough of the approved non-CS/ECE advanced design labs so that they have at least twelve (12) credits of advanced laboratory, design intensive, or senior design project courses. Courses in this category may not be taken Satisfactory/Unsatisfactory.

- Twenty-four (24) credits in mathematics courses taken from the Mathematics Department or the Applied Mathematics and Statistics Department. AS.110.109 Calculus II (For Physical Sciences and Engineering), AS.110.202 Calculus III, AS.110.201 Linear Algebra or EN.550.291 Linear Algebra and Differential Equations, EN.550.171 Discrete Mathematics, EN.550.310 Probability & Statistics for the Physical and Information Sciences & Engineering/EN.550.311 Probability and Statistics for the Biological Sciences and Engineering or EN.550.420 Introduction to Probability must be taken. Elementary or precalculus courses such as AS.110.105 or EN.550.111-EN.550.112 are not acceptable. (Calculus I may be waived through an examination taken during freshman orientation. If not waived, it must be taken as a prerequisite to Calculus II.) Courses in this category may not be taken Satisfactory/Unsatisfactory.
  - Twenty-four (24) credits in mathematics courses taken from the Mathematics Department or the Applied Mathematics and Statistics Department. AS.110.109 Calculus II (For Physical Sciences and Engineering), AS.110.202 Calculus III, AS.110.201 Linear Algebra or EN.550.291 Linear Algebra and Differential Equations, EN.550.171 Discrete Mathematics, EN.550.310 Probability & Statistics for the Physical and Information Sciences & Engineering/EN.550.311 Probability and Statistics for the Biological Sciences and Engineering or EN.550.420 Introduction to Probability must be taken. Elementary or precalculus courses such as AS.110.105 or EN.550.111-EN.550.112 are not acceptable. (Calculus I may be waived through an examination taken during freshman orientation. If not waived, it must be taken as a prerequisite to Calculus II.) Courses in this category may not be taken Satisfactory/Unsatisfactory.

- Sixteen (16) credits of basic sciences (physics, chemistry, biology, earth and planetary sciences), which must include AS.171.101 General Physics: Physical Science Major I-AS.171.102 General Physics: Physical Science Majors II, AS.173.111 General Physics Laboratory I-AS.173.112 General Physics Laboratory II, and AS.030.101
Introductory Chemistry I. Courses in this category may not be taken Satisfactory/Unsatisfactory.

- At least six (6) three-credit courses in humanities and social sciences. The humanities and social sciences courses are one of the strengths of the academic programs at Johns Hopkins. They represent opportunities for students to appreciate some of the global and societal impacts of engineering, to understand contemporary issues, and to exchange ideas with scholars in other fields. Some of the courses will help students to communicate more effectively, to understand economic issues, or to analyze problems in an increasingly international world. The selection of courses should not consist solely of introductory courses but should have both depth and breadth. Typically, this means that students should take at least three (3) courses in a specific area with at least one of them at an advanced level.
- At least two (2) writing intensive courses are required (at least 3 credits each). These courses may not be taken Pass/Fail and require a grade of C- or better. Students may wish to consider a course in Technical Communications to fulfill one of the writing intensive requirements.

Additional details concerning advising and degree requirements are in the Computer Engineering Advising Manual. The B.S. in Computer Engineering degree program is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.

The sample program shown has an emphasis on hardware/device aspects of computer engineering. Other sample programs can be found in the advising manual.

**Freshman**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
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<tr>
<td>AS.110.109</td>
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<td>AS.171.101 or .107</td>
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</tr>
<tr>
<td>AS.171.102 or .108</td>
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<tr>
<td>AS.173.111</td>
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<td>AS.173.112</td>
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<tr>
<td>EN.520.137</td>
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<td>EN.520.142</td>
<td>3</td>
</tr>
<tr>
<td>EN.600.107</td>
<td>3</td>
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<td>H/S Elective</td>
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**Sophomore**

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<th>Course</th>
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<tbody>
<tr>
<td>AS.110.202 or .211</td>
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<tr>
<td>EN.550.291</td>
<td>4</td>
</tr>
<tr>
<td>AS.030.101</td>
<td>3</td>
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<tr>
<td>EN.600.226</td>
<td>4</td>
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<td>EN.520.213</td>
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**Junior**

<table>
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<td>EN.600.318</td>
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<td>EN.520.345</td>
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<td>Science Elective</td>
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<td>EN.520.349</td>
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<td>H/S Elective</td>
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**Senior**

<table>
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<tbody>
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<tr>
<td>H/S Elective</td>
<td>6</td>
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</tbody>
</table>

**Total Credits: 124**

**Bachelor of Arts Degree**

To meet the requirements for the B.A. degree, the program must include:

- Eighteen (18) credits of humanities and social sciences courses.
- Four writing intensive courses.
- Twenty (20) credits of mathematics or mathematical statistics courses. Typically these include AS.110.108 Calculus I, AS.110.109 Calculus II (For Physical Sciences and Engineering), and AS.110.202 Calculus III or equivalent, and AS.110.201 Linear Algebra. Elementary or pre-calculus courses such as AS.110.105 or EN.550.111-EN.550.112 are not acceptable.
- Thirty (30) credits of ECE courses. Three credits of computer science courses may be counted toward this 30-credit requirement.
- Additional credits giving a total of at least 120 credits.
- Additional information on academic policies and degree requirements, including academic ethics, may be found in the Undergraduate Academic Manual of The Johns Hopkins University. Students are urged to read the credit requirements, under the credit requirements section, in the academic manual section of the Compendium.

The student should be aware that the B.A. degree program is not accredited by the Accreditation Board for Engineering and Technology (ABET).
Minor in Robotics
A minor in Robotics is offered by the Laboratory for Computational Sensing and Robotics. Detailed information regarding this program can be found at: http://lcscr.jhu.edu/robotics-minor/.

Minor in Computer-Integrated Surgery
A minor in Computer-Integrated Surgery is offered by the Laboratory for Computational Sensing and Robotics. Detailed information regarding this program can be found at: http://lcscr.jhu.edu/computer-integrated-surgery-minor/.

Bachelor’s/Master’s Program
At the end of their sophomore year, students who are majors in electrical and computer engineering may apply for admission to the combined bachelor’s/master’s program which combines a B.S. in electrical engineering with a master of science in engineering. If accepted, they must take at least two courses per semester that satisfy the requirements of the M.S.E. program.

Every graduate student in the Department of Electrical and Computer Engineering must follow a program approved by a faculty advisor in the department. The advisor assigned to the student upon admission may be changed, subject to the approval of the new advisor. Additional details are in the department’s Graduate Student Advising Manual.

Master of Science in Engineering (M.S.E.) Degree
The department offers a comprehensive and flexible Master of Science in Engineering (M.S.E.) degree program that includes courses from several areas of Electrical and Computer Engineering. In addition, the following specialized M.S.E. tracks are offered: 1) Communications, 2) Control Systems, 3) Language and Speech Processing, 4) Microsystems and Computer Engineering, and 3) Photonics and Optoelectronics.

Requirements for the M.S.E. Degree
A student who has completed a program of study similar to that required for the B.S. in electrical engineering degree must complete the following requirements for the M.S.E. degree:

• Eight one-semester graduate (400-799) courses approved by the advisor must be satisfactorily completed. At least five of these courses must come from the full-time ECE Department (520.XXX) but cannot include Independent Study, Dissertation Research, ECE Seminar or Special Studies.

• Further depth of understanding must be demonstrated by either satisfactorily completing two additional one-semester graduate (400-799) courses approved by the advisor (one of which must come from the full-time ECE Department (520.XXX), or by writing an M.S.E. thesis acceptable to a member of our faculty, or by completing a special project acceptable to a member of our faculty and writing the corresponding report.

• A course (including independent study) is satisfactorily completed if a grade of A, B, C, or P is obtained. No more than one C grade can be counted toward the requirements and a D or F or second C grade results in probation. A second D or F or a third C grade results in termination from our program.

• Students may transfer in up to two courses from outside JHU. These courses must have been completed after the undergraduate degree was conferred and not applied to a degree elsewhere.

• Every graduate course designated Independent Study, Dissertation Research, or Special Studies counted toward the M.S.E. degree must include a written report. A copy of the report will become part of the student’s permanent file.

• Every student must register for a minimum of two semesters as a full-time resident graduate student (this rule does not apply to students in the concurrent B.S./M.S.E. program). Full-time resident M.S.E. students must satisfactorily complete at least three graduate courses per semester for credit.

• Every student must be registered in the semester that degree requirements are met; this includes students who have no courses remaining in which to enroll but must resolve coursework for which an "incomplete" grade was assigned and those who must complete other academic requirements, such as a language or computing requirement (these students may apply for Nonresident Status).

• Every student must earn the M.S.E. degree within five consecutive academic years (ten semesters). Only semesters during which a student has a university-approved leave of absence are exempt from the ten semester limit; otherwise, all semesters from the beginning of the student’s graduate studies – whether the student is resident or not – count toward the ten semester limit.

• Every student must complete training on academic ethics.

• Every student must complete training on the responsible and ethical conduct of research, if applicable (Please see the WSE Policy on the Responsible Conduct of Research).

Doctor of Philosophy (Ph.D.) Degree
Graduate study in Electrical and Computer Engineering is oriented toward the Ph.D. degree, with emphasis on scholarship and research rather than formal course work. Our Ph.D. program is designed to be easily tailored to the needs and interests of individual students. There are no lists of required courses. The program is directed at independent, highly motivated individuals who desire to work closely with faculty members at the forefront of research in a variety of scientific areas, such as:

• Computational and Biomorphic Systems
• Computational Systems Biology and Bioinformatics
• Computer Engineering
• Control Systems
• Image Processing and Analysis
• Integrated Circuits and Microsystems
• Language and Speech Processing
• Photonics and Optoelectronics
• Signal Processing

Requirements for the Ph.D. Degree
University requirements for the Ph.D. degree are listed under Academic Information for Graduate Students (p. 61). In addition, the department requires satisfactory completion of the Ph.D. departmental examination and the university Graduate Board oral examination, preparation of a preliminary research proposal, a departmental seminar presentation, and an oral dissertation defense.

The departmental examination is offered twice yearly. Each faculty member prepares a set of questions, and the student must select
and complete the sets of questions of three faculty members. This examination must be passed before the beginning of the fifth semester of full-time graduate study. After passing the examination, the student can be accepted by a faculty member who will oversee the student’s research. This research advisor then guides the remainder of the student’s program leading to the Ph.D. degree.

The university Graduate Board oral examination is administered by a panel consisting of the research advisor, another faculty member in Electrical and Computer Engineering, and three faculty members from other departments. This examination must be taken before the end of the sixth semester.

In the course of research leading to the Ph.D. degree, the student must submit a preliminary research proposal to the department, and present a departmental seminar. Finally, a public dissertation defense will be conducted before a panel of readers consisting of at least three Electrical and Computer Engineering faculty members. Further details concerning M.S.E. and Ph.D. degree requirements are published in a manual for graduate students in Electrical and Computer Engineering.

Financial Aid

Financial aid is available for candidates of high promise. Research assistantships are available on sponsored research projects directed by members of the faculty.

For current faculty and contact information go to http://www.ece-jhu.org/index.php/people

Faculty

Chair
Ralph R. Etienne-Cummings
Mixed-signal VLSI, computational sensors, robotics, neuromorphic engineering.

Director of Undergraduate Programs
Trac D. Tran
Filter banks, wavelets, multirate systems and applications.

Director of Graduate Programs
Pablo A. Iglesias
Edward J. Schaefer Professor: systems biology, mathematical modeling of biological systems, control theory.

Professors
Andreas G. Andreou
CMOS devices and integrated circuits, bioelectronics, nanoelectronics, life science Microsystems, natural and synthetic sensory systems, neural computation.

John I. Goutsias
Signal and image processing, computational systems biology, bioinformatics, modeling and analysis of complex networked systems.

Hynek Hermansky
Julian S. Smith Professor: emulating and integrating human-like processing strategies into speech engineering systems; neural information processing; human sensory perception; speech and speaker recognition; speech coding and enhancement; and machine learning.

Jin U. Kang
Jacob Suter Jammer Professor: fiber optic devices and lasers, biophotonics, optical imaging and sensing.

Alexander E. Kaplan

Jacob B. Khurgin
Quantum electronics, nonlinear optics.

Gerard G. L. Meyer
Parallel computing, computational methods, fault tolerant computing.

Jerry L. Prince
William B. Kouwenhoven Professor: image processing and computer vision with application to medical imaging.

T.E. (Ed) Schlesinger
Professor and Benjamin T. Tome Dean: solid state electronic and optical devices, nanotechnology, and information storage systems.

Howard L. Weinert
Fast compact algorithms and software for extracting signals from noise

Associate Professors
Mounya Elhilali
Biological basis of sound and speech perception, neural signal processing, computational neuroscience, cognitive neuromorphic engineering.

Sanjeev P. Khudanpur
Information theory, statistical language modeling.

Assistant Professors
Amy C. Foster
Silicon photonics, nonlinear optics, nanophotonics, integrated biophotonics.

Mark A. Foster
Ultrafast and nonlinear optics, all-optical signal processing, ultrafast phenomena and measurement, nonlinear dynamics.

Danielle C. Tarraf
Systems and control theory, with emphasis on hybrid systems; network analysis and control; automata theory, algebra, and combinatorics as they apply in systems and control.

Susanna M. Thon
Renewable energy conversion and storage, photovoltaics, optoelectronics, nanoengineering and nanophotonics, and scalable fabrication.

Joint, Part-Time, Visiting, and Emeritus Appointments
Emad M. Doctor
Assistant Professor (Radiology): image-guided intervention, ultrasound imaging, elasticity, and thermal imaging.

Paul A. Bottomley
Russell H. Morgan Professor (Radiology): magnetic resonance imaging, metabolic MRI.

Sang (Peter) Chin
Assistant Research Professor: compressive sensing, novel signal processing, game theory, extremal graph theory, differential geometry, and quantum computing and verification.

A. Brinton Cooper III
Associate Research Professor: error control coding, coded wireless, and optical communication.

Glenn A. Coppersmith
Assistant Research Scientist.

Richard V. Cox
Research Professor/Director, Human Language Technology Center of Excellence.

Frederic M. Davidson
Professor Emeritus

Yamac Dikmelik
Assistant Research Scientist.

Eric C. Frey
Professor (Radiology): algorithms for computed tomography, small animal X-ray microcomputed tomography, quantitative PET, SPECT and nuclear medicine imaging, image evaluation, scatter compensation in SPECT, simultaneous dual isotope SPECT and Monte Carlo simulation of radiation transport.

Israel Gannot
Associate Research Professor.

Dennice F. Gayme
Assistant Professor (Mechanical Engineering): dynamics and control of nonlinear, networked and spatially distributed systems. Applications include: the electric power grid, wall turbulence and wind farms.

Donald J. Geman
Professor (Applied Mathematics and Statistics): computer vision, computational biology, statistical learning.

Robert E. Glaser
Lecturer: advanced digital logic systems.

Moise H. Goldstein Jr.
Professor Emeritus.

Gregory D. Hager
Professor and Chair (Computer Science): vision, robotics, human-machine systems, computer-integrated medicine.

Aren Jansen
Assistant Research Professor: automatic speech recognition, sparse representations and models, unsupervised/semi-supervised learning, geometric structure of speech sounds, computational modeling of speech perception, manifold learning algorithms, novel applications of machine learning techniques.

Robert E. Jenkins
Senior Lecturer: digital systems, spacecraft systems and space technology.

Richard I. Joseph

Jacob Suter Jammer Professor Emeritus.

Xingde Li
Professor (Biomedical Engineering): Endomicroscopy technologies, nanobiophotonics and molecular imaging, early detection.

Elliot R. McVeigh
Massey Professor and Director (Biomedical Engineering): imaging.

Michael I. Miller
Hershel and Ruth Seder Professor (Biomedical Engineering and Director, Center for Imaging Science): computational anatomy, medical imaging, image understanding.

C. Harvey Palmer Jr.
Professor Emeritus.

Dzung L. Pham
Associate Professor (Radiology): homomorphic brain image segmentation, neuroanatomical atlases in MIPAV, robust tissue classification, statistical characterization of brain tissue in MRI.

Philippe O. Pouliquen
Assistant Research Professor: optoelectronic, mixed signal, low power VLSI, CAD tools for VLSI.

Carey E. Priebe

Arman Rahmim
Assistant Professor (Radiology).

Charbel Rizk
Associate Research Scientist.

Wilson J. Rugh
Edward J. Schaefer Professor Emeritus.

Nitish V. Thakor
Professor (Biomedical Engineering): medical instrumentation, medical micro and nanotechnologies, neurological instrumentation, signal processing, computer applications.

Benjamin M. W. Tsui
Professor (Radiology): quantitative SPECT, PET and CT imaging techniques, image reconstruction methods, computer simulation tools and methods in imaging, image quality assessment, small animal SPECT, PET and CT imaging techniques.

Rene Vidal
Associate Professor (Biomedical Engineering): computer vision, biomedical imaging, machine learning, signal processing.

James West
Research Professor: electroacoustics, physical acoustics, and architectural acoustics.

C. Roger Westgate
Professor Emeritus.

Raimond Winslow
Professor (Biomedical Engineering): applied statistical learning, computational cell biology, cardiac electrophysiology, grid-based computing and data sharing for collaborative science.
Courses

EN.520.108. Algorithm and Coding Interview.
This course is targeted at upper level undergraduate and graduate students who are looking for internships and jobs in computational fields. Its goal is to provide a solid understanding of the interview structure and how to have a successful interview. The participants will experience many real interview questions and get familiar with general algorithmic thinking by practicing many popular algorithm problems in searching, sorting, graph theory, probability and programming. We are also discussing many strategies for successful interview.
Instructor(s): E. Variani
Area: Engineering.

This introductory course touches upon many fundamental concepts of information theory such as entropy, mutual information, rate distortion and channel capacity. The main objective is helping students to reason intuitively about problems using information theory concepts. This course is targeted at upper level undergraduate and graduate students who delve into the fields of statistics, computer science, biology, economics, as well as electrical engineering.
Instructor(s): E. Variani
Area: Engineering.

EN.520.110. Introduction to Medical Imaging.
This course will provide the student with a basic knowledge of the principles and applications of medical imaging modalities used in biomedical patient care. Modalities include X-ray imaging, CT, ultrasound, MRI and PET/SPECT. The course will cover the underlying physics, image formation, instrumentation, and metrics used to assess the quality of medical images. The course will offer a tour and practical experience with medical imaging equipment in the clinic. Notes: This course is offered at an introductory level and assumes no prior knowledge of the material. It serves as a preparation for more complete Medical Imaging courses offered during fall and spring terms. This course is co-listed as EN.600.146.13 (Computer Science).
Instructor(s): M. Ghaly; N. Kuo
Area: Engineering.

EN.520.120. Introduction to Model Rocketry.
Model rocketry is only the small cousin of space rocketry, but it shares many interesting aspects with its real-world counterpart. This course aims to explore the different parts of this sport, with an emphasis on how engineering principles are employed in practice. Classes will cover both practical and theoretical topics such as model rocket construction and design (recovery devices, glide recovery, multistage rockets), stability, aerodynamics, altitude prediction and determination. Some familiarity with a programming language (possibly Matlab) is required for the assignments.
Instructor(s): R. Tron
Area: Engineering.

EN.520.137. Introduction To Electrical & Computer Engineering.
An introductory course covering the principles of electrical engineering including sinusoidal wave forms, electrical measurements, digital circuits, and applications of electrical and computer engineering. Laboratory exercises, the use of computers, and a design project are included in the course.
Instructor(s): T. Tran
Area: Engineering, Quantitative and Mathematical Sciences.

EN.520.142. Digital Systems Fundamentals.
Number systems and computer codes, switching functions, minimization of switching functions, Quine - McCluskey method, sequential logic, state tables, memory devices, analysis, and synthesis of synchronous sequential devices.
Instructor(s): G. Meyer; P. Julian
Area: Engineering, Quantitative and Mathematical Sciences.

EN.520.150. Light, Image and Vision.
This course is designed for beginning undergraduate students and covers the principle of optics and imaging from the human vision perspective. The topics for the course include the basic principles and properties of light, imaging and image formation, optical imaging and display systems, and human vision. The course include bio-weekly labs that allows students to implement and experience the concepts learned during the lectures.
Instructor(s): J. Kang
Area: Engineering.

EN.520.211. ECE Engineering Team Project.
This course introduces the student to the basics of engineering team projects. The student will become a member of and participate in the different aspects of an ECE team project over several semesters. (Freshmen and Sophomores)
Instructor(s): R. Etienne Cummings
Area: Engineering.

EN.520.212. ECE Engineering Team Project (Freshmen and Sophomores).
This course introduces the student to the basics of engineering team projects. The student will participate in an ECE engineering team project as a member. The student is expected to participate in the different aspects of the project over several semesters. (Freshmen and Sophomores)
Permission of instructor required.
Instructor(s): J. Kang; J. West; R. Etienne Cummings
Area: Engineering.

EN.520.213. Circuits.
An introductory course on electric circuit analysis. Topics include time domain and frequency domain analysis techniques, transient and steady-state response, and operational amplifiers.
Prerequisites: AS.110.108 and AS.110.109
Instructor(s): H. Weinert
Area: Engineering.

An introduction to discrete-time and continuous-time signals and systems covers representation of signals and linear time-invariant systems and Fourier analysis.
Prerequisites: Corequisite: AS.110.202; Prerequisite: EN.520.213
Instructor(s): M. Elhilali
Area: Engineering, Quantitative and Mathematical Sciences.

EN.520.216. Introduction To VLSI.
This course teaches the basics of switch-level digital CMOS VLSI design. This includes creating digital gates using MOS transistors as switches, laying out a design using CAD tools, and checking the design for conformance to the Scalable CMOS design rules. Recommended: EN.520.213.
Prerequisites: EN.520.142 and recommended: 520.213
Instructor(s): A. Andreou
Area: Engineering.

For current course information and registration go to https://isis.jhu.edu/classes/
Vector analysis, electrostatic fields in vacuum and material media, stationary currents in conducting media, magnetostatic fields in vacuum and material media. Maxwell's equations and time-dependent electric and magnetic fields, electromagnetic waves and radiation, transmission lines, wave guides, applications. 
Prerequisites: Co-req: AS.110.202; Prerequisites: AS.171.101 and AS.171.102 and AS.110.109 Pre/Co-Requisite: AS.110.202  
Instructor(s): M. Foster  
Area: Engineering, Natural Sciences.

EN.520.220. Fields, Matter & Waves.  
Magnetostatic fields in vacuum and material media. Maxwell’s equations and time-dependent electric and magnetic fields, electromagnetic waves and radiation, transmission lines, wave guides, applications.  
Prerequisites: EN.520.219 or equivalent  
Instructor(s): M. Foster  
Area: Engineering, Natural Sciences.

A study of the structure and organization of classical von Neuman uniprocessor computers. Topics include a brief history of modern machines starting from the Turing computer model, instruction sets, addressing, RISC versus CICS, traps and interrupt handling, two's complement arithmetic, adders and ALUs, CSA's Booth's algorithm, multiplication and division, control unit design, microprogramming, dynamic versus static linking, memory systems and memory hierarchy, paging segmentation, cache hardware, cache organizations, and replacement policies.  
Prerequisites: EN.520.142  
Instructor(s): P. Pouliquen  
Area: Engineering.

EN.520.240. Introduction to Mechatronics.  
Introduction to Mechatronics is mostly hands-on, interdisciplinary design class consisting of lectures about key topics in mechatronics, and lab activities aimed at building basic professional competence. After completing the labs, the course will be focused on a final mini-project for the remainder of the semester. This course will encourage and emphasize active collaboration with classmates. Each team will plan, design, manufacture and/or build, test, and demonstrate a robotic system that meets the specified objectives.  
Instructor(s): C. Rizk  
Area: Engineering.

This course provides an introduction to the science and engineering of renewable energy technologies. The class will begin with an overview of today's energy landscape and proceed with an introduction to thermodynamics and basic heat engines. Specific technologies to be discussed include photovoltaics, fuel cells and hydrogen, biomass, wind power and energy storage. The class should be accessible to those from a variety of science and engineering disciplines. Recommended Course Background: Introductory Physics and Calculus.  
Instructor(s): S. Thon  
Area: Engineering.

EN.520.231. Introduction to Information Processing of Sensory Signals.  
An introductory course to basic concepts of information processing of human communication signals (sounds, images) in living organisms and by machine. Recommended Course Background: EN.520.214 (or EN.580.222) or consent of the instructor.  
Instructor(s): H. Hermansky  
Area: Engineering.

EN.520.345. Electrical & Computer Engineering Laboratory.  
This course consists of 11 one-week laboratory experiments intended to provide an introduction to analog and digital circuits commonly used in engineering. Topics include phase and frequency response, transistors, operational amplifiers, filters, and other analog circuits. The experiments are done using computer controlled digital oscilloscopes, function generators, and power supplies.  
Prerequisites: 171.101-102 and EN.520.213  
Instructor(s): A. Foster; S. Ramesh  
Area: Engineering.

EN.520.349. Microprocessor Lab I.  
This course introduces the student to the programming of microprocessors at the machine level. 68HC08, 8051, and eZ8 microcontrollers are programmed in assembly language for embedded control purposes. The architecture, instruction set, and simple input/output operations are covered for each family. Upon completion, students can use these flash-based chips as elements in other project courses. Recommended Course Background: EN.520.142 or equivalent.  
Instructor(s): R. Glaser  
Area: Engineering.

EN.520.353. Control Systems.  
Modeling, analysis, and an introduction to design for feedback control systems. Topics include state equation and transfer function representations, stability, performance measures, root locus methods, and frequency response methods (Nyquist, Bode).  
Prerequisites: Prereqs: EN.530.343 AND EN.520.214  
Instructor(s): D. Tarraf  
Area: Engineering.

EN.520.372. Programmable Device Lab.  
The use of programmable memories (ROMs, EPROMs, and EEPROMs) as circuit elements (as opposed to storage of computer instructions) is covered, along with programmable logic devices (PALs and GALS). These parts permit condensing dozens of standard logic packages (TTL logic) into one or more off-the-shelf components. Students design and build circuits using these devices with the assistance of CAD software. Topics include programming EEPROMs; using PLDs as address decoders; synchronous sequential logic synthesis for PLDs; and PLD-based state machines. Recommended Course Background: EN.520.142 and EN.520.345  
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.  
Instructor(s): R. Glaser  
Area: Engineering.
EN.520.391. CAD Design of Digital VLSI Systems I (Juniors).
An introductory course in which students, manually and through computer simulations, design digital CMOS integrated circuits and systems. The design flow covers transistor, physical, and behavioral level descriptions, using SPICE, Layout, and Verilog HDL VLSI CAD tools. After design computer verification, students can fabricate and test their semester-long class projects. Juniors Only. Recommended Course Background: EN.520.142, EN.520.216 or equivalent; Corequisite: EN600.333, EN.600.334, EN.520.349 or EN.520.372
Instructor(s): R. Etienne Cummings
Area: Engineering.

EN.520.401. Basic Communication.
This course covers the principles of modern analog and digital communication systems. Topics include: amplitude modulation formats (DSB, SSB, VSB), exponential modulation formats (PM, FM), superheterodyne receivers, digital representation of analog signals, sampling theorem, pulse code modulation formats (PCM, DPCM, DM, spread-spectrum), signals with additive Gaussian noise, maximum likelihood receiver design, matched filtering, and bit error rate analyses of digital communication systems.
Prerequisites: Prereqs: EN.520.214 AND EN.550.310 or equivalent.
Instructor(s): F. Davidson
Area: Engineering.

EN.520.402. Digital Communications.
This is a first course in digital communications. Topics covered are sampling theorem, representation and reconstruction of analog signals from sampled values, quantization noise, pulse code modulation, delta modulation, digital waveform encoding, signal space descriptions of binary and M-ary signaling schemes (BPSK, QAM, FSK, PAM, PSK), optimal receivers, effects of additive Gaussian noise on bit error rates, digital transmission through band-limited channels, and multicarrier transmission systems (OFDM). System concepts will be emphasized through implementation with TIMS hardware. This course is a replacement for EN.520.401 and EN.520.465 and can not be taken by students who have taken these courses.
Prerequisites: ( EN.520.214 ) AND ( EN.550.310 OR EN.550.311 OR EN.550.420 OR equivalent);EN.520.401 AND EN.520.465.
This course is a replacement for EN.520.401 and EN.520.465 and can not be taken by students who have taken these courses.
Instructor(s): F. Davidson
Area: Engineering, Natural Sciences.

EN.520.403. Introduction to Optical Instruments.
This course is intended to serve as an introduction to optics and optical instruments that are used in engineering, physical, and life sciences. The course covers first basics of ray optics with the laws of refraction and reflection and goes on to description of lenses, microscopes, telescopes, and imaging devices. Following that basics of wave optics are covered, including Maxwell equations, diffraction and interference. Operational principles and performance of various spectrometric and interferometric devices are covered including both basics (monochromatic, Fabry-Perot and Michelson interferometers), and advanced techniques of near field imaging, laser spectroscopy, Fourier domain spectroscopy, laser Radars and others.
Instructor(s): J. Khurgin
Area: Engineering.

EN.520.407. Introduction to the Physics of Electronic Devices.
This course is designed to develop and enhance the understanding of the basic physical processes taking place in the electronic and optical devices and to prepare students for taking classes in semiconductor devices and circuits, optics, lasers, and microwaves devices, as well as graduate courses. Both classical and quantum approaches are used. Specific topics include theory of molecular bonding; basics of solid state theory; mechanical, transport, magnetic, and optical properties of the metals; semiconductors; and dielectrics.
Instructor(s): J. Khurgin
Area: Engineering.

EN.520.410. Fiber Optics & Devices.
This course covers light propagation in fiber optic light guides, integrated optic wave guides, photodetectors, and the photon nature of light. Topics include light propagation in step-index and graded-index optical fibers, dielectric slab waveguides, photodetectors, photon shot noise, and photodetector signal-to-noise ratios. Recommended Course Background: EN.520.214, EN.520.219-EN.520.220, or equivalent.
Instructor(s): F. Davidson
Area: Engineering.

EN.520.414. Image Processing & Analysis.
The course covers fundamental methods for the processing and analysis of images and describes standard and modern techniques for the understanding of images by humans and computers. Topics include elements of visual perception, sampling and quantization, image transforms, image enhancement, color image processing, image restoration, image segmentation, and multiresolution image representation. Laboratory exercises demonstrate key aspects of the course.
Prerequisites: EN.520.214.
Instructor(s): J. Goutsias
Area: Engineering.

EN.520.415. Image Process & Analysis II.
This course covers fundamental methods for the processing and analysis of images and describes standard and modern techniques for the understanding of images by morphological image processing and analysis, image representation and description, image recognition and interpretation.
Prerequisites: EN.520.414
Instructor(s): J. Goutsias
Area: Engineering.

EN.520.416. Processing of Audio and Visual Signals.
This course consists of two parts. The lecture component of this course is covered by attending EN.520.315. Concurrently, on the more advanced graduate level, there is an additional requirement of critical analysis of the material covered, and the hands-on homework complementing the lectures. Recommended Course Background: EN.520.214 (or EN.580.222) or consent of the instructor.
Instructor(s): H. Hermansky
Area: Engineering.
EN.520.419. Iterative Algorithms.
An introduction to the study of the structure, behavior and design of iterative algorithms. Topics include problem formulations, algorithm description and classification, the deterministic iterative (DI) schema, doubling schema, cluster point sets, periodic points, DI schemas without stop rule, the monotonic DI schema, contractive and affine maps, bounded and Cauchy sequences, asymptotically regular sequences, monotonic sequences.
Prerequisites: AS.110.201-202.
Instructor(s): G. Meyer
Area: Engineering, Quantitative and Mathematical Sciences.

EN.520.424. FPGA Synthesis Lab.
An advanced laboratory course in the application of FPGA technology to information processing, using VHDL synthesis methods for hardware development. The student will use commercial CAD software for VHDL simulation and synthesis, and implement their systems in programmable XILINX 20,000 gate FPGA devices. The lab will consist of a series of digital projects demonstrating VHDL design and synthesis methodology, building up to final projects at least the size of an 8-bit RISC computer. Projects will encompass such things as system clocking, flip-flop registers, state-machine control, and arithmetic. The students will learn VHDL methods as they proceed through the lab projects, and prior experience with VHDL is not a prerequisite.
Prerequisites: 520.142 and 520.345. Recommended Courses: 600.333 (Computer System Fundamentals) or 520.349 (Microprocessor Lab)
Instructor(s): P. Pouliquen
Area: Engineering, Quantitative and Mathematical Sciences.

EN.520.432. Medical Imaging Systems.
An introduction to the physics, instrumentation, and signal processing methods used in general radiography, X-ray computed tomography, ultrasound imaging, magnetic resonance imaging, and nuclear medicine. The primary focus is on the methods required to reconstruct images within each modality, with emphasis on the resolution, contrast, and signal-to-noise ratio of the resulting images. Co-listed as EN.580.472
Prerequisites: EN.580.222 OR EN.520.214
Instructor(s): J. Prince
Area: Engineering.

EN.520.433. Medical Image Analysis.
This course covers the principles and algorithms used in the processing and analysis of medical images. Topics include, interpolation, registration, enhancement, feature extraction, classification, segmentation, quantification, shape analysis, motion estimation, and visualization. Analysis of both anatomical and functional images will be studied and images from the most common medical imaging modalities will be used. Projects and assignments will provide students experience working with actual medical imaging data.
Prerequisites: EN.520.432 OR EN.580.472 OR EN.550.310 OR EN.550.311
Instructor(s): J. Prince
Area: Engineering.

EN.520.434. Modern Biomedical Imaging Instrumentation and Techniques.
An intermediate biomedical imaging course covering modern biomedical imaging instrumentation and techniques as applied to diagnostic radiology and other biomedical applications. It includes recent advances in various biomedical imaging modalities, multi- modality imaging and molecular imaging. The course is team taught by experts in the respective fields and provides a broad based knowledge of modern biomedical imaging to prepare students for graduate studies and research in biomedical imaging. Also, the course will offer tours and practical experience with modern biomedical imaging equipments in clinical and research settings. Co-listed with EN.580.473
Prerequisites: EN.520.432 OR EN.580.472
Instructor(s): B. Tsui.
Methods for processing discrete-time signals. Topics include signal and system representations, z-transforms, sampling, discrete Fourier transforms, fast Fourier transforms, digital filters.
Prerequisites: EN.520.214.
Instructor(s): H. Weinert
Area: Engineering.

This course gives a foundation in current audio and speech technologies, and covers techniques for sound processing by processing and pattern recognition, auditory perception, speech production and synthesis, speech estimation. The course will explore applications of speech and audio processing in human computer interfaces such as speech recognition, speaker identification, coding schemes (e.g. MP3), music analysis, noise reduction. Students should have knowledge of Fourier analysis and signal processing.
Instructor(s): M. Elhilali
Area: Engineering.

EN.520.447. Information Theory.
This course will address some basic scientific questions about systems that store or communicate information. Mathematical models will be developed for (1) the process of error-free data compression leading to the notion of entropy, (2) data (e.g. image) compression with slightly degraded reproduction leading to rate-distortion theory and (3) error-free communication of information over noisy channels leading to the notion of channel capacity. It will be shown how these quantitative measures of information have fundamental connections with statistical physics (thermodynamics), computer science (string complexity), economics (optimal portfolios), probability theory (large deviations), and statistics (Fisher information, hypothesis testing).
Instructor(s): S. Khudanpur
Area: Engineering, Quantitative and Mathematical Sciences.

EN.520.448. Electronics Design Lab.
An advanced laboratory course in which teams of students design, build, test and document application specific information processing microsystems. Semester long projects range from sensors/actuators, mixed signal electronics, embedded microcomputers, algorithms and robotics systems design. Demonstration and documentation of projects are important aspects of the evaluation process. Recommended:
EN.600.333, EN.600.334, EN.520.349, EN.520.372, EN.520.490 or EN.520.491.
Prerequisites: EN.520.345 or equivalent Recommended: 
600.333, 600.334, 520.216, 520.349, 520.372, 520.490 or 520.491.; Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): R. Etienne Cummings

EN.520.450. Advanced Micro-Processor Lab.
This course covers the usage of common microcontroller peripherals. Interrupt handling, timer operations, serial communication, digital to analog and analog to digital conversions, and flash ROM programming are done on the 68HC08, 8051, and eZ8 microcontrollers. Upon completion, students can use these flash-based chips as elements in other project courses. Recommended Course Background: EN.520.349
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): R. Glaser.

EN.520.452. Advanced ECE Engineering Team Project.
This course introduces the student to running an ECE engineering team project. The student will participate in the team project as a leading member and is expected to manage both the team members and the different aspects of the project over several semesters. Permission of the instructor is required for new team members. (Junior and Seniors) Permission of instructor is required.
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): R. Etienne Cummings
Area: Engineering.

EN.520.453. Advanced ECE Engineering Team Project.
The course introduces the student to running an engineering team project. The student will participate in the ECE engineering team project as a leading member. The student is expected to participate in the different aspects of the project over several semesters and manage both team members and the project. (Juniors and Seniors) Permission of instructor is required.
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): J. Kang; J. West; R. Etienne Cummings
Area: Engineering.

EN.520.454. Control Systems Design.
Classical and modern control systems design methods. Topics include formulation of design specifications, classical design of compensators, state variable and observer based feedback. Computers are used extensively for design, and laboratory experiments are included.
Instructor(s): P. Iglesias
Area: Engineering, Natural Sciences.

Basic principles of quantum mechanics for engineers. Topics include the quantum theory of simple systems, in particular atoms and engineered quantum wells, the interaction of radiation and atomic systems, and examples of application of the quantum theory to lasers and solid-state devices. Recommended Course Background: AS.171.101-AS.171.102 and EN.520.219-EN.520.220
Instructor(s): A. Kaplan
Area: Engineering.

EN.520.459. Quantum Mechanics for Engineering.
This course will describe some of the basic ideas in and early development of quantum mechanics. This course is intended for students without any previous background in this subject. A description of some of the fundamental ideas in Quantum Mechanics will be offered from a practical point of view and from a perspective that should be useful to engineers who want to understand how these concepts manifest in materials and devices. Topics include the Schrodinger Wave Equation and the concept of a wave function, quantization in atoms and engineered semiconductor heterostructures, the interaction of radiation and atomic systems, and examples of the application of quantum theory in lasers and electronic solid-state devices. Recommended background for this course includes freshmen-year physics (including fundamentals of electricity and magnetism) and sophomore-year mathematics (including partial derivatives, basic differential equations, and fundamentals of linear algebra).
Instructor(s): T. Schlesinger
Area: Engineering, Quantitative and Mathematical Sciences.
EN.520.460. The Art of Error Control Coding.
Error control coding is the study and practice of detecting and/or correcting errors that occur in the transmission of digital information over a noisy communication channel, the transferal of information to and from memory and mass storage in a computer, or in any other application where random processes corrupt information. The student will study encoders and decoders for the most important codes in current use and will confront realistic problems in the use of coding. The course will comprise lectures, discussions, and projects.
Prerequisites: (EN.550.310 OR EN.550.311) OR EN.550.420 or equivalent AND (AS.110.201 or equivalent)
Instructor(s): A. Cooper
Area: Engineering, Quantitative and Mathematical Sciences.

EN.520.465. Digital Communications I.
This course introduces the basic tools and topics of modern digital communication beginning with the mathematical representation and spectral properties of random signals and a basic introduction to the detection of real and complex signals in the presence of noise. Memoryless modulation and demodulation schemes are thoroughly studied for the Gaussian channel, and measures of performance are developed. Topics in wireless communication will be introduced.
Recommended Course Background: EN.520.401, EN.550.310 or EN.550.420
Area: Engineering, Quantitative and Mathematical Sciences.

EN.520.473. Magnetic Resonance in Medicine.
This course provides a wide-ranging introduction to the physics and principles of magnetic resonance imaging (MRI). Topics include the resonance phenomenon, relaxation, signal formation, spatial localization, image contrast, hardware, signal processing, and image reconstruction. MATLAB simulation exercises will demonstrate key aspects of MRI and a laboratory component using the clinical MRI systems at the School of Medicine will reinforce concepts learned in class. Textbook "Principles of Magnetic Resonance Imaging" by D. Nishimura (from www.lulu.com) should be obtained before the start of the course. Recommended Course Background: (EN.520.434 or EN.580.473) or (EN.520.432 or EN.580.472). Co-listed with EN.580.476 and EN.580.673.
Instructor(s): D. Herzka
Area: Engineering, Natural Sciences.

EN.520.482. Introduction to Lasers.
This course covers the basic principles of laser oscillation. Specific topics include propagation of rays and Gaussian beams in lens-like media, optical resonators, spontaneous and stimulated emission, interaction of optical radiation and atomic systems, conditions for laser oscillation, homogeneous and inhomogeneous broadening, gas lasers, solid state lasers, Q-switching and mode locking of lasers.
Prerequisites: EN.520.219 AND EN.520.220
Instructor(s): J. Khurgin
Area: Engineering, Natural Sciences.

EN.520.483. Bio-Photonics Laboratory.
This laboratory course involves designing a set of basic optical experiments to characterize and understand the optical properties of biological materials. The course is designed to introduce students to the basic optical techniques used in medicine, biology, chemistry and material sciences.
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): J. Kang.

This course is designed to develop and enhance the understanding of the operating principles and performance characteristics of the modern semiconductor devices used in high speed optical communications, optical storage and information display. The emphasis is on device physics and fabrication technology. The devices include heterojunction bipolar transistors, high mobility FETs, semiconductor lasers, laser amplifiers, light-emitting diodes, detectors, solar cells and others.
Instructor(s): J. Khurgin
Area: Engineering, Natural Sciences.

EN.520.491. CAD Design of Digital VLSI Systems I (Seniors/Grads).
Seniors and Graduate Students Only
Instructor(s): R. Etienne Cummings
Area: Engineering.

Silicon models of information and signal processing functions, with implementation in mixed analog and digital CMOS integrated circuits. Aspects of structured design, scalability, parallelism, low power consumption, and robustness to process variations. Topics include digital-to-analog and analog-to-digital conversion, delta-sigma modulation, bioinstrumentation, and adaptive neural computation.
The course includes a VLSI design project. Recommended Course Background: EN.521.491 or equivalent.
Instructor(s): P. Pouliquen
Area: Engineering.

EN.520.495. Microfabrication Laboratory.
This laboratory course is an introduction to the principles of microfabrication for microelectronics, sensors, MEMS, and other synthetic microsystems that have applications in medicine and biology. Course comprises of laboratory work and accompanying lectures that cover silicon oxidation, aluminum evaporation, photoresist deposition, photolithography, plating, etching, packaging, design and analysis CAD tools, and foundry services. Seniors only or Perm. Req’d. Co-listed as EN.580.495 & EN.530.495
Instructor(s): A. Andreou; J. Wang
Area: Engineering, Natural Sciences.

EN.520.498. Senior Design Project.
Capstone design project, in which a team of students engineers a system and evaluates its performance in meeting design criteria and specifications. Example application areas are micro-electronic information processing, image processing, speech recognition, control, communications, and biomedical instrumentation. The design needs to demonstrate creative thinking and experimental skills, and needs to draw upon knowledge in basic sciences, mathematics, and engineering sciences. Interdisciplinary participation, such as by biomedical engineering, mechanical engineering, and computer science majors, is strongly encouraged. Instructor permission required.
Instructor(s): Staff
Area: Engineering.
EN.520.499. Senior Design Project.
Capstone design project, in which a team of students engineer a system and evaluate its performance in meeting design criteria and specifications. Example application areas are microelectronic information processing, image processing, speech recognition, control, communications and biomedical instrumentation. The design needs to demonstrate creative thinking and experimental skills, and needs to draw upon knowledge in basic sciences, mathematics and engineering sciences. Interdisciplinary participation, such as by biomedical engineering, mechanical engineering and computer science majors, is strongly encouraged.
Instructor(s): Staff
Area: Engineering.

EN.520.501. Independent Study-Freshmen-Sophomores.
Individual, guided study under the direction of a faculty member in the department. The program of study or research, including the credit to be assigned, must be worked out in advance between the student and the faculty member involved. May be taken either term by freshmen or sophomores. Instructor permission required.
Instructor(s): A. Andreou; J. Kang; J. Prince.

EN.520.502. Indep Study - Fresh/Soph.
Individual, guided study under the direction of a faculty member in the department. The program of study or research, including the credit to be assigned, must be worked out in advance between the student and the faculty member involved. Instructor(s): A. Andreou.

EN.520.503. Independent Study-Juniors-Seniors.
Individual, guided study under the direction of a faculty member in the department. The program of study or research, including the credit to be assigned, must be worked out in advance between the student and the faculty member involved. May be taken either term by juniors or seniors. Instructor permission required.
Instructor(s): Staff.

EN.520.504. Independent Study - Juniors/Seniors.
Individual study, including participation in research, under the guidance of a faculty member in the department. The program of study or research, time required, and credit assigned must be worked out in advance between the student and the faculty member involved. May be taken either term by juniors or seniors.
Instructor(s): Staff.

EN.520.545. Research.
Instructor Approval Required. Independent study or research over the summer under the direction of a faculty member in the department. The program of research, including the credit to be assigned, must be worked out in advance between the student and the faculty member involved.
Instructor(s): Staff.

EN.520.548. Independent Research.
Instructor(s): S. Thon.

Instructor(s): J. Kang; T. Tran.

EN.520.572. Electrical & Computer Engineering Internship-Intersession.
EN.520.574. Research-Intersession.
EN.520.576. Independent Study.
Instructor(s): R. Etienne Cummings.

EN.520.595. Independent Study.
Instructor(s): A. Andreou; J. Kang; J. West; R. Etienne Cummings; T. Tran.

EN.520.597. Research-Summer.
Instructor(s): F. Davidson; J. West; P. Iglesias; R. Etienne Cummings; T. Tran.

EN.520.599. Internship-Summer.
Instructor(s): F. Davidson; G. Meyer; J. Kang; M. Miller.

Seminar for Electrical & Computer Engineering; required of all doctoral students who have not passed the qualifying exam. Repeatable course.
Instructor(s): P. Iglesias
Area: Engineering, Natural Sciences.

EN.520.601. Introduction to Linear Systems Theory.
A beginning graduate course in multi-input multi-output, linear, time-invariant systems. Topics include state-space and input-output representations; solutions and their properties; multivariable poles and zeros; reachability, observability and minimal realizations; stability; system norms and their computation; linearization techniques. Recommended Course Background: Undergraduate courses in control systems and linear algebra.
Instructor(s): P. Iglesias.

EN.520.611. Ultrafast Optical Phenomena.
This course will give and introduction to the field of ultrafast phenomena which studies processes in nature and engineering occurring on the shortest of time scales. Topics will include the complex representation of ultrafast optical signals, nonlinear optics, pulse propagation effects resulting from dispersion and nonlinearities, the fundamentals of ultrafast sources including mode locking and amplification, ultrafast measurement techniques, and the wide range of cutting-edge applications of ultrafast sources.
Area: Engineering, Natural Sciences.

EN.520.613. Advanced Topics in Optical Medical Imaging.
The course will review the recent advances in photonics technologies for medical imaging and sensing. The course is designed for graduate students with a back ground in optics and engineering. The main topics for the course are: Light Source and Devices for Biomedical Imaging; Fluorescence, Raman, Rayleigh Scatterings; Optical Endoscopy and Virtual biopsy; Novel imaging contrast dyes, nanoparticles, and optical clearing reagents; Label-free optical technologies in clinical applications; Neurophotons and Optogenetics.
Instructor(s): J. Kang.

EN.520.618. Hybrid Systems.
This graduate level seminar style class focuses on the emerging field of hybrid systems. Topics covered include mathematical models of hybrid systems, analysis and controller synthesis techniques, and model complexity reduction.
Area: Engineering.

This course covers information on the non-deterministic schema and cyclic iterative schemas, Jacobians, Hessians and Mean Value Theorems, spectral norm, convex sets and positive definite majs.
Instructor(s): G. Meyer.
EN.520.621. Introduction To Nonlinear Systems.
Nonlinear systems analysis techniques: phase-plane, limit cycles, harmonic balance, expansion methods, describing function, Liapunov stability, Popov criterion. Recommended Course Background: EN.520.601 or equivalent.
Instructor(s): P. Iglesias
Area: Engineering, Natural Sciences.

By employing fundamental concepts from diverse areas of research, such as statistics, signal processing, biophysics, biochemistry, cell biology, and epidemiology, this course introduces a multidisciplinary and rigorous approach to the modeling and computational analysis of complex interaction networks. Topics to be covered include: overview of complex nonlinear interaction networks and their applications, graph-theoretic representations of network topology and stoichiometry, stochastic modeling of dynamic processes on complex networks and master equations, Langevin, Poisson, Fokker-Plank, and moment closure approximations, exact and approximate Monte Carlo simulation techniques, time-scale separation approaches, deterministic and stochastic sensitivity analysis techniques, network thermodynamics, and reverse engineering approaches for inferring network models from data.
Instructor(s): J. Goutsias.

EN.520.624. Integrated Photonics.
This course gives an introduction to integrated photonics. Topics include: material platforms, fabrication approaches, devices and device operation, numerical modeling, nonlinear processes, and applications. Devices discussed include waveguides, resonators, sensors, modulators, detectors, and amplifiers. Recommended Course Background: EN.520.219-EN.520.220, EN.520.495, or equivalent.
Instructor(s): A. Foster
Area: Engineering, Natural Sciences.

EN.520.627. Photovoltaics and Energy Devices.
This course provides an introduction to the science of photovoltaics and related energy devices. Topics covered include basic concepts in semiconductor device operation and carrier statistics; recombination mechanisms; p-n junctions; silicon, thin film, and third generation photovoltaic technologies; light trapping; and detailed balance limits of efficiency. Additionally, thermophotovoltaics and electrical energy storage technologies are introduced. A background in semiconductor device physics (EN.520.485, or similar) is recommended.
Instructor(s): S. Thon

EN.520.633. Intro To Robust Control.
The subject of this course is robust analysis and control of multivariable systems. Topics include system analysis (small gain arguments, integral quadratic constraints); parametrization of stabilizing controllers; $\mathcal{H}_\infty$ optimization based robust control design; and LTI model order reduction (balanced truncation, Hankel reduction). Recommended Course Background: EN.520.601 or EN.530.616 or EN.580.616
Instructor(s): D. Tarraf
Area: Engineering, Natural Sciences.

EN.520.636. Signaling Pathways.
Instructor(s): P. Iglesias.

EN.520.646. Wavelets & Filter Banks.
This course serves as an introduction to wavelets, filter banks, multirate signal processing, and time-frequency analysis. Topics include wavelet signal decompositions, bases and frames, QMF filter banks, design methods, fast implementations, and applications. Recommended Course Background: EN.520.435, AS.110.201, C/C++ and Matlab programming experience.
Instructor(s): T. Tran.

EN.520.648. Compressed Sensing and Sparse Recovery.
Sparsity has become a very important concept in recent years in applied mathematics, especially in mathematical signal and image processing, as in inverse problems. The key idea is that many classes of natural signals can be described by only a small number of significant degrees of freedom. This course offers a complete coverage of the recently emerged field of compressed sensing, which asserts that, if the true signal is sparse to begin with, accurate, robust, and even perfect signal recovery can be achieved from just a few randomized measurements. The focus is on describing the novel ideas that have emerged in sparse recovery with emphasis on theoretical foundations, practical numerical algorithms, and various related signal processing applications. Recommended Course Background: Undergraduate linear algebra and probability.
Instructor(s): T. Tran.

EN.520.651. Random Signal Analysis.
A course covering second-order properties of random processes with applications in estimation and detection. A foundation course for further work in stochastic systems, signal processing, and communications. Recommended Course Background: elementary courses in probability, signals, and linear systems.
Instructor(s): S. Khudanpur

EN.520.652. Extraction of Signals from Noise.
This course is intended to give students an opportunity to do directed research in algorithm development that culminates in a MATLAB program. Students will learn about extracting signals from noise using statistical and non-statistical models. Topics include Kalman filtering, smoothing, interpolation (upsampling), spline fitting, and the numerical linear algebra issues that impact these problems. Emphasis is on fast, compact, stable algorithms. The grade is based on the term project and occasional homework. There are no examinations. Class attendance is mandatory.
Prerequisites: Some background in linear algebra, matrix theory, random signals, and MATLAB.
Instructor(s): H. Weinert.

EN.520.666. Information Extraction.
Introduction to statistical methods of speech recognition (automatic transcription of speech) and understanding. The course is a natural continuation of EN.600.465 but is independent of it. Topics include elementary information theory, hidden Markov models, the Baum and Viterbi algorithms, efficient hypothesis search methods, statistical decision trees, the estimation-maximization (EM) algorithm, maximum entropy estimation and estimation of discrete probabilities from sparse data for acoustic and language modeling. Co-listed as EN.600.666. Recommended Course Background: EN.550.310 and EN.600.120 or equivalent, expertise in C or C++ programming.
Instructor(s): S. Khudanpur.
EN.520.673. Magnetic Resonance in Medicine.
This course provides a wide-ranging introduction to the physics and principles of magnetic resonance imaging (MRI). Topics include the resonance phenomenon, relaxation, signal formation, spatial localization, image contrast, hardware, signal processing, and image reconstruction. MATLAB simulation exercises will demonstrate key aspects of MRI and a laboratory component using the clinical MRI systems at the School of Medicine will reinforce concepts learned in class. Textbook "Principles of Magnetic Resonance Imaging" by D. Nishimura (from www.lulu.com) should be obtained before the start of the course. Recommended Course Background: (EN.520.434 or EN.580.473) or (EN.520.432 or EN.580.472). Co-listed with EN.580.476 and EN.580.673.
Instructor(s): D. Herzka.

EN.520.678. Biomedical Photonics.
This course will cover the basic optics principles including geometric, beam and wave description of light. The course will also cover the basic generation and detection techniques of light and the principles of optical imaging and spectroscopy. After the basis is established, we will focus on some commonly employed optical techniques and tools for biomedical research including various optical microscopy technologies, fiber optics, Raman spectroscopy, Fluorescence (lifetime), FRAT, FRET and FCS. The recent development in tissue optics, biomedical optical imaging/spectroscopy techniques (such as OCT, multiphoton fluorescence and harmonics microscopy, Structured Illumination, light scattering, diffuse light imaging and spectroscopy, optical molecular imaging, photo-acoustic imaging) will also be discussed. Representative biomedical applications of translational biomedical photonics technologies will be integrated into the corresponding chapters.
Instructor(s): X. Li
Area: Engineering.

EN.520.680. Speech and Auditory Processing by Humans and Machines.
This graduate level seminar focuses on works that are relevant to building advanced systems for information extraction from auditory signals. It loosely compliments and expands on the lecture material from the graduate course EN.520.515. Participants will take turns in presenting and critically discussing selected topics, with an aim of using this knowledge in their research projects. When available, guest speakers may at times contribute or substitute for the presentation of the participants. Recommended Course Background: Completion or concurrent participation in EN.520.515 or consent of the instructor.
Instructor(s): H. Hermansky.

EN.520.701. Current Topics in Language and Speech Processing.
This biweekly seminar will cover a broad range of current research topics in human language technology, including automatic speech recognition, natural language processing and machine translation. The Tuesday seminars will feature distinguished invited speakers, while the Friday seminars will be given by participating students. A minimum of 75% attendance and active participation will be required to earn a passing grade. Grading will be S/U.
Instructor(s): S. Khudanpur.

EN.520.702. Current Topics in Language and Speech Processing.
This biweekly seminar will cover a broad range of current research topics in human language technology, including automatic speech recognition, natural language processing and machine translation. The Tuesday seminars will feature distinguished invited speakers, while the Friday seminars will be given by participating students. A minimum of 75% attendance and active participation will be required to earn a passing grade. Cross-listed with Computer Science. Grading will be S/U.
Instructor(s): S. Khudanpur
Area: Engineering.

EN.520.735. Sensory Information Processing.
Analysis of information processing in biological sensory organs and engineered microsystems using the mathematical tools of communication theory. Natural or synthetic structures are modeled as microscale communication networks implemented under physical constraints, such as size and available energy resources and are studied at two levels of abstraction. At the information processing level we examine the functional specification, while at the implementation level we examine the physical specification and realization. Both levels are characterized by Shannon’s channel capacity, as determined by the channel bandwidth, the signal power, and the noise power. The link between the information processing level and the implementation level of abstraction is established through first principles and phenomenological otherwise, models for transformations on the signal, constraints on the system, and noise that degrades the signals.
Instructor(s): A. Andreou.

EN.520.738. Advanced Electronic Lab Design.
This course is the graduate expansion of the EN.520.448 Electronic Design Lab, which is an advanced laboratory course in which teams of students design, build, test and document application specific information processing microsystems. Semester long projects range from sensors/actuators, mixed signal electronics, embedded microcomputers, algorithms and robotics systems design. Demonstration and documentation of projects are important aspects of the evaluation process. For this graduate expansion, all projects will be based on recently published research from IEEE Transactions. The students will be required to fully research, analyze, implement and demonstrate their chosen topic. The emphasis will be on VLSI microsystems, although other topics will also be considered. Open to graduate students only.
Instructor(s): R. Etienne Cummings.

EN.520.746. Seminar: Medical Image Analysis.
This weekly seminar will focus on research issues in medical image analysis, including image segmentation, registration, statistical modeling, and applications. It will also include selected topics relating to medical image acquisition, especially where they relate to analysis. The purpose of the course is to provide the participants with a background in current research in these areas, as well as to promote greater awareness and interaction between multiple research groups within the University. The format of the course is informal. It will meet weekly for approximately 1.5 hours. Students will read selected papers and will be assigned on a rotating basis to lead the discussion. Co-listed as EN.600.746.
Instructor(s): J. Prince.

EN.520.761. Large Scale Analog Compt.
Instructor(s): A. Andreou; R. Etienne Cummings.
EN.520.762. Seminar on Large Scale Analog Computation. Research seminar devoted to current research in the engineering of large scale integrated analog systems. Topics include models for vision and auditory processing as well as implementation constraints and limitations. Instructor(s): A. Andreou; R. Etienne Cummings Area: Engineering.


EN.520.771. Advanced Integrated Circuits. Instructor(s): A. Andreou.

EN.520.772. Advanced Integrated Circuits.

EN.520.773. Advanced Topics In Microsystem Fabrication. Graduate-level course on topics that relate to microsystem integration of complex functional units across different physical scales from nano to micro and macro. Topics will include emerging fabrication technologies, micro-electromechanical systems, nanolithography, nanotechnology, soft lithography, self-assembly, and soft materials. Discussion will also include biological systems as models of microsystem integration and functional complexity. Perm. Req’d. Instructor(s): A. Andreou; J. Wang.

EN.520.800. Independent Study. Individual, guided study under the direction of a faculty member in the department. May be taken either term by graduate students. Instructor(s): Staff.

EN.520.801. Dissertation Research.

EN.520.802. Dissertation Research. Instructor(s): Staff.

EN.520.809. Special Studies. Individual study in an area of mutual interest to a student and a faculty member in the department. Permission of Instructor required.

EN.520.810. Special Studies. Individual study in an area of mutual interest to a student and a faculty member in the department. Instructor(s): M. Thomas; R. Jenkins; R. Joseph.

EN.520.890. Independent Study-Summer. Instructor(s): Staff.

Cross Listed Courses

General Engineering

EN.500.745. Seminar in Computational Sensing and Robotics. Seminar series in robotics. Topics include: Medical robotics, including computer-integrated surgical systems and image-guided intervention. Sensor based robotics, including computer vision and biomedical image analysis. Algorithmic robotics, robot control and machine learning. Autonomous robotics for monitoring, exploration and manipulation with applications in home, environmental (land, sea, space), and defense areas. Biorobotics and neuromechanics, including devices, algorithms and approaches to robotics inspired by principles in biomechanics and neuroscience. Human-machine systems, including haptic and visual feedback, human perception, cognition and decision making, and human-machine collaborative systems. Cross-listed Mechanical Engineering, Computer Science, Electrical and Computer Engineering, and Biomedical Engineering. Instructor(s): L. Whitcomb; N. Cowan; P. Kazanzides; R. Etienne Cummings; R. Vidal.

Materials Science Engineering

EN.510.314. Electronic Properties of Materials. Fourth of the Introduction to Materials Science series, this course is devoted to a study of the electronic, optical and magnetic properties of materials. Lecture topics include electrical and thermal conductivity, thermoelectricity, transport phenomena, dielectric effects, piezoelectricity, and magnetic phenomena. Instructor(s): A. Andreou; R. Etienne Cummings; R. Vidal.

EN.510.311 AND EN.510.202 or another programming course, or permission of instructor.

EN.510.418. Electronic and Photonic Processes and Devices. This course is intended for advanced undergraduates and graduate students and will cover the fundamentals and properties of electronic and optical materials and devices. Subject matter will include a detailed and comprehensive discussion of the physical processes underlying modern electronic and optical devices. Detailed descriptions of modern semiconductor devices such as lasers and detectors used in optical communications and information storage and processing will be presented. Also listed as EN.510.618/EN.510.418. Instructor(s): T. Poehler Area: Engineering, Natural Sciences.

EN.510.611. Solid State Physics. An introduction to solid state physics for advanced undergraduates and graduate students in physical science and engineering. Topics include crystal structure of solids; band theory; thermal, optical, and electronic properties; transport and magnetic properties of metals, semiconductors, and insulators. The concepts of solid state principles in modern electronic, optical, and structural materials are discussed. Cross-listed with Electrical and Computer Engineering. Instructor(s): T. Poehler.

EN.510.612. Solid State Physics. Basic solid state physics principles applied to modern electronic, optical, and structural materials. Topics discussed will include magnetism, superconductivity, polymers, nano-structured materials, electronic effects, and surface physics. For advanced undergraduates and graduate students in physical science and engineering. Recommended Course Background: EN.510.611 Instructor(s): T. Poehler.
EN.510.618. Electronic and Photonic Processes and Devices.
This course is intended for advanced undergraduates and graduate students and will cover the fundamentals and properties of electronic and optical materials and devices. Subject matter will include a detailed and comprehensive discussion of the physical processes underlying modern electronic and optical devices. Detailed descriptions of modern semiconductor devices such as lasers and detectors used in optical communications and information storage and processing will be presented. Also listed as EN.510.618/EN.510.418.
Instructor(s): T. Poehler.

Mechanical Engineering
EN.530.682. Haptic Applications.
An introduction to the required theoretical and practical background in the design and development of haptic applications. Haptic technology enables users to touch and/or manipulate virtual or remote objects in simulated environments or tele-operation systems. This course aims to cover the basics of haptics through lectures, lab assignments, a term project, and readings on current topics in haptics. Through lab assignments, students learn to create haptic-enabled virtual environments using software development toolkits and a haptic device. Students will be required to complete a project with approval of the instructor. Recommended course background: ME, CS, and ECE graduate and senior undergraduate students who are being enthusiastic to learn about haptics and knowledgeable in basic C++ programming. Students with experience with other programming languages (Python, Java, etc.) should be able to self-tutor themselves to complete lab assignments.
Instructor(s): M. Zadeh.

Biomedical Engineering
What therapy could cure debilitating diseases such as cancer, HIV, allergies, diabetes, Alzheimers, or influenza? Engineers and Immunologists are attempting to create this with your body’s own immune system. Understanding how these therapies work, how they might work in the future, and how to apply engineering principles to enhance these therapies will be the focus of this course.
Instructor(s): A. Kosmides; J. Hickey
Area: Engineering.

An introduction to the physics, instrumentation, and signal processing methods used in general radiography, X-ray computed tomography, ultrasound imaging, magnetic resonance imaging, and nuclear medicine. The primary focus is on the methods required to reconstruct images within each modality, with emphasis on the resolution, contrast, and signal-to-noise ratio of the resulting images. Cross-listed with Neuroscience and Electrical and Computer Engineering (EN.520.432).
Prerequisites: EN.580.222 OR EN.520.214
Instructor(s): J. Prince
Area: Engineering.

This course provides an intermediate-level introduction to the instrumentation, image processing and reconstruction methods used in planar nuclear medicine imaging, single-photon emission computed tomography (SPECT) and positron emission tomography (PET). Topics include radioactive decay, nuclear medicine instrumentation including radiation detectors and associated electronics, analytic and statistical iterative tomographic reconstruction, imaging physics, and image quality in the context of these three modalities. This course will be taught at the School of Medicine Campus. Recommended Course Background: EN.520.432/EN.580.472 and EN.520.434/EN.580.473
Instructor(s): A. Rahnim; B. Tsui; E. Frey; Y. Du
Area: Engineering.

EN.580.616. Introduction to Linear Dynamical Systems.
This course examines linear, discrete- and continuous-time, and multi-input-output systems in control and related areas. Least squares and matrix perturbation problems are considered. Topics covered include state-space models, stability, controllability, observability, transfer function matrices, realization theory, feedback compensators, state feedback, optimal regulation, observers, observer-based compensators, measures of control performance, and robustness issues using singular values of transfer functions. BME EN.580.616 can be used to fulfill the requirement of ME EN.530.616 or ECE EN.520.601.
Instructor(s): S. Sarma.

Computer Science
EN.600.479. Representation Learning.
Often the success of a machine learning project depends on the choice of features used. Machine learning has made great progress in training classification, regression and recognition systems when “good” representations, or features, of input data are available. However, much human effort is spent on designing good features which are usually knowledge-based and engineered by domain experts over years of trial and error. A natural question to ask then is “Can we automate the learning of useful features from raw data?” Representation learning algorithms such as principal component analysis aim at discovering better representations of inputs by learning transformations of data that disentangle factors of variation in data while retaining most of the information. The success of such data-driven approaches to feature learning depends not only on how much data we can process but also on how well the features that we learn correlate with the underlying unknown labels (semantic content in the data). This course will focus on scalable machine learning approaches for learning representations from large amounts of unlabeled, multi-modal, and heterogeneous data. We will cover topics including deep learning, multi-view learning, dimensionality reduction, similarity-based learning, and spectral learning. Students may receive credit for 600.479 or 600.679 but not both. [Analysis or Applications] Required course background: machine learning or basic probability and linear algebra.
Prerequisites: If you have completed EN.600.679 you may not enroll in EN.600.479.
Instructor(s): R. Arora
Area: Engineering.
EN.600.679. Representation Learning.
Graduate level version of 600.479. Students may receive credit for 600.479 or 600.679 but not both. [Analysis or Applications] Required course background: machine learning or basic probability and linear algebra. Co-listed with EN.600.479
Prerequisites: If you have completed EN.600.479 you may not enroll in EN.600.679.
Instructor(s): R. Arora.

Master of Science in Engineering Management

The Master of Science in Engineering Management (MSEM) degree program combines advanced course work in highly-specialized technical fields with a professional education in contemporary business, entrepreneurship, and management practices. Graduates of the program will be provided with the educational background to pursue professional management roles in industry.

Facilities

The MSEM program has a dedicated seminar room housed in Whitehead 105. Students are able to study, conduct research and build prototypes within this space.

Graduate Requirements

Please consult directly with the MSEM program director or MSEM academic advisor to confirm the below requirements; changes may have occurred since annual publication.

Students in the MSEM program will take ten courses to fulfill degree requirements, with the following guidelines:

• Five advanced courses in the engineering/technical concentration
• 3 full-fall semester management courses, a full spring semester MSEM Seminar courses and 6 half-semester courses.
• No grade lower than C may be applied to the program
• Courses must be at the 400-level or higher
• Departments sponsoring technical concentrations may impose stricter requirements for course work within the concentration

At the discretion of the student’s advisors, an MSEM student may be permitted to double-count up to two JHU courses (one for the technical concentration and one for the management concentration) or apply undergraduate or graduate courses taken at JHU or elsewhere but not applied to a degree, in accordance with conditions in the WSE Policy on Double-Counting Courses.

Advising

MSEM students will receive advising on the engineering/technical concentration from a designated faculty member affiliated with that concentration. MSEM students will be advised regarding the management concentration by members of the Center for Leadership Education faculty.

Faculty

Faculty members teaching the technical concentration courses are listed in their respective engineering departments elsewhere in this catalog. Faculty members teaching the management concentration courses are listed in the Center for Leadership Education section of this catalog.

Management Concentration

The Center for Leadership Education has constructed a five-course program tailored to the needs of future engineering managers. MSEM students will participate in a cohort program, which begins each fall, where all students in an entering class will take the following five management courses together:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.662.611</td>
<td>Strategies: Accounting &amp; Finance (fall)</td>
</tr>
<tr>
<td>EN.662.651</td>
<td>Marketing Communication and Strategy (spring)</td>
</tr>
<tr>
<td>EN.662.642</td>
<td>Management and Leadership (spring)</td>
</tr>
<tr>
<td>EN.662.692</td>
<td>Strategies for Innovation &amp; Growth (fall)</td>
</tr>
<tr>
<td>EN.662.632</td>
<td>Business Law and Intellectual Property</td>
</tr>
</tbody>
</table>

In addition, all MSEM students are required to attend the MSEM Seminar (EN.662.811 M.S. in Engineering Management Seminar/EN.662.812 M.S. in Engineering Management (MSEM) Seminar) course while enrolled in the program. This will meet weekly and addresses three important content areas: Innovation and design thinking; personal skills and development especially in the communication arena; and talks with practicing engineering managers. The Engineering Management program reserves the right to change the list of eligible courses at its discretion.

MSEM Course # EN.662.802: Engineering Management Internship Assessment

This course involves the assessment of a student’s internship experience via a report and oral presentation. The questions and general format of the report and presentation will be provided by the instructor (http://memp.pratt.duke.edu/sites/memp.pratt.duke.edu/files/EGRMGMT_551_External.doc). The report and presentation will be evaluated by the instructor and both must be approved to obtain credit for this course. One full course counting toward graduation. Smedick (Summer semester)

Technical Concentrations

In addition to fulfilling the management concentration requirements, MSEM students must complete the requirements for one of fifteen technical concentrations. These are:

• Biomaterials
• Chemical & Biomolecular Engineering (pending finalized MHEC recognition- please contact Angela Ruddle for more information regarding concentration requirements and status)
• Civil Engineering
• Communications Science
• Computer Science
• Fluid Mechanics
• Materials Science and Engineering
• Mechanical Engineering
• Mechanics and Materials
• Nano-Biotechnology
• Nanomaterials and Nanotechnology
• Operations Research
• Probability and Statistics
• Smart Product and Device Design
• Environmental Systems Analysis, Economics and Public Policy

Biomaterials
(Sponsored by the Department of Materials Science & Engineering (p. 1012))

Prerequisites
• UG calculus, chemistry, biology, physics and introductory biomaterials course equivalent to EN.510.316 Biomaterials I

Required Courses (3)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.510.606</td>
<td>Polymer Chemistry &amp; Biology</td>
</tr>
<tr>
<td>EN.510.607</td>
<td>Biomaterials II: Host response and biomaterials applications</td>
</tr>
<tr>
<td>EN.510.621</td>
<td>Biomolecular Materials I - Soluble Proteins and Amphiphiles</td>
</tr>
</tbody>
</table>

Substitutions for required courses can be made at the advisor’s discretion.

Electives (2)
• Electives should be related to Materials Science and Engineering and must be approved by the DMSE graduate committee
• See list of pre-approved elective courses or courses off list by petition

List of Pre-approved Electives
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.510.400</td>
<td>Introduction to Ceramics</td>
</tr>
<tr>
<td>EN.510.403</td>
<td>Materials Characterization</td>
</tr>
<tr>
<td>EN.510.405</td>
<td>Materials Science of Energy Technologies</td>
</tr>
<tr>
<td>EN.510.422</td>
<td>Micro and Nano Structured Materials &amp; Devices</td>
</tr>
<tr>
<td>EN.510.426</td>
<td>Biomolecular Materials I - Soluble Proteins and Amphiphiles</td>
</tr>
<tr>
<td>EN.510.428</td>
<td>Material Science Laboratory I</td>
</tr>
<tr>
<td>EN.510.429</td>
<td>Materials Science Laboratory II</td>
</tr>
<tr>
<td>EN.510.430</td>
<td>Biomaterials Lab</td>
</tr>
<tr>
<td>EN.510.456</td>
<td>Introduction to Surface Science</td>
</tr>
<tr>
<td>EN.510.604</td>
<td>Mechanical Properties of Materials</td>
</tr>
<tr>
<td>EN.510.605</td>
<td>Electrical, Optical and Magnetic Properties of Materials</td>
</tr>
<tr>
<td>EN.510.606</td>
<td>Polymer Chemistry &amp; Biology</td>
</tr>
<tr>
<td>EN.510.607</td>
<td>Biomaterials II: Host response and biomaterials applications</td>
</tr>
<tr>
<td>EN.510.608</td>
<td>Electrochemistry</td>
</tr>
<tr>
<td>EN.510.611</td>
<td>Solid State Physics</td>
</tr>
<tr>
<td>EN.510.612</td>
<td>Solid State Physics</td>
</tr>
<tr>
<td>EN.510.619</td>
<td>Biopolymers Synthesis</td>
</tr>
<tr>
<td>EN.510.624</td>
<td>X-Ray Scattering, Diffraction and Imaging</td>
</tr>
<tr>
<td>EN.510.657</td>
<td>Materials Science of Thin Films</td>
</tr>
</tbody>
</table>

Courses not on this list can be used at the advisor’s discretion.

Civil Engineering
(Sponsored by the Department of Civil Engineering (p. 886))

The Civil Engineering concentration for the Master of Science in Engineering Management consists of five courses, with the following guidelines:

Required Courses
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.560.730</td>
<td>Finite Element Methods</td>
</tr>
</tbody>
</table>

Substitutions for required courses can be made at the advisor’s discretion.

Elective Courses
• Any two courses from 560.6xx or above, or 565.6xx or above (excluding seminar)

Communications Science
(Sponsored by the Department of Electrical & Computer Engineering (p. 927))

Students may select any combination of 5 courses in communications and related fields from the list below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.520.401</td>
<td>Basic Communication</td>
</tr>
<tr>
<td>EN.520.410</td>
<td>Fiber Optics &amp; Devices</td>
</tr>
<tr>
<td>EN.520.435</td>
<td>Digital Signal Processing</td>
</tr>
<tr>
<td>EN.520.447</td>
<td>Information Theory</td>
</tr>
<tr>
<td>EN.520.465</td>
<td>Digital Communications I</td>
</tr>
<tr>
<td>EN.520.646</td>
<td>Wavelets &amp; Filter Banks</td>
</tr>
<tr>
<td>EN.520.651</td>
<td>Random Signal Analysis</td>
</tr>
<tr>
<td>EN.520.652</td>
<td>Extraction of Signals from Noise</td>
</tr>
<tr>
<td>EN.520.666</td>
<td>Information Extraction</td>
</tr>
<tr>
<td>EN.520.735</td>
<td>Sensory Information Processing</td>
</tr>
</tbody>
</table>

Substitutions for required courses can be made at the advisor’s discretion.

Computer Science
(Sponsored by the Department of Computer Science (p. 899))

Curricular Requirements
• Any five regular graduate courses approved by the advisor, 400-level or higher, from the Department of Computer Science, not including the senior thesis. Three 1-credit graduate courses may be combined to constitute one regular graduate course.

Fluid Mechanics
(Sponsored by the Department of Mechanical Engineering (p. 1033))

Any five courses in Fluid Mechanics or closely related discipline, at the 400-level or higher, as approved by the Faculty advisor. At least two of the required technical courses must be at the 600-level or higher.

Materials Science & Engineering
(Sponsored by the Department of Materials Science & Engineering (p. 1012))

Prerequisites
• UG calculus, chemistry and physics; biology is recommended

Required Courses (1)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.510.601</td>
<td>Structure of Materials</td>
</tr>
</tbody>
</table>

Substitutions for required courses can be made at the advisor’s discretion.
Electives (4)
- See list of pre-approved elective courses or courses off list by petition

Recommended Structure
- Electives:

List of Pre-approved Electives

<table>
<thead>
<tr>
<th>Course Code</th>
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<td>Micro and Nano Structured Materials &amp; Devices</td>
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<td>Mechanical Properties of Materials</td>
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<td>EN.510.605</td>
<td>Electrical, Optical and Magnetic Properties of Materials</td>
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<td>EN.510.608</td>
<td>Electrochemistry</td>
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<td>EN.510.624</td>
<td>X-Ray Scattering, Diffraction and Imaging</td>
</tr>
<tr>
<td>EN.510.657</td>
<td>Materials Science of Thin Films</td>
</tr>
</tbody>
</table>

Alternative selections can be made at the advisor's discretion.

Mechanical Engineering
(Sponsored by the Department of Mechanical Engineering (p. 1033))

Required Courses
Any five courses in Mechanical Engineering or closely related discipline at the 400-level or higher, as approved by the Faculty advisor. At least two of the required technical courses must be at the 600-level or higher.

Alternative selections can be made at the advisor's discretion.

Mechanics and Materials
(Sponsored jointly by the Department of Mechanical Engineering (p. 1033) and the Department of Materials Science & Engineering (p. 1012))

Required Courses
EN.510.601  Structure of Materials
EN.510.604  Mechanical Properties of Materials

Substitutions for required courses can be made at the advisor’s discretion.

Elective Courses
Any two (2) of the following courses, approved by the faculty advisor:

Electives: suggest one

List of Pre-approved Electives

<table>
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<tr>
<th>Course Code</th>
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<tbody>
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<td>EN.510.428</td>
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<td>Material Science Laboratory II</td>
</tr>
<tr>
<td>EN.510.430</td>
<td>Biomaterials Lab</td>
</tr>
</tbody>
</table>

Electives: suggest one

Nano-Biotechnology
(Sponsored by the Department of Materials Science & Engineering (p. 1012))

Prerequisites
- UG calculus, chemistry, biology, physics and introductory biomaterials course equivalent to EN.510.316

Required Courses (3)
EN.510.422  Micro and Nano Structured Materials & Devices
EN.510.607  Biomaterials II: Host response and biomaterials applications (PR: EN.510.316 or permission)
EN.670.619  Fundamental Physics and Chemistry of Nanomaterials

Substitutions for required courses can be made at the advisor's discretion.

Electives (2)
- Electives should be related to Materials Science and Engineering and must be approved by the DMSE graduate committee
- See list of pre-approved elective courses or courses off list by petition

Recommended Structure

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.510.422</td>
<td>Micro and Nano Structured Materials &amp; Devices</td>
</tr>
<tr>
<td>EN.510.607</td>
<td>Biomaterials II: Host response and biomaterials applications</td>
</tr>
</tbody>
</table>

Electives: suggest one

Total Credits: 3
Departments, Program Requirements, and Courses

EN.510.456 Introduction to Surface Science
EN.510.604 Mechanical Properties of Materials
EN.510.605 Electrical, Optical and Magnetic Properties of Materials
EN.510.606 Polymer Chemistry & Biology
EN.510.607 Biomaterials II: Host response and biomaterials applications
EN.510.608 Electrochemistry
EN.510.611 Solid State Physics
EN.510.612 Solid State Physics
EN.510.619 Biopolymers Synthesis
EN.510.624 X-Ray Scattering, Diffraction and Imaging
EN.510.657 Materials Science of Thin Films

Alternative selections can be made at the advisor’s discretion.

Nanomaterials and Nanotechnology
(Sponsored by the Department of Materials Science & Engineering (p. 1012))

Prerequisites
• UG calculus, chemistry, and physics

Required Courses (2)
EN.510.422 Micro and Nano Structured Materials & Devices
EN.670.619 Fundamental Physics and Chemistry of Nanomaterials

Substitutions for required courses can be made at the advisor’s discretion.

Electives (3)
• Electives should be related to Materials Science and Engineering and must be approved by the DMSE graduate committee
• See list of pre-approved elective courses or courses off list by petition

Recommended Structure

<table>
<thead>
<tr>
<th>Fall Credit</th>
<th>Spring Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.510.422</td>
<td>EN.510.427</td>
</tr>
<tr>
<td>Micro and Nano Structured Materials &amp; Devices</td>
<td>Required: none</td>
</tr>
<tr>
<td>EN.670.619</td>
<td>EN.510.606</td>
</tr>
<tr>
<td>Fundamental Physics and Chemistry of Nanomaterials</td>
<td>Electives in Spring: suggest two</td>
</tr>
</tbody>
</table>

See list of pre-approved elective courses or courses off list by petition

Total Credits: 3

List of Pre-approved Electives
EN.510.400 Introduction to Ceramics
EN.510.403 Materials Characterization
EN.510.405 Materials Science of Energy Technologies
EN.510.422 Micro and Nano Structured Materials & Devices
EN.510.426 Biomolecular Materials I - Soluble Proteins and Amphiphiles
EN.510.428 Material Science Laboratory I
EN.510.429 Material Science Laboratory II
EN.510.430 Biopolymers Lab
EN.510.456 Introduction to Surface Science
EN.510.604 Mechanical Properties of Materials
EN.510.605 Electrical, Optical and Magnetic Properties of Materials
EN.510.606 Polymer Chemistry & Biology
EN.510.607 Biomaterials II: Host response and biomaterials applications
EN.510.608 Electrochemistry
EN.510.611 Solid State Physics
EN.510.612 Solid State Physics
EN.510.619 Biopolymers Synthesis
EN.510.624 X-Ray Scattering, Diffraction and Imaging
EN.510.657 Materials Science of Thin Films

Operations Research
(Sponsored by the Department of Applied Mathematics & Statistics (p. 816))

Prerequisites
Calculus-based background in Probability and Statistics. Students wishing to strengthen their background in this area may enroll in EN.550.420 Introduction to Probability and/or EN.550.430 Introduction to Statistics, but these courses may not be used in fulfillment of this concentration’s requirements.

Required Courses (3)
EN.570.495 Optimization Foundations for Environmental Engineering and Policy Design 3
or EN.550.661 Foundations of Optimization
EN.570.497 Risk and Decision Analysis 3
or EN.570.608 Data Analytics for Engineering, Policy Analysis and Management
or EN.550.400 Mathematical Modeling and Consulting

Substitutions for required courses can be made at the advisor’s discretion

Elective Courses (2)
Any two courses from the following list, or a substitution as approved by the student’s concentration advisor. As course offerings vary over time, an updated list of acceptable courses will be maintained on the MSEM program website.

EN.570.493 Economic Foundations for Environmental Engineering and Policy Design
EN.570.496 Urban and Environmental Systems
EN.550.662 Optimization Algorithms
EN.550.426 Introduction to Stochastic Processes
EN.550.427 Stochastic Processes and Applications to Finance
Alternative selections can be made at the advisor’s discretion.

**Probability and Statistics**

* (Sponsored by the Department of Applied Mathematics & Statistics (p. 816))

**Admissions Requirements**

- One upper-division undergraduate course in probability (equivalent to EN.550.420 Introduction to Probability)
- One upper-division undergraduate course in mathematical statistics (equivalent to EN.550.430 Introduction to Statistics)

**Curricular Requirements**

Any five (5) of the following courses, approved by the faculty advisor:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.550.413</td>
<td>Applied Statistics and Data Analysis</td>
</tr>
<tr>
<td>EN.550.426</td>
<td>Introduction to Stochastic Processes</td>
</tr>
<tr>
<td>EN.550.433</td>
<td>Monte Carlo Methods</td>
</tr>
<tr>
<td>EN.550.434</td>
<td>Nonparametric Statistics</td>
</tr>
<tr>
<td>EN.550.436</td>
<td>Data Mining</td>
</tr>
<tr>
<td>EN.550.439</td>
<td>Time Series Analysis</td>
</tr>
<tr>
<td>EN.550.620</td>
<td>Probability Theory I</td>
</tr>
<tr>
<td>EN.550.630</td>
<td>Statistical Theory</td>
</tr>
<tr>
<td>EN.550.631</td>
<td>Statistical Theory II</td>
</tr>
<tr>
<td>EN.550.635</td>
<td>Topics in Bioinformatics</td>
</tr>
<tr>
<td>EN.550.730</td>
<td>Topics in Statistics</td>
</tr>
</tbody>
</table>

**Additional Requirements**

- An overall GPA of 3.0 must be maintained in courses used to meet the program’s technical requirements. At most two course grades of C or C+ are allowed to be used, and the rest of the course grades must be B- or better.
- Students must satisfy the department’s graduate student computing requirement.
- With advisor’s approval, one non-departmental course containing appropriate mathematical or statistical content can be counted to satisfy the five course requirement.

**Smart Product and Device Design**

* (Sponsored jointly by the Department of Mechanical Engineering (p. 1033) and the Department of Electrical & Computer Engineering [http://e-catalog.jhu.edu/departments-program-requirements-and-courses/engineering/electrical-computer-science/])

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.530.646</td>
<td>Robot Devices, Kinematics, Dynamics, and Control</td>
</tr>
<tr>
<td>EN.530.414</td>
<td>Computer-Aided Design</td>
</tr>
<tr>
<td>EN.520.491</td>
<td>CAD Design of Digital VLSI Systems I (Seniors/Grads)</td>
</tr>
<tr>
<td>EN.530.421</td>
<td>Mechatronics</td>
</tr>
<tr>
<td>EN.520.448</td>
<td>Electronics Design Lab</td>
</tr>
</tbody>
</table>

Substitutions for required courses can be made at the advisor’s discretion.

**Elective Courses**

Any two (2) courses approved by the faculty advisor.

**Environmental Systems Analysis, Economics and Public Policy**

* (Sponsored by the Department of Geography & Environmental Engineering (p. 966))

**Required Courses (3)**

At least one course from each of the three following groups:

- **Economics** (with calculus)—acceptable courses include EN.570.493 Economic Foundations for Environmental Engineering and Policy Design or equivalent. (This requirement may be waived if the student has already had an intermediate microeconomics course accepted by their advisor)
- **Mathematics of Decision Making**—acceptable courses include EN.570.495 Optimization Foundations for Environmental Engineering and Policy Design and EN.570.497 Risk and Decision Analysis
- **Policy**—acceptable courses include EN.570.659 Environmental Policy Analysis and EN.570.607 Energy Policy and Planning Models

Substitutions for required courses can be made at the advisor’s discretion.

**Elective Courses (2)**

Any of the courses listed in the Mandatory list (see Part A above)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.570.496</td>
<td>Urban and Environmental Systems</td>
</tr>
<tr>
<td>EN.570.618</td>
<td>Multiobject Programming and Planning</td>
</tr>
<tr>
<td>EN.570.676</td>
<td>Stochastic Programming</td>
</tr>
</tbody>
</table>

Other courses in environmental economics, systems, or policy, as approved by the advisor.

**Additional Notes**

- All courses must be approved by the student’s advisor.
- All course must be at the 400-level or above.
- Students with a background in quantitatively rigorous economics sufficient for the economics requirement to be waived must still take five (5) courses in this area of concentration.
- No more than one course in environmental engineering may be used to fulfill the area of concentration and only with careful consultation with the student’s advisor. Candidate courses in environmental engineering include:
  - EN.570.446 Biological Process of Wastewater Treatment, EN.570.490 Solid Waste Engineering and Management, EN.570.491 Hazardous Waste Engineering and Management, EN.570.647 Hydrologic Transport in the Environment, EN.570.657 Air Pollution, etc.
- No more than one C may be used toward the degree in this concentration.

For current faculty and contact information go to [http://eng.jhu.edu/wse/cle/page/our_people](http://eng.jhu.edu/wse/cle/page/our_people)
Faculty

Program Directors
Pamela Sheff
Director of the Master of Science in Engineering Management Program & Senior Lecturer: business and technical communication, marketing, public relations, science and scientific writing, oral presentations, entrepreneurship.

Senior Lecturer
Robert Graham
Senior Lecturer: accounting, finance, management.

Julie Reiser
Eric Rice
William Smedick

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

**EN.662.611. Strategies: Accounting & Finance.**
This course includes a review of financial accounting with an emphasis on the implications of GAAP selections and other managerial decisions on the financial statements. Historic financial performance is assessed using ratio analysis. Relevant cash flows are used in capital budgeting situations; projects are analyzed using discounted cash flow techniques as a measure of valuation. Managerial accounting topics of financial forecasting, cost accumulation, cost allocation, product costing, and variance analysis are used in decision making. For M.S. in Engineering Management only; graded (not P/F); no audits.
Instructor(s): A. Leps.

**EN.662.620. Professional Presentations.**
This course is designed to help scientists and engineers improve their oral presentation skills in a practice-intensive environment. Students will learn how to hone their message, to craft presentations that address both technical and non-technical audiences, and create clear, compelling PowerPoint presentations. All presentations will be recorded for self-evaluation, and students will receive extensive instructor and peer feedback. MSEM students only. This is a 7-week course and is not open to undergraduates. Suggested readings: The Art of Explanation by Lee Lever, Presentation Zen by Garr Reynolds
Instructor(s): J. Reiser.

**EN.662.632. Business Law and Intellectual Property.**
Business Law and Intellectual Property introduces participants to the fundamental aspects of law associated with developing and bringing new products to the marketplace. Arranged in modules and taught largely through the case method, the course features the following topics: creating and forming businesses; contracts; intellectual property; principal-agent relations; and product liability. Not only will participants learn the principles associated with each topic, but also they will master the questions and concerns to use when working with legal counsel on these issues in the future. For M.S. in Engineering Management only; no audits.
Instructor(s): G. Galvez.

**EN.662.642. Management and Leadership.**
Management and Leadership is a case, experiential and research based course intended to introduce participants to issues and solutions related to growing and managing businesses with an emphasis on entrepreneurial enterprises. The course focuses on managerial decision-making and organization building through topics that include planning and managing strategic change; finding competitive advantage; making informed decisions; dealing with uncertainty; negotiating collaborative settlements; managing/leading projects, teams and professionals; networking and forming strategic alliances; valuing differences; creating and maintaining organizational cultures; and devising performance measures. Additionally, participants master aspects of management communication as they address course content. For M.S. in Engineering Management only; graded (not P/F); no audits.
Instructor(s): E. Rice.

**EN.662.650. Marketing Communications.**
Written and oral work focuses on communicating effectively with target audiences using integrated media and developing interpersonal skills essential for managers, including presenting to a hostile audience, running meetings, listening, and contributing to group decision-making. MSEM students only, no undergrads.
Instructor(s): R. Graham.

**EN.662.651. Marketing Communication and Strategy.**
This course is designed to introduce students to key marketing, communications, and strategic issues surrounding the process of bringing new products to the marketplace. Through cases, readings, discussion and hands-on team projects, students develop a flexible approach to thinking about marketing problems, maximizing resources and creating strategic solutions. Written and oral work focuses on communicating effectively with target audiences using integrated media and developing interpersonal skills essential for managers, including presenting to a hostile audience, running meetings, listening, and contributing to group decision-making. For M.S. in Engineering Management only; graded (not P/F); no audits.

**EN.662.692. Strategies for Innovation & Growth.**
This course requires participants to work in groups to address, design and plan a business solution for an engineering problem with social implications. More specifically, students will work on cross-disciplinary teams to develop a commercially viable new technology. They must select a problem amenable to an engineering solution, investigate the problem, research the issues and potential, develop a design for the technology, investigate the competitive advantage, and create and present a business plan for the idea. Course content will address many of the issues that will be encountered during the process of bringing an idea to fruition. For M.S. in Engineering Management only; graded (not P/F); no audits.
Instructor(s): P. Sheff.

**EN.662.802. Master of Science in Engineering Management Internship.**
This course involves the assessment of a student’s internship experience via a report and oral presentation. The questions and general format of the report and presentation will be provided by the instructor. The report and presentation will be evaluated by the instructor and both must be approved to obtain credit for this course. Students must be enrolled simultaneously in the internship experience.
Instructor(s): W. Smedick.
Professional development seminar for engineering management students featuring outside speakers with engineering management experience. For M.S. in Engineering Management only; P/F only; no audits.
Instructor(s): S. Ozdemir.

Professional development seminar for engineering management students featuring outside speakers with engineering management experience. For M.S. in Engineering Management only; P/F only; no audits.
Instructor(s): P. Sheff.

EN.662.815. CAD for MSEM.
MSEM students only or permission of instructor.
Instructor(s): M. Boyle.

W.P. Carey Minor in Entrepreneurship and Management

The Entrepreneurship & Management (E&M) program offers Johns Hopkins Arts & Sciences, Engineering, and Peabody students a broad array of courses designed to equip them to lead in business, professional, and academic arenas. Some students simply take a course or two. Many choose to fulfill the seven-course E&M minor, pairing it with their engineering, liberal arts, or public health major. The minor’s three core courses, Introduction to Business, Financial Accounting, and Marketing Principles, provide a strong foundation in the fundamentals of entrepreneurial enterprises. Students can then select any three upper-level courses (plus the required work in statistics) to complete the minor or elect to focus further in Accounting and Finance, Business Law, Leadership and Organizational Behavior, or Professional Communication.

The minor in entrepreneurship and management focuses on business and management from a multidisciplinary viewpoint, with a quantitative emphasis. The program, part of the Center for Leadership Education, offers students a diversified learning experience that emphasizes the concepts, practices, and skills necessary for effective leadership as managers and entrepreneurs in the public and private sectors.

The primary goal of the program is to provide Hopkins students with the knowledge and skills to become effective leaders and entrepreneurs. Individuals with excellent technical training and abilities often move into management positions or start new ventures. As their careers progress, they will be better prepared for success if they have the ability to understand financial reports, interpret statistical data, organize and effectively lead a team, design strategy, analyze and correct problems in the firm’s operations, and understand the dynamics of the marketplace.

The minor is purposely designed to serve different types of students. The program will help prepare students for entrance to law school, an MBA program, or other graduate school. After graduation, other students will start working in engineering or technical positions, then later move into management or start their own businesses. A third group of students is primarily interested in gaining knowledge to follow more generalized careers in finance and business.

Facilities
The CLE Full-time Faculty and staff offices are located in Whitehead Hall, suites 102, 104 and 105. Part-time Faculty and ESL Specialists offices are located in Maryland 16. Course assistants’ office hours are held in room 104.

Minor in Entrepreneurship and Management

The requirements of the minor in entrepreneurship and management can be downloaded from the Center for Leadership Education’s website under the “W.P. Carey Program in Entrepreneurship and Management” tab (http://eng.jhu.edu/wse/cle/page/em_minor). Students wishing to complete a minor in entrepreneurship and management may also obtain more information from the CLE Faculty Support Staff office located in Whitehead 105.

Core Requirements
1. Statistics - These courses expose students to the foundations of statistics that are used extensively in business decision-making. These topics include correlation, estimation, hypothesis testing, linear regression, prediction, and forecasting. Students may take either two elementary statistics courses or one intermediate/advanced calculus-based statistics course from the list below.

   - EN.550.111 Statistical Analysis I
   - or EN.550.112 Statistical Analysis II
   - or AS.230.205 Introduction to Social Statistics
   - or AS.280.345 Public Health Biostatistics
   - or EN.550.113 Statistics Through Case Study

Option One: Two Elementary Statistics Courses (EN.550.112 is the required second course). Credit earned for AP Statistics (equivalent to EN.550.111) will satisfy the first of the two required courses.

   - EN.550.111 Statistical Analysis I
   - EN.550.112 Statistical Analysis II

Option Two: One Intermediate/Calculus-Based Course (must have Calculus as a prerequisite)

   - EN.550.211 Probability and Statistics for the Life Sciences
   - EN.550.310 Probability & Statistics for the Physical and Information Sciences & Engineering
   - EN.550.311 Probability and Statistics for the Biological Sciences and Engineering
   - EN.550.430 Introduction to Statistics
   - EN.540.305 Modeling and Statistical Analysis of Data for Chemical and Biomolecular Engineers
   - EN.560.348 Probability & Statistics for Engineers

2. Entrepreneurship and Management Fundamentals - Students must complete three fundamental courses in entrepreneurship and management. These courses are:

   - EN.660.105 Introduction to Business
   - EN.660.203 Financial Accounting
   - EN.660.250 Principles of Marketing

3. Upper-Level Elective Courses in Entrepreneurship and Management
Students must complete three upper level courses in entrepreneurship and management. Courses may be chosen from a number of areas, including:

**Accounting & Finance** - These courses educate students about financial concepts, investments, and financial markets. This information is valuable for the entrepreneur starting a new venture, a manager to be effective with a corporation, and management consultants.

**Business Law** - These courses educate students about legal issues in business and how the law is used to protect intellectual property.

**Leadership & Organizational Behavior** - These courses provide knowledge of both general principles and specific practices needed for working effectively with people in an organization. These courses focus on leadership, team building, ethics, and psychology.

Students who wish to complete a focus area in one of the areas listed above must complete three courses from that area, with at least one at the 400-level.

Lists of acceptable courses are provided below. These lists are regularly updated and may be obtained at the Center for Leadership Education office or on the center’s website (http://eng.jhu.edu/wse/cle/page/em_minor).

### Accounting and Finance Courses*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.660.300</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.303</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.401</td>
<td>Advanced Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.410</td>
<td>Computer Science Innovation and Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.304</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.414</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.460</td>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>AS.180.263</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.334</td>
<td>Engineering Microeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

* The course 232.410 Corporate Finance from the Carey Business School may also be used as an Accounting and Finance course.

### Business Law Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EN.660.308</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.310</td>
<td>Case Studies in Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.311</td>
<td>Law and the Internet</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.404</td>
<td>Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.405</td>
<td>Intellectual Property Law</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.460</td>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
</tbody>
</table>

### Leadership and Organizational Behavior Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.660.321</td>
<td>Managing &amp; Marketing Social Enterprises</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.331</td>
<td>Leading in Teams</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.332</td>
<td>Leadership Theory</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.333</td>
<td>Leading Change</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.335</td>
<td>Negotiation and Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.336</td>
<td>Community Engineering: Interdisciplinary Problem Solving-Community Based Learning</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.340</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.341</td>
<td>Business Process and Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.361</td>
<td>Engineering Business and Management</td>
<td>3</td>
</tr>
<tr>
<td>or EN.660.461</td>
<td>Engineering Business and Management</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.460</td>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
</tbody>
</table>

### Marketing and Communication Courses

Students may use only one Marketing and Communications course as an upper-level elective for the Entrepreneurship and Management minor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.660.310</td>
<td>Case Studies in Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.352</td>
<td>New Product Development</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.354</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.355</td>
<td>Sports Marketing</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.358</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.420</td>
<td>Marketing Strategy</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.450</td>
<td>Advertising &amp; Integrated Marketing Communication</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.315</td>
<td>Culture of the Engineering Profession</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.317</td>
<td>Culture of the Medical Profession</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.357</td>
<td>Copywriting &amp; Creative Strategy</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.361</td>
<td>Corporate Communications &amp; P.R.</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.390</td>
<td>Catalyst: A Student-Run Magazine</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.453</td>
<td>Social Media and Marketing</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.454</td>
<td>Blogging and Digital Copywriting</td>
<td>3</td>
</tr>
<tr>
<td>EN.660.456</td>
<td>Marketing Communication Law &amp; Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Course and Grade Rules and Limitations

The E&M minor requires a minimum of 22 credits.

A maximum of 6 credits of courses taken from outside WSE and KSAS (including transfer course & study abroad) may be applied to the E&M minor.

One course may be taken on an S/U basis.

All courses applied to the E&M minor must be completed with a grade of C- or above.

For current faculty and contact information go to http://engineering.jhu.edu/cle/faculty

### Faculty

**Director**
Annette Leps  
Senior Lecturer & Director of Entrepreneurship & Management

**Program Directors**
Lawrence Aronhime  
Senior Lecturer & Director of International Programs: accounting, finance, entrepreneurship, technology commercialization.

Julie Reiser  
Senior Lecturer & Director of The Professional Communication Program: technical communication, oral presentations, research writing, dissertation writing, American literature and critical theory.

Eric Rice
Senior Lecturer & Director of Graduate Programs: organizational behavior, social entrepreneurship, management, negotiation and conflict management, leadership, public speaking, professional writing.

Pamela Sheff
Senior Lecturer & Director of Master of Science in Engineering Management Program: business and technical communication, marketing, public relations, science and scientific writing, oral presentations, higher education in prisons, community-based learning, entrepreneurship.

**Full Time Faculty**

Bob Graham
Lecturer: entrepreneurship, professional communication, oral presentations.

Illysa Izenberg
Lecturer: engineering management.

Leslie Kendrick
Senior Lecturer: marketing strategy, integrated marketing communications, sports marketing, international marketing, internships.

Charlotte O'Donnell
Lecturer: oral presentations, professional communication, visual rhetoric.

William Smedick
Senior Lecturer: leadership theory, leadership in teams.

**Part Time Faculty**

Michael Agronin
Lecturer: new product development.

Laura Davis
Lecturer: Professional communication for ESL and Oral presentations for ESL.

Marci DeVries
Lecturer: marketing.

Kevin Dungey
Senior Lecturer: oral presentations.

Sean Furlong
Lecturer: Financial Accounting

David Fisher
Lecturer: business law.

Mark Franceschini
Senior Lecturer: business law, business ethics, Internet law.

Mary Beth Furst
Lecturer: Introduction to Business.

Dorothee Heisenberg
Senior Lecturer: Multinational Firms in the International Economy

Jason Heiserman
Lecturer: oral presentations.

Andrew Kulanko
Senior Lecturer: oral presentations.

Denise Link-Farajali
Lecturer: professional communication: financial math for ESL, research writing for ESL.

Bryan Rakes
Lecturer: business law.

Joshua J. Reiter
Senior Lecturer: business process management, total quality management, information technology management, Internet-based business applications, creativity and innovation, entrepreneurship.

Douglas Sandhaus
Senior Lecturer: business law, business ethics, Internet law.

Jay Thompson
Lecturer: professional communication.

Caroline Wilkins
Lecturer: professional communication.

For current course information and registration go to https://isis.jhu.edu/classes/

**Courses**

**EN.660.101. Writing a Business Plan.**
This one credit, four session course offered as preparation for the JHU Business Plan Competition, will cover the fundamentals of creating and delivering a business plan for a new venture. Topics to include: organizing the business plan, market analysis, competitive analysis, financial projections, strategies to meet the expectations of varied investors, identification of necessary resources and developing and delivering a persuasive, well-articulated pitch. No audits.

Instructor(s): E. Rice.

**EN.660.103. The Promise and Peril of Microfinance.**
Microcredit, microlending and microfinance are relatively new tools, potentially useful to help alleviate poverty, contribute to local economies, earn a living and make profit. The promise and publicity has generated practices, experiments and businesses worldwide; microcredit even generated a Nobel Prize for Muhammad Yunus and the Grameen Bank in 2006. So too, the spread of the concept has produced excesses and controversy and more recently, scholarship in the practices and ideas. In this course we will explore the theory, practice and possibilities of the ideas with emphasis on both the developing world and western economies. The course uses lecture, discussion, case study and community investigation to explore the content. No audits.

Instructor(s): E. Rice.

**EN.660.105. Introduction to Business.**
This course is designed as an introduction to the terms, concepts, and values of business and management. The course comprises three broad categories: the economic, financial, and corporate context of business activities; the organization and management of business enterprises; and, the marketing and production of goods and services. Topic specific readings, short case studies and financial exercises all focus on the bases for managerial decisions as well as the long and short-term implications of those decisions in a global environment. No audits.

Instructor(s): I. Izenberg; L. Aronhime
Area: Social and Behavioral Sciences.
The course will teach basic to advanced level financial modeling techniques within the Excel environment. Students will be exposed to several real-world examples and asked to create models to solve these problems. Some Excel topics include Formulas, Formatting, Charting, Filters, Toolpaks, VLOOKUP, Data Importing, Pivot Tables, IF statements, Macros, VBA.
Instructor(s): M. Kitt.
Instructor(s): M. Kitt.
EN.660.141. Personal Finance.
The course in Personal Finance is designed to familiarize the student with the basic concepts and quantitative techniques of personal financial planning and investments. The course begins with a discussion of personal financial statements and the time value of money and moves on to the basic principles of financial planning in the areas of taxation, financial institutions and liquidity management, consumer credit, residential real estate, insurance, investments and retirement planning.
Instructor(s): L. Kendrick; M. Zafir.
EN.660.150. Media and P.R. in the Big Apple.
Gain insight into trends and career opportunities in public relations, advertising and media through one week of in-class learning (Jan. 5-9 half days) followed by a three-day trip to New York (Jan. 13-15) to network with and learn from executives from leading P.R., advertising and media firms.
Instructor(s): L. Kendrick.
Through case studies and an applied group project (developing and presenting a marketing plan for a new product launch), students will gain an understanding (from the Lecturer who is a former Procter & Gamble marketer) of the fundamentals of brand marketing. Learn how to make marketing strategy choices, how to evaluate advertising, and how to hone and perfect oral and written communication skills.
EN.660.154. The Art of the Pitch.
Donald Trump, Sergey Brin, and Steve Jobs know how to do it and so will you. “The Art of the Pitch” explores the principles of persuasive dialogue. Getting a job, raising money or selling a product: the basics of a successful pitch are the same. Guest speakers will share their best and worst pitches and what motivates them to act. Together students will craft two pitches, one for themselves and one real-time, real-world example for an outside business.
Instructor(s): J. Pennington.
EN.660.156. Social Media Strategy and Measurement.
Go beyond the textbook and develop a “real-world” social media strategy. Learn how to develop social media goals, align strategies, evaluate social media tactics and measure your results. This step-by-step method can be used for any organization or company and gives you a competitive advantage when looking for your first job. Taught by Nichole Kelly, blogger for Social Media Examiner (ranked #4 in AdAge’s top marketing blogs) and CEO of Full Frontal ROI Consulting.
Instructor(s): L. Kelly; L. Kendrick.
Taught by a professional in the field, this course will provide an introduction to negotiation principles and explore various sports negotiations, including, but not limited to, player contracts, trades, and sponsorships. The course will be interactive and include several simulations.
Instructor(s): A. Lares.
EN.660.160. Location, Location, Location.
Taught by a professional in the field and a Hopkins graduate, this course explores the basic principles of real estate development and finance. A special feature for this year encourages student participation in the analysis and project selections of an internationally focused real estate impact investment fund in the global South.
Instructor(s): J. Gorelick.
This course is for freshmen ONLY and will meet on January 24th if snow causes the class not to meet during the week. Like many other cities on the Atlantic coast, the city of Baltimore was settled in the mid-17th century by English colonists because of its prime location on an easily-navigable river. Over the past 300 years, the city has continually evolved along with the rest of the Boston-Washington megalopolis. This course, taught by a Hopkins alumnus with extensive experience in the field of real estate finance and development, will focus on the growth of the City of Baltimore as a case study in urban development. Starting with an interactive exercise exploring the roles of the stakeholders in the development process and meeting with practitioners involved in the area immediately surrounding the Homewood campus, the course will subsequently review the role of government in encouraging/discouraging certain types of development. The third thematic area focuses on the role of the private sector in shaping a city's development, with a look at the primary forces behind the urban renewal of the Inner Harbor, before wrapping up with an exploration of the concept of affordable housing (as it pertains to students) and an examination of the Homewood Master Plan and how it will impact student life, particularly for freshman, over the next four years.
Instructor(s): J. Gorelick.
The course in Financial Accounting is designed for anyone who could be called upon to analyze and/or communicate financial results and/or make effective financial decisions in a for-profit business setting. No prior accounting knowledge or skill is required for successful completion of this course. Because accounting is described as the language of business, this course emphasizes the vocabulary, methods, and processes by which all business transactions are communicated. The accounting cycle, basic business transactions, internal controls, and preparation and understanding of financial statements including balance sheets, statements of income and cash flows are covered. No audits.
Instructor(s): A. Leps; L. Aronhime; S. Furlong.
Learn the principles, values and skills necessary to lead and succeed in organizations that make a positive difference in today’s world. The course is designed to help students identify and provide opportunities to enhance their leadership skills. A “Blueprint for Success” will provide the framework for students to cultivate their own ideas for new socially conscious entrepreneurial ventures. The "Blueprint for Success" will culminate with a social entrepreneurial business plan competition where up to $5000 grants may be awarded to plans for start up costs associated with new initiatives designed to enhance the JHU and Baltimore City communities. Students can enroll in the course with predetermined social change initiatives in mind or develop new initiatives in the classroom setting.
Instructor(s): W. Smedick.
Area: Humanities, Social and Behavioral Sciences.
This course explores the role of marketing in society and within the organization. It examines the process of developing, pricing, promoting and distributing products to consumer and business markets and shows how marketing managers use the elements of the marketing mix to gain a competitive advantage. Through interactive, application-oriented exercises, case videotapes, a guest speaker (local marketer), and a group project, students will have ample opportunity to observe key marketing concepts in action. The group project requires each team to research the marketing plan for an existing product of its choice. Teams will analyze what is currently being done by the organization, choose one of the strategic growth alternatives studied, and recommend why this alternative should be adopted. The recommendations will include how the current marketing plan will need to be modified in order to implement this strategy and will be presented to the instructor in written form and presented to the class. No audits.
Instructor(s): D. Sullivan; L. Kendrick; M. Furst; Staff.

EN.660.300. Managerial Finance.
This course is designed to familiarize the student with the basic concepts and techniques of financial management practice. The course begins with a review of accounting, securities markets, and the finance function. The course then moves to discussion of financial planning, financial statement analysis, time value of money, interest rates and bond valuation, stock valuation, and concludes with capital budgeting and project analysis. A combination of classroom discussions, problem sets, and case studies will be used. No audits.
Prerequisites: EN.660.203
Instructor(s): A. Priolo.

EN.660.303. Managerial Accounting.
This course introduces management accounting concepts and objectives including planning, control, and the analysis of sales, expenses, and profits. Major topics include cost behavior, cost allocation, product costing (including activity based costing), standard costing and variance analysis, relevant costs, operational and capital budgeting, and performance measurement. Note: not open to students who have taken EN.660.204 Managerial Accounting. No audits.
Prerequisites: EN.660.203
Instructor(s): A. Leps.

This course is designed to increase a student’s ability to read and interpret financial statements and related information under both GAAP and IFRS (International Financial Reporting Standards). In addition to a review of the basic financial statements and accounting principles, the course will use industry and ratio analysis in addition to benchmarking and modeling techniques to encourage students to think in a more creative way when analyzing historic information or when forecasting financial statements. Students will access firm profitability and risk, value assets and use spreadsheet models for financial forecasting and decision making. No audits.
Prerequisites: EN.660.203 Financial Accounting
Instructor(s): A. Leps.

EN.660.306. Law and the Internet.
Sometimes called “Cyber law,” this course uses the case study method to examine some of the most significant and compelling legal aspects, issues, and concerns involved with operating a business enterprise in an Internet environment. Some of the issues likely to be covered include jurisdiction, resolution of online disputes, trademarks, copyright, licenses, privacy, defamation, obscenity, the application of traditional concepts of tort liability to an Internet context, computer crime, information security, taxation, international considerations, and an analysis of other recent litigation and/or statutes. No audits.
Prerequisites: Prerequisite: EN.660.205
Area: Social and Behavioral Sciences.

EN.660.307. Business Law II.
Building on the material from Business Law I, topics examined include entrepreneurship, business entities and business formation, principles of agency, real property, personal property, bailments, bankruptcy, secured transactions, employment discrimination, business financing, investor protection, antitrust and environmental law. Not open to students who have taken EN.660.206 Business Law II. No audits.
Prerequisites: EN.660.205 Business Law I; Not open to students who’ve taken EN.660.206 Business Law II
Area: Social and Behavioral Sciences.

EN.660.308. Business Law I.
This course is designed to provide students an introduction to legal reasoning and analysis. Content distinguishes forms of business, civil versus criminal law, and agency principles; intellectual property concepts, contract Law, the UCC (Uniform Commercial Code) and consumer protection are explored and discussed in the context of assigned legal cases which are intended to develop a student’s ability to analyze and apply law. Note: not open to students who have taken 660.205 Business Law I. No audits.
Prerequisites: EN.660.105
Instructor(s): C. Jeffers; D. Fisher; L. Monti; W. Rakes
Area: Social and Behavioral Sciences.

This course is designed as a workshop using case studies to introduce students to the ethical concepts that are relevant to resolve moral issues in contemporary business and social settings—both global and personal in nature. Students will learn the reasoning and analytical skills needed to apply ethical concepts to their own decision-making, to identify moral issues involved in the management of specific problem areas in business and society, and to understand the social and natural environments which give rise to moral issues. The course focus is on performance articulated by clear reasoning and effective verbal and written communication concerning ethical issues in business and society. Not open to students who have taken EN.660.231 Case Studies in Business Ethics. No audits.
Prerequisites: EN.660.105
Instructor(s): D. Sandhaus
Area: Humanities.
EN.660.311. Law and the Internet.
Sometimes called “Cyber law,” this course uses the case study method to examine some of the most significant and compelling legal aspects, issues, and concerns involved with operating a business enterprise in an Internet environment. Some of the issues likely to be covered include jurisdiction, resolution of online disputes, trademarks, copyright, licenses, privacy, defamation, obscenity, the application of traditional concepts of tort liability to an Internet context, computer crime, information security, taxation, international considerations, and an analysis of other recent litigation and/or statutes. Note: not open to students who have taken EN.660.306 Law and the Internet. No audits. 
Prerequisites: EN.660.205 OR EN.660.308
Instructor(s): I. Izenberg.
Area: Social and Behavioral Sciences.

This course focuses on preparing students to engage in and lead social enterprises as we explore the options for creating social value. Using a combination of lecture, case study and project work, we investigate both for-profit and non-profit models for creating social value with special emphasis on the non-profit community. Particular emphasis is placed on the management challenges of social enterprises such as creating and conveying their message, options for dealing with finances, relationships within communities, and methods for building constituencies. Additionally, we address critical issues such as measures of success, scale, replication and failure. The class requires contact with organizations in the community as well as one long weekend away from campus. Recommended Course Background: EN.660.105 or EN.660.333 or EN.660.220/EN.660.340. No audits.

EN.660.331. Leading in Teams.
This course will allow students to develop the analytical skills needed to effectively lead and work in teams. Students will learn tools and techniques for problem solving, decision-making, conflict resolution, task management, communications, and goal alignment in team settings. They will also learn how to measure team dynamics and performance, and assess methods for building and sustaining high-performance teams. Students will also explore their own leadership, personality and cognitive styles and learn how these may affect their performance in a team. The course will focus on team-based experiential projects and exercises as well as provide opportunities to individually reflect and write about the concepts explored and skills gained throughout the course. No Audits. Recommended Couse Background: EN.660.332 or EN.660.333.
Instructor(s): W. Smedick.

EN.660.332. Leadership Theory.
Students will be introduced to the history of Leadership Theory from the “Great Man” #theory of born leaders to Transformational Leadership theory of non-positional learned leadership. Transformational Leadership theory postulates that leadership can be learned and enhanced. The course will explore the knowledge base and skills necessary to be an effective leader in a variety of settings. Students will assess their personal leadership qualities and develop a plan to enhance their leadership potential. Recommended Course Background: EN.660.105 or EN.660.220/EN.660.340. No audits.
Instructor(s): W. Smedick
Area: Social and Behavioral Sciences.

EN.660.333. Leading Change.
In this course, we will use a combination of presentation, discussion, experiential learning, research and self-reflection to investigate issues surrounding leadership and change in communities and the economy. While considering both for-profit and non-profit entities, we will pursue topics including understanding and using theories of change; finding competitive advantage and creating strategic plans; making decisions, even in uncertain times; valuing differences; employing leadership styles; giving and receiving feedback; understanding employee relations; creating performance measures; and developing organizational cultures; and using the dynamics of influence. Not open to students who have taken EN.660.235. No audits. 
Recommended Course Background: EN.660.105
Instructor(s): W. Smedick.

EN.660.353. Negotiation and Conflict Resolution.
The focus of this class is the nature and practice of conflict resolution and negotiation within and between individuals and organizations. The primary format for learning in this class is structured experimental exercises designed to expose students to different aspects of negotiation and to build tangible skills through interpersonal exchange. While some class time is devoted to presentations on theories and approaches, the class method primarily relies on feedback from fellow classmates on their observations of negotiation situations and on personal reflections by students after each structured experience. Topics include conflict style, negotiation, and group conflict. No audits. Recommended Course Background: EN.660.105, an additional course in the Entrepreneurship and Management Program or in the social sciences.
Instructor(s): E. Rice.

So many big and seemingly intractable problems inhibit progress and diminish quality of life especially in and around urban communities. Surely there are ways to begin to tackle some of these problems, if we approach them from a multi-disciplinary perspective. This course provides that opportunity as students, who work primarily in teams, apply theory and ingenuity to investigate problems, propose solutions or invent devices that address some of these problems. Class time is spent in lecture, discussion, and applied community projects to master content. Time will be spent participating on teams and working in community organizations in addition to class.
Area: Social and Behavioral Sciences.

This course introduces the student to the management process. The course takes an integrated approach to management by examining the role of the manager from a traditional and contemporary perspective while applying decision-making and critical-thinking skills to the challenges facing managers in today’s globally diverse environment. The course examines the techniques for controlling, planning, organizing resources and leading the workforce. Not open to students who have taken EN.660.220 Principles of Management. No audits.
Prerequisites: EN.660.105
Instructor(s): I. Izenberg.
This course focuses on both quantitative and qualitative analytical skills and models essential to operations process design, management, and improvement in both service and manufacturing oriented companies. The objective of the course is to prepare the student to play a significant role in the management of a world-class company which serves satisfied customers through empowered employees, leading to increased revenues and decreased costs. The material combines managerial issues with both technical and quantitative aspects. Practical applications to business organizations are emphasized. Recommended Course Background: EN.660.105 Introduction to Business or EN.660.241 IT Management. No audits
Instructor(s): J. Reiter.

EN.660.351. Product and Brand Management.
Consumers love those little bits of crunchy orange goodness called Cheetos®. But when Frito-Lay decided that consumers might also like Cheetos®-flavored lip balm, they reacted with a hailstorm of derision. This may be proof that our free market economy is just a rudderless, if hilarious, contraption. More likely, Cheetos® Lip Balm was an example of the challenges marketers face in product and brand management. This course is a conceptual and practical exploration of how marketers deliver products and build brands that translate into competitive advantage for their companies. Among the critical concepts typically addressed in the course are developing and positioning a brand, assembling the marketing mix media into a whole, establishing price, creating packaging, and tracking the customer experience. The course uses readings, lecture, exercises, cases and examples to explore these concepts. No audits.
Prerequisites: EN.660.250
Instructor(s): D. Crane.

New product development is the ultimate interdisciplinary entrepreneurial art, combining marketing, technical, and managerial skills. A successful product lies at the intersection of the user’s need, a technical solution, and compelling execution. This class will bootstrap your experience in the art through exercises and team projects. We will examine products and services, consumer and industrial, simple and technologically complex. Case studies will feature primary sources and the instructor’s personal experiences as an inventor for a major consumer products company. Topics will span the product development cycle: identifying user needs, cool-hunting, brainstorming, industrial design, prototyping techniques, market research to validate new ideas, and project management -- especially for managing virtual teams and foreign manufacturers. No audits.
Prerequisites: EN.660.250
Instructor(s): M. Agronin.

EN.660.354. Consumer Behavior.
This course will explore how and why consumers make choices in the marketplace—the “buy-ology” of their behavior. We will learn the psychological, social, anthropological, and economic underpinnings of consumer behavior as well as the brain chemistry that affects choices in the marketplace. Students will learn how consumer behavior can and is influenced and the sometimes-unintended consequences of marketing campaigns designed to produce a particular behavior. Students will analyze how consumers solve problems, assess tradeoffs and make choices; how they integrate and react to retail surroundings, smells, product displays, brand, pricing strategies, social pressures, market structures and a myriad of other influences and motivations to buy. Students will also explore how marketers incorporate what is known about consumer behavior into advertising and promotional campaigns, market segmentation and positioning, pricing strategies and new product introductions. Student experiential projects will include ethnographic observations and analyses of real-world consumer behavior. No audits.
Instructor(s): J. Reiter.

This course will allow students to apply marketing principles and concepts to the sports marketing environment while gaining an understanding of how event sponsorships, endorsements, licensing and naming rights are used to achieve business objectives. Through case studies and a group project, students will be exposed to a broad range of sports entities including professional sports teams, governing organizations and sports media.
Prerequisites: EN.660.250 Principles of Marketing
Instructor(s): R. Graham.

Uncover the process of creative thinking for innovation and conceiving “big ideas” in marketing. Students will be exposed to creative theory and practice as they select a consumer product and determine strategic market positioning, target demographics, media vehicles and creative guidelines. Then students will learn the craft of advertising copywriting for print, broadcast and digital media as they develop finished creative executions for the chosen organization that all build to a complete integrated marketing campaign. No audits.
Instructor(s): Staff.

EN.660.358. International Marketing.
This course covers product, pricing, promotion, distribution, market research, organization and implementation and control policies relating to international marketing. It also explores the economic, cultural, political and legal aspects of international marketing. Through interactive and application-oriented assignments and cases, students will gain hands-on experience in analyzing and developing marketing strategies for organizations that market both consumer and business products/services internationally. A group project will involve the development of an international marketing plan for a specific product. One or more local international marketers will be invited to speak to the class. No audits.
Prerequisites: EN.660.250
Instructor(s): L. Kendrick.
EN.660.361. Engineering Business and Management.
An introduction to the business and management aspects of the engineering profession, project management, prioritization of resource allocation, intellectual property protection, management of technical projects, and product/production management. Preference will be given to Mechanical Engineering students. No audits. Recommended Course Background: EN.660.105
Instructor(s): I. Izenberg; M. Agronin
Area: Engineering, Natural Sciences.

EN.660.363. Leadership & Management in Materials Science and Engineering.
In this course, you will learn about leadership, social responsibility, strategy, finance, project management and people management specifically in the materials science and engineering fields. You will practice writing concise persuasive analyses and action plans and verbally defending your ideas. You will learn the ethical guidelines for the materials science profession, to resolve team conflicts and co-lead self-managed work teams, and determine how materials science supports society’s sustainability goals and the social responsibilities of materials scientists. Our class time will feel like a business meeting, and we will refer to class periods as meetings. When you complete this course, you will be prepared to be a working professional. Your Teaching Team looks forward to seeing you develop into a career engineer, scientist, manager, entrepreneur, professor or other professional over the years.
Instructor(s): I. Izenberg
Area: Engineering, Natural Sciences.

EN.660.401. Advanced Corporate Finance.
The advanced course in corporate finance is designed to provide the upper level business student with a background in the more complex applications of financial management practice. Students will be exposed to advanced financial management concepts through a pedagogy combining classroom instruction, problem solution, business case analysis and work on a group project with coverage of the topics of capital markets, risk and portfolio theory, cost of capital, raising capital, capital structure, corporate dividend policy, real property valuation, merger and acquisition analysis, working capital management, commercial leasing strategies, international finance and derivatives analysis. No audits.
Prerequisites: EN.660.302 Corporate Finance OR EN.660.300 Managerial Finance OR 180.366 Corporate Finance.

EN.660.404. Business Law II.
Building on the material from Business Law I, topics examined include entrepreneurship, business entities and business formation, principles of agency, real property, personal property, bailments, bankruptcy, secured transactions, employment discrimination, business financing, investor protection, antitrust and environmental law. No audits.
Prerequisites: EN.660.205 OR EN.660.308
Instructor(s): D. Fisher
Area: Social and Behavioral Sciences.

This course explores the acquisition, protection and commercialization of intellectual property, such as patents, trademarks, copyrights and trade secrets, and its impact on businesses and organizations. The course addresses critical issues such as the various types of intellectual property, the protection and commercialization of intellectual property by business and legal means, and the valuation of intellectual property. In addition, the tension between exclusive rights in intellectual property and free competition will be discussed throughout this course. Through interactive class discussions and a group project, students will have ample opportunity to develop a better understanding pertaining to the different types of intellectual property and to develop an intellectual property strategic plan for protecting an intellectual property portfolio. Specifically, the group project requires each team to research a selected Maryland based company’s intellectual property, its plan for protection and commercialization and its business goals, products and services. Each team will then analyze how well the company’s current business goals relate to its intellectual property portfolio, and recommend changes to better meet these company’s goals. Not open to students who have taken EN.660.305 Intellectual Property Law. No audits.
Prerequisites: EN.660.205 Business Law I
Area: Social and Behavioral Sciences.

This course is designed to give students in CS the requisite skills to generate and screen ideas for new venture creation and then prepare a business plan for an innovative technology of their own design. These skills include the ability to incorporate into a formal business case all necessary requirements, including needs identification and validation; business and financial models; and, market strategies and plans. Student teams will present the business plan to an outside panel made up of practitioners, industry representatives, and venture capitalists. In addition, this course functions as the first half of a two course sequence, the second of which will be directed by CS faculty and focus on the actual construction/programming of the business idea. Restricted to Juniors and Seniors majoring in Computer Science or by permission of instructor.
Prerequisites: Co-requisite: EN.660.321 OR EN.660.421;EN.600.226 AND EN.600.120
Instructor(s): L. Aronhime.

This course is designed to increase a student’s ability to read and interpret financial statements and related information under both GAAP and IFRS (International Financial Reporting Standards). In addition to a review of the basic financial statements and accounting principles, the course will use industry and ratio analysis in addition to benchmarking and modeling techniques to encourage students to think in a more creative way when analyzing historic information or when forecasting financial statements. Students will assess firm profitability and risk, value assets and use spreadsheet models for financial forecasting and decision making. Not open to students who have taken EN.660.304 Financial Statement Analysis. No audits.
Prerequisites: EN.660.203
Instructor(s): A. Leps.
This writing intensive course helps students develop skills in formulating, implementing, and controlling a strategic marketing program for a given product-market entry. Using a structured approach to case analysis, students will learn how to make the kinds of strategic marketing decisions that will have a long-term impact on the organization and support these decisions with quantitative analyses. Through textbook readings, students will learn how to identify appropriate marketing strategies for new, growth, mature, and declining markets and apply these strategies as they analyze a series of marketing cases. The supplementary readings, from a broad spectrum of periodicals, are more applied and will allow students to see how firms are addressing contemporary marketing challenges. In addition to analyzing cases individually, each student will be part of a team that studies a case during the latter half of the semester, developing marketing strategy recommendations, including financial projections, and presenting them to the class. No audits.
Instructor(s): L. Kendrick.

This course builds on the promotional mix concepts covered in Principles of Marketing (EN.660.250)—advertising, public relations, sales promotion and personal selling. Students will learn how marketers are changing the ways they communicate with consumers and the ways in which promotional budgets are allocated—and how this impacts the development of marketing strategies and tactics. Working with a client (provided by EdVenture Partners) that has chosen this JHU class as its “advertising agency” and an actual budget provided by the firm, the class will form small teams to mirror the functional organization of an actual ad agency (market research, media strategy/planning, copywriting/design, public relations, etc.). Student teams will then develop a promotional plan and corresponding budget to reach the desired target market (JHU undergrads who meet the client’s criteria), implement the plan and then evaluate its effectiveness through pre- and post campaign market research conducted on the target consumer. Note: Not open to students who have taken EN.660.450 as Advertising and Promotion. No audits. (Formerly Advertising and Promotion.)
Prerequisites: EN.660.250
Instructor(s): L. Kendrick.

EN.660.453. Social Media and Marketing.
This course explores strategies for monitoring and engaging consumers in digital media. Students will gain practical knowledge about developing, implementing and measuring social media marketing campaigns. They will learn how to analyze what consumers are saying and connect with them by leveraging word of mouth, viral and buzz marketing through sites like Facebook, Twitter and YouTube. A series of assignments build upon each other toward a final social media marketing plan for a selected consumer product or service. No Audits.
Instructor(s): M. DeVries; Staff.

EN.660.456. Marketing Communication Law & Ethics.
This course focuses on the legal and ethical constraints of advertising and promotion marketing practice. Federal laws, media standards and professional ethics establish what can or cannot be said or done in marketing. Beyond that corporate and personal social responsibility must also be considered. Topics such as deception, copyright, publicity, comparative advertising and social media standards will be covered. Students will apply concepts to current practical examples and delve more deeply into subjects through a series of writing assignments. Co-listed with EN.661.456. No audits. Recommended Course Background: one writing course in any discipline (professional communication, expository writing, or writing seminars).
Instructor(s): K. Quesenberry.

EN.660.460. Entrepreneurship.
This course provides students with a solid introduction to the entrepreneurial process of creating new businesses. Students will gain an appreciation for the investors’ perspective in assessing opportunities, evaluating strategies, and valuing the new enterprise. The course will cover the principal components of building a successful venture including management, market analysis, intellectual property protection, legal and regulatory issues, operations, entrepreneurial financing, and the role of the capital markets. Course work will include case studies and creation of investor marketing materials. Open to Juniors and Seniors. No Audits. Recommended Course Background: EN.660.203
Prerequisites: EN.660.105 OR EN.660.250
Instructor(s): E. Rice.

EN.660.461. Engineering Business and Management.
An introduction to the business and management aspects of the engineering profession, project management, prioritization of resource allocation, intellectual property protection, management of technical projects, and product/production management. Preference will be given to Mechanical Engineering students. No audits. Recommended Course Background: EN.660.105
Area: Engineering.

EN.660.500. Business Internship.
Students may qualify for an internship with one of the many local employers with whom CLE works or they may arrange a non-local internship on their own. For non-paid internships only, students may apply for sponsorship for academic credit through CLE. Applications must include a resume, transcript and written essay and will be evaluated on the basis of work experience, GPA, writing sample, and course work. Students are expected to complete two reports assigned by the internship coordinator. S/U only.
Instructor(s): L. Kendrick.

Students work on an existing business or marketing plan/case project under the close supervision of an Entrepreneurship and Management faculty member. Students must apply by submitting a cover letter, resume, unofficial transcript, and essay describing the business concept/marketing plan. Applications must be approved by both the faculty member and director of CLE. Students are expected to meet regularly with the faculty member and complete assigned readings and projects. Permission required. S/U only.
Instructor(s): L. Aronhime; P. Sheff.

EN.660.594. Business Internship-Summer.
Instructor(s): L. Kendrick.
The course will teach basic to advanced level financial modeling techniques within the Excel environment. Students will be exposed to several real-world examples and asked to create models to solve these problems. Some Excel topics include Formulas, Formatting, Charting, Filters, Toolpaks, VLOOKUP, Data Importing, Pivot Tables, IF statements, Macros, VBA.  
Instructor(s): M. Kitt.

Cross Listed Courses

Center for Leadership Education

EN.660.100. Hopkins Leadership Challenge Seminar.  
The Hopkins Leadership Challenge is a one-credit pass/fail seminar and is designed specifically for first-year undergraduates at JHU who are interested in developing their leadership skills and applying those skills to Hopkins life. The seminar includes both a classroom component and an experiential component. The classroom content includes leadership topics, discussions with university leaders and serves as an introduction to the history, services and involvement opportunities at Hopkins. The experiential component includes programs such as JHU history, faculty student interaction, visits to other JHU campuses and more! Interested students should register early, as there is limited space available in each section of the seminar. Freshmen only. S/U only.  
Instructor(s): J. Beauchamp; T. Sanchez  
Area: Social and Behavioral Sciences.

EN.660.370. Multinational Firms in the International Economy.  
This course on international business focuses on relationships between multinational firms and national governments throughout the world. We will read historical and contemporary authors’ conceptualizations of these relationships in the US and around the world. Students will apply concepts from the readings to real-world situations. The course is capped at 25 to allow discussion. No audits.  
Prerequisites: EN.660.105  
Instructor(s): D. Heisenberg.

EN.660.665. Technology Entrepreneurship.  
The goal of the course is to provide a strategic framework (technological, market, regulatory, and financial) for determining the commercial value of new technologies and the best path for realizing that value. Through lectures, exercises, and case studies, students will develop and advance their own innovations and inventions, culminating in a business plan. No audits.  
Area: Engineering, Natural Sciences.

Professional Communication

EN.661.453. Social Media and Marketing.  
This course explores strategies for monitoring and engaging consumers in digital media. Students will gain practical knowledge about developing, implementing and measuring social media marketing campaigns. They will learn how to analyze what consumers are saying and connect with them by leveraging word of mouth, viral and buzz marketing through sites like Facebook, Twitter and YouTube. A series of assignments build upon each other toward a final social media marketing plan for a selected consumer product or service. Co-listed with EN.660.453. No audits.  
Prerequisites: EN.660.250 Principles of Marketing.

General Engineering

The General Engineering program offers both a B.A. with a major in general engineering and a number of non-departmental courses.

Bachelor of Arts in General Engineering

The Bachelor of Arts in General Engineering is a liberal arts degree that is designed to provide students with both a focus in some area of humanities or social sciences and the fundamental engineering principles needed to understand modern technology, innovations, and engineering practices. It is intended for undergraduate students who desire a background in engineering and technology yet have neither the desire nor the intention to become professional engineers. These students may, for example, plan to pursue graduate or professional study in architecture, business, law (e.g., intellectual property, patent law), or medicine. They may wish to work in areas which relate to engineering and technology or to thrive in the global industrial economy. The Bachelor of Arts in General Engineering is a true liberal arts degree with an emphasis in engineering.

This degree is not an engineering degree, and is not suitable for employment as a professional engineer. This program is not accredited by the Accreditation Board for Engineering and Technology. Students desiring careers as professional engineers should complete a B.S. degree in one of the engineering disciplines offered by the Whiting School.

The distinctive features of the Bachelor of Arts in General Engineering include:

- **Breadth.** Course requirements for the Bachelor of Arts in General Engineering encourage breadth, including mathematics, natural sciences, humanities and/or social sciences, international studies (language or other courses and experience in a foreign country), and in engineering. The curriculum also allows for many free electives.

- **Flexibility.** This program is designed to allow students, in consultation with their advisor, the flexibility to choose a program of study that matches their interests. The engineering focus area and the humanities and social science requirements may be departmentally based or may follow a theme designed by the student and his/her advisor. Students are encouraged to minor in any area of their choosing.

- **Interdisciplinary Study.** The distribution requirements are ideal for students who seek to understand areas at the interface between technical fields (such as robotics, nanotechnology, and biomaterials) or the connections between a technical area and a discipline in the humanities or social sciences (for example environment issues and international trade or ethics and biotechnology).

- **International Dimensions of Engineering.** Students are required to develop knowledge of the international dimensions of engineering. They may do this by studying abroad or by taking a combination of language and other classes that develop an understanding of the culture, technology, or society in a foreign country.

Requirements for the B.A. Degree

All undergraduate students majoring in the Bachelor of Arts in General Engineering must follow a program approved by their advisor. Candidates must fulfill the overall requirements for the bachelor’s degree (p. 20) described in this catalog. These include the university writing requirement, distribution requirement and 120 credit minimum. Sample curricula and details on concentrations can be found in the Advising Manual for general engineering (www.engineering.jhu.edu/academics).
Mathematics (20 credits)
Mathematics is at the core of modern science and technology and a solid foundation is required to understand how contemporary engineering problems are solved. Students are required to take five courses including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AS.110.108 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>AS.110.109 Calculus II (For Physical Sciences and Engineering)</td>
<td>4</td>
</tr>
</tbody>
</table>

One course in statistics 4
One course at the 200-level or above in either statistics or mathematics 4
One mathematics or statistics elective 4
Total Credits 12

Natural Sciences (15 credits)
Students are required to take four courses and two laboratory courses including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AS.171.101 General Physics:Physical Science Major I</td>
<td>3</td>
</tr>
<tr>
<td>or AS.171.103 General Physics I for Biological Science Majors</td>
<td>3</td>
</tr>
<tr>
<td>or AS.171.105 Classical Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td>or AS.171.107 General Physics for Physical Sciences Majors (AL)</td>
<td>3</td>
</tr>
<tr>
<td>or EN.530.103 Introduction to Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td>&amp; EN.530.104 and Introduction to Mechanics II</td>
<td>3</td>
</tr>
</tbody>
</table>

At least one course chosen from the following: 3
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.030.101 Introductory Chemistry I</td>
<td>2</td>
</tr>
<tr>
<td>EN.510.101 Introduction to Materials Chemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

Two terms of laboratory course 2
Two elective courses (area code N) 6
Total Credits 11

Humanities and Social Sciences (24 credits)

Writing Requirement. Students must complete at least four (minimum of 12 credits) writing intensive courses (catalog code W) and one of these courses must specifically develop writing skills, such as EN.661.110 Professional Writing and Communication or AS.060.113 Expository Writing.

Humanities or Social Science Focus. A minimum of four courses (12 credits) must be taken as a coherent group in either the humanities or social sciences, of which two are at the advanced (300+) level.

Humanities or Social Science Elective. Three additional courses (9 credits) in either the humanities or social sciences. These electives are typically used to take courses in economics and the history of science and technology, depending on the courses chosen to fulfill the concentration requirements detailed above.

International Dimensions of Engineering
Because of the importance of the globalization of technology, all students completing the B.A. in general engineering are required to demonstrate competence in being able to address technical issues within the context of another society. This can be done in one of three different ways.

First, students are encouraged to study abroad for a minimum of one fall or one spring semester in any foreign country (except Canada). In that country, they must take the equivalent of a minimum of 12 credits which are transferred to their Hopkins transcript. In this case, these credits can satisfy any degree requirements (Humanities or Social Sciences, Engineering Concentration, Mathematics, Free Electives, etc.).

Second, students may complete the equivalent of two semesters of the same foreign language (students may not use language courses in their native language to satisfy this requirement) and one additional course which relates to the culture, economy, social structure, or politics of a country to which uses this foreign language (9 credits).

Third, students may demonstrate proficiency in a foreign language by taking an intermediate course in a foreign language (this can include their native tongue) and two additional courses which relate to the culture, economy, social structure, or politics of a country which uses this foreign language (9 credits).

Engineering Core (15 credits)
One course (3 credits) that is an introduction to an engineering discipline. Examples include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EN.500.101 What Is Engineering?</td>
<td>3</td>
</tr>
<tr>
<td>EN.520.137 Introduction To Electrical &amp; Computer Engineering</td>
<td>3</td>
</tr>
<tr>
<td>EN.530.101 Freshman Experiences in Mech. Eng.</td>
<td>2</td>
</tr>
<tr>
<td>EN.560.141 Perspectives on the Evolution of Structures</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.108 Introduction Environmental Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

One course (at least 3 credits) in a computer language. Examples include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EN.500.200 Computing for Engineers and Scientists</td>
<td>4</td>
</tr>
<tr>
<td>EN.600.107 Introductory Programming in Java</td>
<td>3</td>
</tr>
</tbody>
</table>

Three courses in the fundamentals of engineering science (at least one course from three of the following four areas):

Area 1: Circuits
EN.520.213 Circuits 4

Area 2: Statics
EN.530.201 Statics and Mechanics of Materials 4
or EN.560.201 Statics & Mechanics of Materials

Area 3: Materials Science
EN.510.201 Introductory Materials Science for Engineers 3
or EN.510.311 Structure of Materials

Area 4: Thermodynamics
EN.530.231 Mechanical Engineering Thermodynamics 3
or EN.540.203 Engr Thermodynamics
Engineering Focus Area (20 credits)
The engineering focus area must consist of at least six courses (minimum of 20 credits) that are related thematically or departmentally; at least three (3) of which must be at the advanced level (300 or above). While examples of focus areas are provided in the Advising Manual, students are encouraged to develop their own focus areas in consultation with their faculty advisor.

Free Electives
Between five and nine full courses (at least 3 credits each) to ensure a minimum of 120 credits in total. The number of courses required will depend on how the International Dimensions requirement is satisfied and on the courses chosen in other areas. Students must select these courses in consultation with their advisor. These free electives are designed to allow students to develop a curriculum of study uniquely suited to their interests.

Students are required to have a minimum cumulative GPA of 2.0 to graduate. Further, a maximum of 12 “D” credits may be counted toward degree requirements. There is a maximum limit of six “D” credits in any combination of courses used to satisfy the Humanities or Social Sciences focus, the Engineering Core and the Engineering Focus Area (47 total credits).

For current faculty and contact information go to http://engineering.jhu.edu/academics/general-engineering/people/ Faculty
Chair
Edward Scheinerman
Professor (Applied Mathematics and Statistics) and Vice Dean for Education. Primary Advisor to the General Engineering Program and Chair of the General Engineering Faculty Oversight Committee.

Professors
Marc Donohue
Professor (Chemical and Biomolecular Engineering).

Andrew Douglas*
Professor (Mechanical Engineering) and Vice Dean for Faculty, Whiting School of Engineering.

Kalina Hristova*
Professor (Materials Science and Engineering).

Daniel Naiman*
Professor (Applied Mathematics and Statistics).

Ben Schafer*
Professor (Civil Engineering).

Erica Schoenberger*
Professor (Geography and Environmental Engineering).

Scott Smith
Professor (Computer Science)

Howard Weinert
Professor (Electrical and Computer Engineering).

Footnote
* members of the Faculty Oversight Committee for General Engineering

For current course information and registration go to https://isis.jhu.edu/classes/

Courses
EN.500.101. What Is Engineering?.
This is a course of lectures, laboratories, and special projects. Its objective is to introduce students not only to different fields of engineering but also to the analytic tools and techniques that the profession uses. Assignments include hands-on and virtual experiments, oral presentations of product design, and design/construction/testing of structures. Freshmen only or Permission Required.
Instructor(s): D. Smith
Area: Engineering.

EN.500.103. Hopkins Engineering Sampler Seminar.
This course provides students with an overview of the undergraduate programs in the Whiting School of Engineering. Faculty from various departments will introduce students to their discipline including aspects of their personal research. Freshmen only.
Instructor(s): E. Scheinerman
Area: Engineering.

EN.500.110. What is Engineering?-Summer.
To introduce engineering ideas, thoughts, and problem-solving to potential engineering students. The course is intended to establish the framework within which engineers typically operate. Registration Requirement: Algebra II with Trig. Open only to high school students admitted to the Engineering Innovation Summer Program. Undergraduates should refer to EN.500.101.
Instructor(s): K. Borgsmiller.

EN.500.111. Hopkins Engineering Applications & Research Tutorials.
Instructor(s): Staff
Area: Engineering.

EN.500.125. Spatial Reasoning and Visualization for Engineers.
This course will enhance students ability to imagine and mentally manipulate objects in three-dimensional space—a talent that is important in engineering. Through guided practice and fun hands-on activities, students will hone their spatial skills. This course is only for engineering freshmen. Registration is by invitation only, based on the results of the summer spatial reasoning diagnostic assessment. S/U only.
Instructor(s): A. Stephens
Area: Engineering.

EN.500.200. Computing for Engineers and Scientists.
This course introduces a variety of techniques for solving problems in engineering and science on a computer using MATLAB. Topics include structure and operation of a computer, the programming language MATLAB, computational mathematics, and elementary numerical analysis. Co-listed with EN.550.200.
Prerequisites: Prereqs: AS.110.107 OR AS.110.109
Instructor(s): J. Yoder
Area: Engineering, Quantitative and Mathematical Sciences.
EN.500.401. Research Laboratory Safety.
An introduction to laboratory safety including chemical, biological, radiation, and physical hazards. Includes information on hazard assessment techniques, laboratory emergencies, and general lab standards for Whiting School of Engineering. The class will feature hands-on exercises with real-life experiments. Intended for students who have not yet begun working in a research laboratory.
Instructor(s): D. Kuespert.

EN.500.403. Introduction to Research Laboratory Safety.
This course covers laboratory hazards including chemical, biological, radiation (non-ionizing and ionizing), and physical hazards, as well as JHU-specific procedures. This course is intended for undergraduates beginning work in a research laboratory for the first time, as well as other students with no laboratory safety background. Credit may be received for only one of these courses, EN.500.703 Research Lab Safety Review, and EN.540.490 Chemical and Laboratory Safety. Co-listed with EN.500.703, AS.360.403, and AS.360.703. ***NOTE: Most coursework is on Blackboard and must be completed before the live class meeting. A brief introduction to safety in Johns Hopkins University experimental research laboratories.
Instructor(s): D. Kuespert.

EN.500.410. Surgery For Engineers.
Perm Req'd. Students must apply for this course - contact Cynthia Ramey at cramey@jhu.edu
Instructor(s): M. Marohn; R. Kumar
Area: Engineering, Natural Sciences.

Instructor(s): E. Bouwer; J. Selinski; S. Smith.

Instructor(s): J. Katz.

EN.500.603. Academic Ethics.
Instructor(s): C. Kavanagh; C. Smith; Staff.

EN.500.703. Research Laboratory Safety Review.
This course briefly reviews hazards in the laboratory and provides information regarding JHU-specific procedures such as chemical and biological waste handling. This course is intended for incoming postdoctoral fellows with some experience in laboratory safety; those with no background should take EN.500.403 instead. Credit may be received for only one of these courses, EN.500.403 Intro to Research Lab Safety, and EN.540.490 Chemical and Laboratory Safety. Co-listed with EN.500.403, EN.360.403, and EN.360.703. ***NOTE: Most coursework is on Blackboard and must be completed before the live class meeting. A review of hazards and safety procedures specific to Johns Hopkins University laboratories.
Instructor(s): D. Kuespert.

EN.500.745. Seminar in Computational Sensing and Robotics.
Seminar series in robotics. Topics include: Medical robotics, including computer-integrated surgical systems and image-guided intervention. Sensor based robotics, including computer vision and biomedical image analysis. Algorithmic robotics, robot control and machine learning. Autonomous robotics for monitoring, exploration and manipulation with applications in home, environmental (land, sea, space), and defense areas. Biorobotics and neuromechanics, including devices, algorithms and approaches to robotics inspired by principles in biomechanics and neuroscience. Human-machine systems, including haptic and visual feedback, human perception, cognition and decision making, and human-machine collaborative systems. Cross-listed Mechanical Engineering, Computer Science, Electrical and Computer Engineering, and Biomedical Engineering.
Instructor(s): L. Whitcomb; N. Cowan; P. Kazanzides; R. Etienne Cummings; R. Vidal.

EN.500.781. Preparation for University Teaching.
This course will prepare graduate students to teach at the university level. Topics covered include large and small class teaching, characteristics of student learning, syllabus construction, grading students, and developing a teaching portfolio. Full-time EN Graduate Students only. Co-listed with AS.360.781.
Instructor(s): R. Shingles.

Cross-listed with Mechanical Engineering.
Instructor(s): J. El-Awady.

Instructor(s): Staff.

Cross Listed Courses
Civil Engineering
Why do buildings and bridges look the way they do today? Students will be provided the tools to answer this question for themselves through a study of the history of the design of buildings and bridges throughout the world from both engineering and architectural/aesthetic perspectives. Only simple mathematics is required (no calculus). Students will participate in individual and group critique of structures from engineering, architectural, and social points of view.
Instructor(s): R. Sangree
Area: Engineering, Quantitative and Mathematical Sciences.

Institute for NanoBio Technology
EN.670.495. Animation in Nanotechnology & Medicine.
Instructor(s): M. Rietveld; P. Searson
Area: Engineering, Natural Sciences.

EN.670.616. Introduction to NanoBio Tutorials II.
Ph.D. students and postdoctoral fellows in the HHMI/IGERT/PSOC/CCNE/CNTC training programs study and present topics in nanotechnology for biology and medicine.
Instructor(s): P. Searson.
The Department of Geography and Environmental Engineering is concerned with the improved understanding and description of environmental problems including questions of pollutant fate and transport, water resources engineering, environmental chemistry, geomorphology, drinking water and wastewater treatment, ecosystem dynamics, and technology, society, and environmental change. Drawing from a number of disciplines and approaches, elements within these systems are examined, and interconnections among elements are explored. Some broadly defined examples of subjects collaboratively studied by our faculty and students are listed below.

• Engineering processes to alleviate environmental problems. This requires knowledge of both natural processes and engineering design. The former addresses phenomena that are basic to understanding how engineering can help solve environmental problems. The latter involves the application of such understanding to problem solutions.
• Surficial, atmospheric and subsurface processes involving interactions of chemical, biological, and hydrological processes in the environment.
• Application of engineering solutions in the context of the public decision making process including economic, social, and administrative factors.
• Analysis of interrelationships between engineering and administrative decisions and cultural, institutional, and governmental sectors of society, especially in the urban environment.

Engineering designs and public decisions must rest upon a sound knowledge of fundamental scientific processes as well as economic policy and social science. Research and study are focused on both basic, and the applied aspects of environmental problems. Interdisciplinary work is necessary, combining, for example, the basic sciences, engineering, and environmental economics. Because of its diversity of interests and association with other departments of the university, the department can offer a broad range of graduate programs based on the natural, social, and engineering sciences.

Department Areas of Interest, Study, and Research

The following areas of interest help illustrate the depth and breadth of academic and research opportunities available through the Department of Geography and Environmental Engineering. The interests and expertise of students and faculty within the department are continually expanding and changing. Students are encouraged to work with their advisors to build upon these areas of interest to construct a program that best suits their interests and professional goals and includes sufficient depth and rigor. Unique combinations of course work and research experience make it possible for students to identify and address issues in new, imaginative ways.

The Environmental Engineering area of interest is concerned with issues that involve water and wastewater treatment, transport and fate of contaminants in natural and engineered environments, hazardous and solid waste management, hydrology, and environmental fluid dynamics. Current research efforts are directed to:

• applying biological, chemical, and physical processes to treatment of contaminants in drinking water or wastewaters;
• evaluating colloidal stability in natural and engineered systems;
• exploring contaminant transport and interphase transfer, and the influence of these processes on chemical or biological transformations; and
• examining heat and mass transport and scaling mechanics at the land-atmosphere interface.

The Water and Air Resources Engineering area of interest is concerned with the occurrence, movement, and management of water and air through and above the surface of the Earth. This area involves many faculty in the department and has close interactions with faculty and students throughout Hopkins including those in the Center for Environmental and Applied Fluid Mechanics. Research in this area currently deals with:

• surface hydrology and groundwater;
• the dispersion of pollutants in the atmosphere and surface and subsurface waters;
• water supply, distribution, and risk analysis;
• measurement and modeling of turbulent environmental flows;
• mathematical modeling of subsurface and atmospheric transport phenomena;
• movement of water and chemicals in the vadose zone and in water supply aquifers;
• the impact of climate change on water resources; and
• river system dynamics.

The Environmental Chemistry area of interest is devoted to understanding the chemical and biological reactions and mobility of contaminants in natural environments and engineered aquatic systems. Research is focused on:

• identifying chemical and biological constituents of aquatic environments that catalyze, inhibit, or react with organic and inorganic contaminants;
• exploring how protonation, complex formation, sorption, and partitioning affect rates of contaminant transformation;
• examining interconnections between physical, chemical, and biological phenomena affecting contaminants; and
• developing structure-property and structure-reactivity relationships that provide a basis for predicting transformation and fate.

The goal of the area of interest in **Systems Analysis and Economics for Public Decision Making** is to develop competence in the modeling and analysis of public policy alternatives and private sector responses to those policies. To achieve this goal, students typically emphasize economics or systems analysis or a blend of these two disciplines. Those emphasizing economics undertake specialized training in resource economics, microeconomic theory, cost-benefit analysis, public finance, and econometrics. Example applications include the economics of public works, water and energy pricing and regulation, demand forecasting, natural resource valuation, and public utility financing. Students focusing on systems analysis take courses in the mathematics of optimization and decision analysis, including linear and non-linear programming, integer programming, stochastic programming, simulation, Bayesian analysis, and multiobjective decision making. Example applications include water resources management, siting of urban and regional facilities for services and/or distribution, pollution management, simulation of market responses to environmental policies, and integrated assessment of climate policy and impacts.

The **Geomorphology, Hydrology, and Ecology** area of interest promotes the fundamental understanding of processes at the Earth’s surface. Research is presently focused on:
• physical dynamics of tidal freshwater wetland evolution;
• land use impacts on forest dynamics;
• sediment transport, channel dynamics, and benthic ecology in rivers;
• acquisition of metals by plants, fungi, and bacteria;
• estuarine paleoecology; and
• maintenance and flushing flows in mountainous rivers.

The **Technology, Society, and Environmental Change** area of interest focuses primarily on the relationships among social organization, technological and industrial change, the production of space and place, government policy and environmental outcomes. Substantive domains of inquiry include:
• globalization and regional/local processes of economic, political, and cultural change. In particular, this entails grappling in particular with the behavior of multinational corporations and governments and the regional/local consequences of technological changes and institutional activities and decision making. Comparative studies of industrial transformations and their social and environmental consequences are emphasized.
• urbanization and regional growth and decay. This involves the study of spatial differentiation in population distributions and their well-being arising out of the spatial mobilities of capital and labor, shifts in industrial structure, and processes of technological and cultural change. Comparative studies of urbanization processes—particularly Baltimore’s—are encouraged; and
• the dynamics of environmental and social change. This requires consideration of philosophic, economic, and broad-based cultural backgrounds to environmental problems. Issues such as environmental justice, environmental ethics, and a critical application of appropriate knowledge (scientific, economic, cultural) for environmental decision making are strongly emphasized.

**Facilities**

Student and staff offices and laboratories are located in Ames and Krieger halls. A large teaching laboratory is equipped for biological and chemical examination of water and wastewater. Laboratories for research and teaching provide opportunities for research involving chemistry and microbiology. These include a number of environmental control rooms along with research opportunities involving sediment transport as well as pilot scale process investigations. Excellent facilities and instrumentation for atmospheric field studies exist, including laser radar for aerosols, fast response turbulence instruments, and radiation meters. Students also have access to treatment plants and other municipal and state facilities that may be useful in conducting research, as well as to vehicles and boats for field trips and field research of all types. Extensive computer facilities are available both in the department and in the university as a whole.

The Department of Geography and Environmental Engineering offers:
• an undergraduate Bachelor of Science (B.S.) degree in Environmental Engineering
• four focus areas within the environmental engineering major:
  • Environmental Management and Economics
  • Environmental Engineering Science
  • Environmental Transport
  • Environmental Health Engineering
• an undergraduate Bachelor of Arts (B.A.) in Geography
• two focus areas within the Geography major:
  • Human Geography
  • Physical Geography
• three minors:
  • a minor in environmental engineering
  • a minor in environmental sciences
  • a minor in engineering for sustainable development
• a five-year combined (B.S./M.S. or B.S./M.S.E.) program.

As part of these minor programs, or as part of other programs of the student’s own design, the department offers electives in such areas as ecology, geomorphology, water and wastewater pollution treatment processes, environmental systems analysis, and environmental policy studies.

**Major in Environmental Engineering**

The mission of our undergraduate program is to provide students with a broadly based yet rigorous education in the fundamental subjects central to the field, in a milieu that fosters development of a spirit of intellectual inquiry and the problem-solving skills required to address the open-ended issues characteristic of the real world.

Our B.S. program provides a strong foundation in the physical, chemical, and biological sciences, as well as in mathematics, engineering science, and engineering design. It is broad and flexible enough to accommodate students with a variety of interests in environmental engineering. This training should provide an ideal preparation for future employment in business or industry or for subsequent training at the graduate level.
either in environmental engineering or in a field such as environmental law, public health, or medicine.

**Program Objectives**

The B.S. in Environmental Engineering degree program is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.

The Program in Environmental Engineering educates students to think critically, communicate clearly, and collaborate effectively as they apply the fundamental scientific principles of engineering to environmental problems. We emphasize the importance of intellectual growth, professional ethics, and service to society. Our graduates are prepared to be successful:

- engineering professionals in private and governmental organizations, and
- students in the best graduate programs.

Our department is noted for our students’ exceptionally high pass rate of the “Fundamentals of Engineering” (FE) exam offered by the National Council of Examiners for Engineering and Surveying (NCEES).

**Focus Areas within the Environmental Engineering (EE) Major**

Students must select among four different focus areas:

- Environmental Management and Economics
- Environmental Engineering Science
- Environmental Transport
- Environmental Health Engineering

With the assistance of a faculty advisor, each student will plan a curriculum suited to his or her ultimate career goals. The program also encourages and supports individual study and research. Program requirements total 125 credits.

**Mathematics with a focus on applications (19 credits)**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.110.108</td>
<td>Calculus I</td>
</tr>
<tr>
<td>AS.110.109</td>
<td>Calculus II (For Physical Sciences and Engineering)</td>
</tr>
<tr>
<td>AS.110.202</td>
<td>Calculus III</td>
</tr>
<tr>
<td>or AS.110.211</td>
<td>Honors Multivariable Calculus</td>
</tr>
<tr>
<td>EN.550.291</td>
<td>Linear Algebra and Differential Equations</td>
</tr>
<tr>
<td>or AS.110.302</td>
<td>Diff Equations/Applic</td>
</tr>
</tbody>
</table>

An advanced course (300-level or higher) in probability and statistics. The Department of Applied Mathematics and Statistics offers a number of suitable courses. *

**Total Credits** 7

**Basic Science (BS) (24-25 credits)**

**Required courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.171.101</td>
<td>General Physics: Physical Science Major I</td>
</tr>
<tr>
<td>or AS.171.107</td>
<td>General Physics for Physical Sciences Majors (AL)</td>
</tr>
<tr>
<td>AS.171.102</td>
<td>General Physics: Physical Science Major II</td>
</tr>
<tr>
<td>AS.173.111</td>
<td>General Physics Laboratory I</td>
</tr>
<tr>
<td>AS.173.112</td>
<td>General Physics Laboratory II</td>
</tr>
<tr>
<td>AS.030.105</td>
<td>Introductory Chemistry Lab I</td>
</tr>
<tr>
<td>AS.030.106</td>
<td>Introductory Chemistry Laboratory II</td>
</tr>
<tr>
<td>EN.570.205</td>
<td>Ecology</td>
</tr>
<tr>
<td>AS.020.151</td>
<td>General Biology I</td>
</tr>
<tr>
<td>or EN.570.328</td>
<td>Geography &amp; Ecology of Plants</td>
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</tbody>
</table>

Note: Premedical Students could substitute:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.020.305</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>AS.020.306</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>AS.020.315</td>
<td>Biochemistry Laboratory</td>
</tr>
<tr>
<td>AS.020.316</td>
<td>Cell Biology Lab</td>
</tr>
</tbody>
</table>

Premedical students should also take additional chemistry courses as electives, such as:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.030.205</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>AS.030.206</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>AS.030.225</td>
<td>Introductory Organic Chemistry Lab</td>
</tr>
</tbody>
</table>

**Total Credits** 22

**Humanities and Social Sciences (HS) (18 credits)**

A minimum of six courses totaling 18 credits in Humanities or Social Sciences. The six courses must include:

1. one advisor-approved course that specifically develops writing skills (e.g., a how to write class),
2. EN.570.334 Engineering Microeconomics, and
3. four additional Humanities and Social Sciences courses with at least two at the 300-level or higher. EN.570.406 Environmental History can be taken as part of these requirements.

Please note that the writing course will fulfill one of the two writing intensive courses required by the university.

**Note:** most medical schools require a year of English literature and/or composition.

**Required course:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.570.334</td>
<td>Engineering Microeconomics</td>
</tr>
</tbody>
</table>

**Elective examples for DoGEE:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.570.406</td>
<td>Environmental History</td>
</tr>
</tbody>
</table>

**Writing course examples:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.220.105</td>
<td>Fiction Poetry Writing I</td>
</tr>
<tr>
<td>or AS.220.106</td>
<td>Fiction Poetry Writing II</td>
</tr>
<tr>
<td>AS.220.146</td>
<td>Introduction to Science Writing</td>
</tr>
<tr>
<td>AS.220.202</td>
<td>Introduction to Non-Fiction: Matters of Fact</td>
</tr>
</tbody>
</table>

Either AS.060.113 or AS.060.114; both cannot be counted for H/S credit.

**Required course:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.060.113</td>
<td>Expository Writing x</td>
</tr>
<tr>
<td>or AS.060.114</td>
<td>Expository Writing</td>
</tr>
</tbody>
</table>

**Total Credits** 18
General Engineering (GE) (16 credits)

Required courses:
- EN.570.108 Introduction Environmental Engineering 3
- An introductory course in computing, such as:
  - EN.570.210 Computation/Math Modeling 3
- A course in thermodynamics, such as:
  - EN.540.203 & EN.510.312 Engr Thermodynamics 0
  - or EN.530.231 Mechanical Engineering Thermodynamics
- A course in Statics, such as:
  - EN.560.201 Statics & Mechanics of Materials 4
  - or EN.530.201 Statics and Mechanics of Materials
  - EN.570.351 Introduction to Fluid Mechanics 3

Total Credits 13

Design Experience and Engineering Laboratory (Senior Design) (D) (9 credits)

Required courses:
- EN.570.305 Environmental Engineering Systems Design
- EN.570.419 Environmental Engineering Design I
- EN.570.421 Environmental Engineering Design II 3

Total Credits 3

The Design and Synthesis sequence is a five-credit project course (2 credits fall semester, 3 credits spring semester) and involves a comprehensive study of the engineering design process from problem definition to final design. The course involves team projects that include written and oral presentations. Students will form small teams that will work with local companies or government agencies in executing the project. Prerequisite: senior standing in Environmental Engineering.

Environmental Engineering Requirements (26 credits)

Required courses: (15 credits)
- EN.570.239 Emerging Environmental Issues
- EN.570.301 Environmental Engineering Fundamentals I
- EN.570.302 Water & Wastewater Treatment
- EN.570.304 Environmental Engineering Laboratory
- EN.570.353 Hydrology

Total Credits 0

Environmental Engineering Electives (12 credits):

Students take at least two courses from one of the following focus areas, and at least one course from two of the other focus areas. Courses to be selected in consultation with advisor. Changes in courses must be accompanied by a Waiver/Substitution Form.

Environmental Management and Economics
- EN.570.418/.618 Multiobjective Programming and Planning
- EN.570.496 Urban and Environmental Systems
- EN.570.497 Risk and Decision Analysis
- EN.570.490 Solid Waste Engineering and Management
- EN.570.491 Hazardous Waste Engineering and Management

Environmental Engineering Science
- EN.570.411 Engineering Microbiology
- EN.570.442 Environmental Organic Chemistry
- EN.570.443 Aquatic Chemistry

Environmental Transport
- EN.530.328 Fluid Mechanics II
- EN.570.657 Air Pollution

Environmental Health Engineering
- AS.280.350 Fundamentals of Epidemiology
- PH.221.624*
- PH.182.638*
- PH.182.626*
- PH.182.640*
- PH.182.627*
- PH.182.615*
- PH.182.622*
- PH.188.680*
- PH.182.625*

* Note: 600-level courses require permission of instructor
*x These courses are offered on the Bloomberg School of Public Health campus. For more information: http://www.jhsph.edu/courses

Technical Electives (TE) (minimum of 12 credits)

(selected in consultation with an advisor)

At least three Engineering, Quantitative Studies, or Natural Sciences at or above the 300-level, subject to approval by the department totalling at least 12 credits.

Technical electives must fulfill the following requirements:

1. TEs must total 12 credits of advanced 300-level Engineering, Quantitative Studies, or Natural Sciences courses, and
2. must be approved by the department. (For ABET requirements at least one from: Solid Waste; Hazardous Waste; Air Pollution; Environmental Health Engineering, if not satisfied as part of the Environmental Engineering electives.) Up to six credits of independent study or research may be applied toward engineering requirements (e.g., EN.570.501 Undergraduate Research/EN.570.502 Undergraduate Research, EN.570.505 Undergraduate Independent Study, or Senior Thesis). Note earlier comments for premedical majors.

It is strongly recommended that students take additional advanced classes in computing and numerical methods. EE students are strongly encouraged to take at least one course in organic chemistry (e.g., AS.030.205 Organic Chemistry I). The organic chemistry course will meet the TE requirement.

Guidance for Technical Electives for the EE Major

Technical electives are intended to provide students with courses with technical content and extend mastery in appropriate subject matter.
• TEs require use of fundamental science or mathematics, have appropriate prerequisites (e.g., university-level calculus, physics, chemistry, or other N or Q courses) and generally at a 300-level or higher.

• TEs must have the appropriate level of rigor which is defined as encompassing both of the following requirements:
  • 5-10 homework assignments; and
  • a culminating project (final project, group project, paper) or final examination. Lecture-only classes (no homework or exams) will not qualify as a TE for the EE major.

• TEs require accumulation and depth of analytical skill or knowledge. In general, this precludes survey courses or courses that have no technical prerequisites that are taught by multiple professors or a series of guest lecturers, or cover a broad spectrum of a topic instead of building mastery in one area.

Exceptions are possible only with the approval of either the Departmental Chair or Director of Undergraduate Studies.

**Sample EE Program (Focus Area: Environmental Engineering Science)**

**Note:** This program is based on the assumption that students have not previously completed A.P. courses in calculus, physics, chemistry, etc.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.110.108</td>
<td>Calculus I (Physical Sciences and Engineering (M))</td>
<td>4 AS.110.109</td>
<td>Calculus II (For Physical Sciences and Engineering (M))</td>
<td>4</td>
</tr>
<tr>
<td>AS.030.101</td>
<td>Introductory Chemistry I (BS)</td>
<td>3 AS.030.102</td>
<td>Introductory Chemistry II (BS)</td>
<td>3</td>
</tr>
<tr>
<td>AS.030.105</td>
<td>Introductory Chemistry Lab I (BS)</td>
<td>1 AS.030.106</td>
<td>Introductory Chemistry Laboratory II (BS)</td>
<td>1</td>
</tr>
<tr>
<td>EN.570.108</td>
<td>Introduction to Environmental Engineering (GE)</td>
<td>3 AS.171.101</td>
<td>General Physics:Physical Science Major I (BS)</td>
<td>4</td>
</tr>
<tr>
<td>HS Elective</td>
<td>3 AS.173.111</td>
<td>General Physics Laboratory I (BS)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EN.570.210</td>
<td>Computation/ Math Modeling (GE)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>16</td>
<td></td>
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<table>
<thead>
<tr>
<th>Second Year</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EN.550.291</td>
<td>Linear Algebra and Differential Equations (M)</td>
<td>4 AS.110.202</td>
<td>Calculus III (Calculus of Several Variables (M))</td>
<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.570.301</td>
<td>Environmental Engineering Fundamentals I (EER)</td>
<td>3 Probability/Statistics (M)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EN.570.305</td>
<td>Environmental Engineering Systems Design (D)</td>
<td>AS.020.151</td>
<td>General Biology I (BS)</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.334</td>
<td>Engineering Microeconomics (HS Elective 4)</td>
<td>3 EN.570.302</td>
<td>Water &amp; Wastewater Treatment (EER)</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.351</td>
<td>Introduction to Fluid Mechanics (GE)</td>
<td>3 EN.570.304</td>
<td>Environmental Engineering Laboratory (EER)</td>
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<tr>
<td>EN.570.353</td>
<td>Hydrology (EER)</td>
<td>3 EN.570.421</td>
<td>Environmental Engineering Design II (D)</td>
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<tr>
<td>EN.570.419</td>
<td>Environmental Engineering Design I (D)</td>
<td>2 HS Elective 6 (HS)</td>
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<td>Environmental Engineering or Technical Elective (EEE or TE)</td>
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<td>14</td>
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</tbody>
</table>

Total Credits: 121

Math (M) = 19 credits; Humanities and Social Sciences (HS) = 18 credits; Basic Science (BS) = 24 credits; General Engineering (GE) = 16 credits; Environmental Engineering Requirement (EER) = 15 credits;
Environmental Engineering Electives (EEE) = 12 credits; Technical Electives (TE) = 12 credits; Design (D) = 9 credits

Minor in Environmental Engineering

Environmental engineers play particularly pivotal roles as professionals who bridge the gap between understanding complex scientific concepts and helping to formulate public policies that affect the environment. Environmental engineering has become an important aspect of engineering practice in most engineering fields, and the discipline spans the professional spectrum from the private sector through governmental agencies to academia. An undergraduate minor in environmental engineering allows engineering students to pursue an interest in this field and to incorporate aspects of environmental engineering into careers in other engineering disciplines.

Students in any undergraduate major in the Whiting School of Engineering are eligible for admission to the environmental engineering minor program. Students will work with an advisor in the Department of Geography and Environmental Engineering to develop a program that meets the requirements for the minor and is consistent with the educational requirements of their major field of engineering study.

Requirements of the EE minor program consist of:

- a set of required core science and mathematics courses, already common to civil and chemical engineering majors;
- four required courses in environmental engineering (total of 12 credits, listed below); and
- two elective courses, one taken at the freshman or sophomore level, and the other taken at the junior or senior level.

Core Courses (EE Minor)

Advanced placement credits and/or equivalent courses in other schools or departments are acceptable, subject to advisor approval.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AS.110.108</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>AS.110.109</td>
<td>Calculus II (For Physical Sciences and Engineering)</td>
<td>4</td>
</tr>
<tr>
<td>AS.110.202</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>or AS.110.211</td>
<td>Honors Multivariable Calculus</td>
<td>4</td>
</tr>
<tr>
<td>EN.550.291</td>
<td>Linear Algebra and Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>AS.030.101</td>
<td>Introductory Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>AS.030.205</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>AS.030.301</td>
<td>Chemical Structure and Bonding w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>AS.030.305</td>
<td>Environmental Organic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>AS.030.310</td>
<td>Engineering Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>AS.030.312</td>
<td>Hazardous Waste Engineering and Management</td>
<td>4</td>
</tr>
<tr>
<td>AS.030.314</td>
<td>Emerging Environmental Issues</td>
<td>4</td>
</tr>
<tr>
<td>AS.030.316</td>
<td>Physical and Chemical Processes</td>
<td>4</td>
</tr>
<tr>
<td>AS.030.318</td>
<td>Solid Waste Engineering and Management</td>
<td>4</td>
</tr>
<tr>
<td>AS.030.319</td>
<td>Geochem Earth/Environmentmen</td>
<td>4</td>
</tr>
<tr>
<td>AS.030.321</td>
<td>Kinetic Processes</td>
<td>4</td>
</tr>
<tr>
<td>AS.030.323</td>
<td>Transport Phenomena I</td>
<td>4</td>
</tr>
<tr>
<td>AS.030.325</td>
<td>Probability &amp; Statistics for the Physical and</td>
<td>4</td>
</tr>
<tr>
<td>EN.550.301</td>
<td>Information Sciences &amp; Engineering</td>
<td>4</td>
</tr>
</tbody>
</table>

Elective Courses

(Total of 6 credits) one course from each of two groups is required. Double counting of these courses with specified required courses in the student’s major is not allowed. Substitution for one required course may be possible under special circumstances, with explicit approval of the environmental engineering minor advisor. Additional course electives are possible but require approval of the environmental engineering minor advisor.

Group A

Introductory courses at the freshman and sophomore level. One course required.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EN.570.108</td>
<td>Introduction Environmental Engineering</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.205</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.239</td>
<td>Emerging Environmental Issues</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.328</td>
<td>Geography &amp; Ecology of Plants</td>
<td>3</td>
</tr>
<tr>
<td>AS.020.151</td>
<td>General Biology I</td>
<td>3</td>
</tr>
<tr>
<td>AS.270.220</td>
<td>The Dynamic Earth: An Introduction to Geology</td>
<td>3</td>
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</tbody>
</table>

Group B

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EN.570.353</td>
<td>Hydrology</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.411</td>
<td>Engineering Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.442</td>
<td>Environmental Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.443</td>
<td>Aquatic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.445</td>
<td>Physical and Chemical Processes</td>
<td>3</td>
</tr>
<tr>
<td>EN.570.490</td>
<td>Solid Waste Engineering and Management</td>
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<td>EN.570.491</td>
<td>Hazardous Waste Engineering and Management</td>
<td>3</td>
</tr>
<tr>
<td>AS.030.204</td>
<td>Chemical Structure and Bonding w/Lab</td>
<td>3</td>
</tr>
<tr>
<td>AS.030.205</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>AS.030.301</td>
<td>Physical Chemistry I</td>
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<tr>
<td>AS.270.369</td>
<td>Geochem Earth/Environmentmen</td>
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<tr>
<td>EN.540.301</td>
<td>Kinetic Processes</td>
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<td>EN.540.303</td>
<td>Transport Phenomena I</td>
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<td>EN.550.310</td>
<td>Probability &amp; Statistics for the Physical and</td>
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<tr>
<td>Information Sciences &amp; Engineering</td>
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</table>

Total Credits: 6

* Engineering science courses that are developed for juniors and seniors and also introductory graduate-level courses. One course is required.

For further information, contact Dr. William P. Ball, EE Minor Coordinator, 410-516-5434, bball@jhu.edu, or Adena Rojas, Senior Academic Program Coordinator, 410-516-5533, arojas@jhu.edu.

Minor in Environmental Sciences

The environmental sciences minor has been developed to encourage and facilitate studies in environmental sciences by students completing degrees in the other science and engineering disciplines. The environmental sciences (ES) minor requires:

- completion of a set of courses in the core sciences,
- two introductory courses dealing with the environment, and
Core Sciences (ES Minor)

Because of the interdisciplinary nature of environmental science, it is important that professionals from various areas of expertise acquire a common language and set of core concepts to make discussion and cooperation possible. The following courses represent the minimum set of requirements:

Mathematics (12 credits)

AS.110.108 Calculus I
AS.110.109 Calculus II (For Physical Sciences and Engineering)

At least one of the these four courses: 4
AS.110.201 Linear Algebra
or AS.110.212 Honors Linear Algebra
AS.110.202 Calculus III
or AS.110.211 Honors Multivariable Calculus
AS.110.302 Diff Equations/Applic
EN.550.291 Linear Algebra and Differential Equations

Biology (3 credits)

One course, such as:
AS.020.151 General Biology I 3

Physics (10 credits)

AS.171.101 General Physics: Physical Science Major I 4
or AS.171.107 General Physics for Physical Science Majors (AL)
AS.171.102 General Physics: Physical Science Majors II 4
or AS.171.108 General Physics for Physical Science Majors (AL)
AS.173.111 General Physics Laboratory I
AS.173.112 General Physics Laboratory II

Chemistry (13 credits)

AS.030.101 Introductory Chemistry I
AS.030.105 Introductory Chemistry Lab I
AS.030.106 Introductory Chemistry Laboratory II

Total Credits 15

Environmental Sciences

Students must take two introductory courses dealing with the environment and three or more of the upper-level environmental science courses on the following lists:

Introductory Courses (6 credits)

EN.570.110 Introduction to Engineering for Sustainable Development
EN.570.205 Ecology
EN.570.239 Emerging Environmental Issues
AS.270.110 Freshman Seminar: Sustainable + Non-Sustainable Resources
AS.270.220 The Dynamic Earth: An Introduction to Geology
AS.270.221 The Dynamic Earth Laboratory

Upper-Level Courses (9 credits)

EN.570.239 Emerging Environmental Issues
EN.570.301 Environmental Engineering Fundamentals I
EN.570.302 Water & Wastewater Treatment
EN.570.328 Geography & Ecology of Plants
EN.570.353 Hydrology
EN.570.411 Engineering Microbiology
EN.570.441 Environmental Inorganic Chemistry
EN.570.442 Environmental Organic Chemistry
EN.570.443 Aquatic Chemistry
EN.570.445 Physical and Chemical Processes
EN.570.446 Biological Process of Wastewater Treatment
EN.570.491 Hazardous Waste Engineering and Management
AS.270.302 Aqueous Geochemistry
AS.270.311 Geobiology
AS.270.313 Isotope Geochemistry
AS.270.314 Planetary Tectonics and Geodynamics
AS.270.350 Sedimentary Geology
AS.270.369 Geochem Earth/Environment

Pairing a Major with the ES Minor

Many of the most creative and productive advances in environmental sciences in recent years have come from scientists trained in traditional disciplines (biology, chemistry, geology, physics, and engineering) who have devoted themselves to the study of environmental problems. Completion of the degree requirements of a traditional discipline provides depth and rigor that, when supplemented with additional academic training in environmental science, can be applied to professional work in a variety of environmental subjects, as the following examples show:

Biological Processes

Response of ecosystems to change, microbial degradation of pollutants, biogeochemical cycling of greenhouse gases. Illustrative majors: Biology, Biomedical Engineering, Biophysics, Biochemical Engineering.

Physical Processes

Erosion of hillslopes, rivers, and coastlines; sediment production, transport, and fate; groundwater, movement of contaminant plumes; oceanography; atmospheric physics; aerosol formation; global warming. Illustrative majors: Civil Engineering, Chemical and Biomolecular Engineering, Mechanical Engineering, Physics, Earth and Planetary Sciences.

Environmental Chemistry


Environmental Systems

Environmental modeling, risk assessment, environmental systems design, pollution control strategies. Illustrative majors: Civil Engineering, Applied Mathematics and Statistics.

Faculty Advising

A faculty advisor is assigned to each student in the environmental sciences minor program to assist in planning his/her academic program and to approve the choice of courses to satisfy the minor. Faculty advisors are available in the following areas:
Biological Processes: Edward J. Bouwer
Physical Processes: TBD
Environmental Chemistry: Alan T. Stone
Environmental Systems: Ben Hobbs
Human Geography: Erica J. Schoenberger

Minor in Engineering for Sustainable Development

Engineers will be increasingly called upon to help devise solutions to the tremendous problems of poverty, inequality, and social and environmental dislocation that afflict major parts of the globe in the 21st century. Working as an engineer in this context involves negotiating highly complex social, economic, and political realities and dealing with a wide range of institutions and actors, including national and local governments, multilateral lenders such as the World Bank, diverse non-governmental organizations (NGOs), and local communities. It also increasingly involves working in interdisciplinary teams with social scientists, public health and medical workers, humanitarian aid workers, bankers, politicians, and the like. “Sustainable” development implies a development path that is socially equitable, culturally sensitive, and environmentally appropriate over a multi-generational time frame. The minor in Engineering for Sustainable Development exposes engineering students to some of the key issues related to development, methods of information-gathering in diverse and difficult settings, and working effectively with non-engineers on complex problems.

The minor encompasses seven courses. The core course is EN.570.110 Introduction to Engineering for Sustainable Development. Five additional courses will be selected in a program devised in consultation with the minor advisor.

Of the Five Additional Courses

- Three must be grouped around a specific theme, region or within a specific discipline. Themes might include, for example, public health, environment, or economic development. Regions include Africa, Latin America, or Asia. Disciplinary concentrations might be in Anthropology, Economics, Geography, History, Political Science, Public Health, or Sociology.
- Three must be at the 300-level or above.
- One of the courses must cover methods for gathering and evaluating information in a development context.

Examples include:

- AS.070.319 Logic of Anthropological Inquiry
- AS.070.347 Anthropology and Public Action
- AS.280.345 Public Health Biostatistics
- AS.280.350 Fundamentals of Epidemiology
- AS.230.202 Research Methods for the Social Sciences

Bachelor of Arts in Geography

Geographical knowledge constitutes a vital store of information concerning the distribution over the earth’s surface of those environmental conditions (both naturally occurring and anthropogenic) essential to support an immense diversity of human life and activity. The study of Geography focuses on understanding how physical, biotic, social, and economic processes are perpetually reshaping environments and landscapes in ways either favorable or unfavorable for different life forms in general and for different and distinctive kinds of human occupancy and culture in particular. Geographical education seeks to instill a deep appreciation of the grand diversity of ways in which the peoples of the earth have learned to use and modify their environments creatively. It also focuses on the environmental problems that arise in association with such processes of modification. While geography in general looks to maintain a strong bond between physical and human dimensions of landscape formation, specialization within that general framework is also encouraged.

Human Geography is primarily concerned with the detailed specification of the economic, social, political, and cultural processes that lead to the substantive modification of natural environments through the draining of marshes, the damming of rivers, the development of agriculture, mining, and industry, and the construction of human settlements. It is also crucially concerned with the forms of interaction (trade, communications, capital flows, and migrations) between people over space and the effects of such interactions upon the people of the world. The barriers to interaction (political boundaries, for example, and the acquisition by human populations of strong senses of local, regional, and territorial identity) are likewise a key topic for examination.

Physical geography is primarily concerned with those physical processes—climatic, ecological, geological, hydrological—which have shaped which continue to shape the earth’s surface, creating distinctive physical and ecological conditions for different life forms. Training in physical geography aims to build sufficient technical expertise to handle a wide range of environmental problems concerning the atmosphere, the Earth, and the hydrosphere, with special emphases upon water, surficial processes, and ecology.

Requirements for the B.A. Degree

(See also General Requirements for Departmental Majors (p. 20) and Writing Requirement sections.)

The B.A. in geography offers a broad background in the sciences (particularly biological and ecological), the social sciences, and the humanities. All geography majors must fulfill the general university requirements and take four fundamental courses in geography. They may then choose a concentration in either physical or human geography. In addition to these courses focused on their special interest, they may freely select electives to fill the 120 credit hours required for the B.A. degree. Students work closely with their faculty advisor to create a program that fulfills their individual academic objectives and includes sufficient depth and rigor.

Focus Areas within the Geography Major

Students may select between two different focus areas within the geography major:

Human Geography

Requirements

- And knowledge of one foreign language at the intermediate level.
- at least four appropriate introductory courses (12 or more credits) are also required in such fields as anthropology, economics, humanities, political science, and sociology.
• a minimum of nine courses (about 27 credits) at or above the intermediate level in their field of major interest (in consultation with the geography advisor).

The aim here is to enable students to build their own combination of departmental courses and courses from relevant cognate disciplines. Someone specializing in economic geography, for example, might include courses on natural resources, society and environment, environmental economics, and political ecology combined with courses in anthropology, political science, sociology, or economics. A student interested in urban geography might combine course work in the department with courses in the humanities, in political science, or in urban economics, while taking advantage of the seminar-internship on urban policy in a government department or with a community organization. A student interested in environmental issues could work across the physical-human divide and combine course work in ecology and geology with seminars on environmental policy, ethics, and philosophy. Someone specializing in cultural geography could combine work on the social and geographical landscape with courses in social and cultural anthropology.

**Physical Geography**

The major with a focus area in physical geography consists of four parts:

1. mathematics,
2. the basic natural sciences,
3. those sciences directly related to the student’s area of specialization, such as environmental chemistry, physical geography, or biogeography, and
4. courses which focus on the environment itself: the atmosphere, earth, and hydrosphere.

**Requirements**

- AS.110.202 Calculus III; EN.550.310 Probability & Statistics for the Physical and Information Sciences & Engineering (or the equivalent).
- at least four appropriate introductory courses (12 or more credits) are also required in such fields as chemistry, biology, geology, or physics.
- a minimum of eight courses (about 24 credits) at the intermediate level in their field of major interest (in consultation with their geography minor advisor).

Undergraduates with an interest in environmental chemistry, for example, would take fundamental courses such as organic chemistry, biochemistry, and thermodynamics, while those oriented toward the earth sciences would take courses in petrology, thermodynamics, fluid mechanics, and other aspects of geology. For a student interested in biogeography—dealing with the spatial pattern of plants, the role of environmental factors in influencing those distributions, and the effect of changes in vegetation on the landscape—the department offers courses in plant geography, ecology, and paleoecology.

**Program in Public Decision Making**

Undergraduates majoring in geography may satisfy departmental requirements through the program in Systems Analysis and Economics for Public Decision Making. In addition to prerequisites from other departments (e.g., EN.550.361 Introduction to Optimization-EN.550.362 Introduction to Optimization II and AS.180.101 Elements of Macroeconomics-AS.180.102 Elements of Microeconomics), students in this program take at least four courses from the public decision making curriculum, including EN.570.495 Optimization Foundations for Environmental Engineering and Policy Design and EN.570.493 Economic Foundations for Environmental Engineering and Policy Design.

The department welcomes applicants with backgrounds in the sciences, engineering, or in the liberal arts interested in applying their specialized knowledge to the pressing problems of human interaction with the environment. These fundamental backgrounds can be enlarged upon while students develop their special interests in the department. Students can select courses suited to a particular field of interest. Once fundamentals have been mastered, they have complete freedom to study in related fields. Independent study and vigorous exchange of ideas in seminars and laboratory are indispensable parts of each student’s program. The department emphasizes study in related fields of natural and social sciences because of the importance of adapting the latest scientific information and methods for research and practice, and because the fundamental sciences are most effectively mastered at an educational institution. Research and teaching are integral parts of the graduate training program.

Graduates of the department have found jobs in university departments of civil and environmental engineering, economics, biology, chemistry, geography, and geology; in federal, state, and municipal government; in private industry; and in private research and consulting organizations.

A note about counting 400 level courses as graduate level courses: many of DoGEE’s 400 level courses are graduate level courses and count as such. That said, the courses are scheduled in such a way that are accessible to be taken by advanced DoGEE undergrads with approval from their advisor. 400 level courses are generally taken by either 1st year graduate students or seniors.

**Requirements for Advanced Degrees**

Course work requirements for the master’s degree and doctorate are generally flexible. Former training and experience and the special field of interest influence the development of each student’s program of advanced study.

No 100-level or 200-level courses can be counted toward the credit requirements for master’s degrees.

Proficiency in one foreign language is required for all degree candidates in Human Geography. Based on the nature and need of students’ educational and research programs, faculty advisors may require proficiency in one foreign language for an M.A. or a Ph.D. degree. There is no language requirement for the M.S. or M.S.E. degrees.

**Ph.D. Degree**

The goals for students in the Ph.D. program are

- to develop reasoning skills that can be applied to new and unanticipated issues;
- learn how to pose questions and answer them in a logical manner;
- acquire a depth of understanding and technical knowledge in a particular study area, on par with others worldwide; and
- make a significant contribution to our understanding in this particular study area. The emphasis in the Ph.D. degree is upon a sound foundation in the fundamentals required in a given area with considerable flexibility in course selection determined by the
students can choose to follow or pull from the M.S.E. concentration and expands their interests and professional goals. Additionally, M.S. students can construct their own concentration that complements study, and research as guides and in consultation with their advisors, environmental professionals. Using the department's areas of interest, this concentration provides a broad yet rigorous background for Environmental Science.

Concentrations for the M.S. Degree

Environmental Science
This concentration provides a broad yet rigorous background for environmental professionals. Using the department’s areas of interest, study, and research as guides and in consultation with their advisors, M.S. students can construct their own concentration that complements and expands their interests and professional goals. Additionally, M.S. students can choose to follow or pull from the M.S.E. concentration tracks: Contaminant Fate & Transport, Environmental Management and Economics, Environmental Process Engineering, and Water Resources Engineering.

Environmental Science and Policy
This concentration is similar to Environmental Science but includes economics and systems courses. Four courses are recommended in environmental science, including the following:

- EN.570.445 Physical and Chemical Processes
- EN.570.446 Biological Process of Wastewater Treatment
- EN.570.448 Physical and Chemical Processes II

M.A. and M.S. students pursuing this program who do not have prior background in environmental engineering can substitute EN.570.301 Environmental Engineering Fundamentals I and EN.570.302 Water & Wastewater Treatment in lieu of the courses suggested above.

The other environmental science courses should be chosen from the following:

- EN.570.411 Engineering Microbiology
- EN.570.442 Environmental Organic Chemistry
- EN.570.443 Aquatic Chemistry
- EN.570.491 Hazardous Waste Engineering and Management

Four courses are required in environmental policy, including:

- EN.570.493 Economic Foundations for Environmental Engineering and Policy Design
- EN.570.495 Optimization Foundations for Environmental Engineering and Policy Design

Choose one of the following:

- EN.570.496 Urban and Environmental Systems
- EN.570.497 Risk and Decision Analysis
- EN.570.607 Energy Policy and Planning Models
- EN.570.608 Data Analytics for Engineering, Policy Analysis and Management
- EN.570.657 Air Pollution
- EN.570.676 Stochastic Programming

The final two courses would be a project or electives in environmental science, engineering, policy, or systems that are appropriate to the student’s goals.

Master of Science in Engineering (M.S.E.) Degree
The M.S.E. degree is open to students with an ABET-accredited undergraduate engineering degree or demonstrated equivalent. The M.S.E. degree program includes the following requirements:

- a minimum of 30 credits including no more than 1 credit of seminar, 1 credit of intersession course work, and 6 credits of independent research counting toward the 30 credits.
- at least 50% of the required 30 credits must come from courses within the department.
- students are permitted to apply up to two classes with a grade of “C” toward their degree.
- up to two semesters of AAP or EP courses can be taken and counted to receive a master’s degree as long as there is sufficient rigor as deemed by the advisor. Students must have written consent from advisor (an email will suffice) prior to signing up for the course.

M.S. students have the option to complete an independent research project, submitted as a formal essay. A minimum of two semesters is required to complete the M.S. degree without the research project option. Three to four semesters are typically required to complete the degree with a research project.

M.S. students are strongly recommended to take as prerequisites for the M.S.E. program mathematics through differential equations and computing skills. Additionally, M.S. students who choose to follow Contaminant Fate and Transport, Environmental Process Engineering, and Water Resources Engineering concentrations are encouraged to take an introductory fluid mechanics course. Whether introductory fluid mechanics will count towards an M.S. student’s graduation credits is decided on a case-by-case basis by the department. Each individual’s program of study is planned by the student in consultation with department faculty and must be approved by the faculty advisor.

Concentrations for the M.S.E. Concentration

Students can choose to follow or pull from the M.S.E. concentration and expands their interests and professional goals. Additionally, M.S. students can construct their own concentration that complements study, and research as guides and in consultation with their advisors, environmental professionals. Using the department’s areas of interest, this concentration provides a broad yet rigorous background for Environmental Science.

Environmental Science
This concentration is similar to Environmental Science but includes economics and systems courses. Four courses are recommended in environmental science, including the following:

- EN.570.445 Physical and Chemical Processes
- EN.570.446 Biological Process of Wastewater Treatment
- EN.570.448 Physical and Chemical Processes II

M.A. and M.S. students pursuing this program who do not have prior background in environmental engineering can substitute EN.570.301 Environmental Engineering Fundamentals I and EN.570.302 Water & Wastewater Treatment in lieu of the courses suggested above.

The other environmental science courses should be chosen from the following:

- EN.570.411 Engineering Microbiology
- EN.570.442 Environmental Organic Chemistry
- EN.570.443 Aquatic Chemistry
- EN.570.491 Hazardous Waste Engineering and Management

Four courses are required in environmental policy, including:

- EN.570.493 Economic Foundations for Environmental Engineering and Policy Design
- EN.570.495 Optimization Foundations for Environmental Engineering and Policy Design

Choose one of the following:

- EN.570.496 Urban and Environmental Systems
- EN.570.497 Risk and Decision Analysis
- EN.570.607 Energy Policy and Planning Models
- EN.570.608 Data Analytics for Engineering, Policy Analysis and Management
- EN.570.657 Air Pollution
- EN.570.676 Stochastic Programming

The final two courses would be a project or electives in environmental science, engineering, policy, or systems that are appropriate to the student’s goals.

Master of Science in Engineering (M.S.E.) Degree
The M.S.E. degree is open to students with an ABET-accredited undergraduate engineering degree or demonstrated equivalent. The M.S.E. degree program includes the following requirements:

- a minimum of 30 credits including no more than 1 credit of seminar, 1 credit of intersession course work, and 6 credits of independent research counting toward the 30 credits.
- at least 50% of the required 30 credits must come from courses within the department.
- students are permitted to apply up to two classes with a grade of “C” toward their degree.
- up to two semesters of AAP or EP courses can be taken and counted to receive a master’s degree as long as there is sufficient rigor as deemed by the advisor. Students must have written consent from advisor (an email will suffice) prior to signing up for the course.

M.S. students have the option to complete an independent research project, submitted as a formal essay. A minimum of two semesters is required to complete the M.S. degree without the research project option. Three to four semesters are typically required to complete the degree with a research project.

M.S. students are strongly recommended to take as prerequisites for the M.S.E. program mathematics through differential equations and computing skills. Additionally, M.S. students who choose to follow Contaminant Fate and Transport, Environmental Process Engineering, and Water Resources Engineering concentrations are encouraged to take an introductory fluid mechanics course. Whether introductory fluid mechanics will count towards an M.S. student’s graduation credits is decided on a case-by-case basis by the department. Each individual’s program of study is planned by the student in consultation with department faculty and must be approved by the faculty advisor.

Concentrations for the M.S.E. Concentration

Students can choose to follow or pull from the M.S.E. concentration and expands their interests and professional goals. Additionally, M.S. students can construct their own concentration that complements study, and research as guides and in consultation with their advisors, environmental professionals. Using the department’s areas of interest, this concentration provides a broad yet rigorous background for Environmental Science.

Environmental Science
This concentration is similar to Environmental Science but includes economics and systems courses. Four courses are recommended in environmental science, including the following:

- EN.570.445 Physical and Chemical Processes
- EN.570.446 Biological Process of Wastewater Treatment
- EN.570.448 Physical and Chemical Processes II

M.A. and M.S. students pursuing this program who do not have prior background in environmental engineering can substitute EN.570.301 Environmental Engineering Fundamentals I and EN.570.302 Water & Wastewater Treatment in lieu of the courses suggested above.

The other environmental science courses should be chosen from the following:

- EN.570.411 Engineering Microbiology
- EN.570.442 Environmental Organic Chemistry
- EN.570.443 Aquatic Chemistry
- EN.570.491 Hazardous Waste Engineering and Management

Four courses are required in environmental policy, including:

- EN.570.493 Economic Foundations for Environmental Engineering and Policy Design
- EN.570.495 Optimization Foundations for Environmental Engineering and Policy Design

Choose one of the following:

- EN.570.496 Urban and Environmental Systems
- EN.570.497 Risk and Decision Analysis
- EN.570.607 Energy Policy and Planning Models
- EN.570.608 Data Analytics for Engineering, Policy Analysis and Management
- EN.570.657 Air Pollution
- EN.570.676 Stochastic Programming

The final two courses would be a project or electives in environmental science, engineering, policy, or systems that are appropriate to the student’s goals.
course for a recommended elective, students must receive written approval from their advisor).

- prerequisites (required) for the M.S.E. program includes mathematics through differential equations and computing skills.
- up to two semesters of AAP or EP courses can be taken and counted to receive a master's degree as long as there is sufficient rigor as deemed by the advisor. Students must have written consent from advisor (an email will suffice) prior to signing up for the course.

The M.S.E. program is typically a two semester program based on course work alone. However, M.S.E. students have the option to complete an independent research project, submitted as a formal essay or group project report. An M.S.E. degree with significant research components will usually require three to four semesters for completion and is generally intended for those students planning to work in engineering practice. Each individual's program of study is planned by the student in consultation with department faculty and must be approved by the faculty advisor. M.S.E. students select from the concentrations below.

**Recommended Electives Note:** Students should select elective courses from the list of recommended electives appropriate for each concentration. In order to substitute an alternate course for a recommended elective, students must receive written approval from their advisor and should submit a copy of the approval to the Department for their permanent file.

### Concentrations for the M.S.E. Degree

#### Contaminant Fate and Transport

This concentration emphasizes understanding of physical, chemical, and biological phenomena that affect the movement and transformation of pollutants in the environment.

**Required courses:**

- EN.570.411 Engineering Microbiology
- EN.570.441 Environmental Inorganic Chemistry
- EN.570.442 Environmental Organic Chemistry
- EN.570.443 Aquatic Chemistry
- EN.570.452 Experimental Methods in Environmental Engineering Chemistry

One course in applied mathematics, numerical analysis, or engineering mathematics, such as:

- EN.570.495 Optimization Foundations for Environmental Engineering and Policy Design
- EN.570.496 Urban and Environmental Systems

**Recommended electives include:**

- EN.570.446 Biological Process of Wastewater Treatment
- EN.570.457 Air Pollution

#### Environmental Process Engineering

This concentration involves the analysis and design of processes of water treatment, waste treatment, and environmental remediation, and includes a solid grounding in the chemical, biological, and physical principles underlying treatment and remediation technologies.

**Required courses:**

- EN.570.411 Engineering Microbiology
- EN.570.443 Aquatic Chemistry

#### Environmental Management and Economics

This concentration focuses on using models of physical and economic systems to analyze and improve the design of public policies and environmental control systems.

**Recommended electives include:**

- EN.570.493 Economic Foundations for Environmental Engineering and Policy Design
- EN.570.497 Risk and Decision Analysis
- EN.570.443 Aquatic Chemistry
- EN.570.445 Physical and Chemical Processes
**Required courses:**

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<th>Course Title</th>
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<tr>
<td>EN.570.493</td>
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<tr>
<td>EN.570.497</td>
<td>Risk and Decision Analysis</td>
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**Recommended electives include:**

At least one course in physical, chemical, or biological processes

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<tr>
<td>EN.570.607</td>
<td>Energy Policy and Planning Models</td>
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<tr>
<td>EN.570.618</td>
<td>Multiobject Programming and Planning</td>
</tr>
<tr>
<td>EN.570.676</td>
<td>Stochastic Programming</td>
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* Or other environmental economics course.

### M.A. Degree

The M.A. degree is open to students with undergraduate degrees in social sciences or the humanities. It requires:

- a minimum of 30 credits including no more than 1 credit of seminar, 1 credit of intersession course work, and 6 credits of independent research counting toward the 30 credits.
- at least 50% of the required 30 credits must come from courses within the department.
- students are permitted to apply up to two classes with a grade of “C” toward their degree.
- up to two semesters of AAP or EP courses can be taken and counted to receive a master’s degree as long as there is sufficient rigor as deemed by the advisor. Students must have written consent from advisor (an email will suffice) prior to signing up for the course.

In addition to these course credits, M.A. students have the option to complete an independent research project, submitted as a formal essay. Students can focus on one of the department’s areas of interest, study, or research or construct their own program that complements and expands their undergraduate experience; three semesters are typically required to complete the degree. Each program of study is planned by the student in consultation with department faculty and must be approved by the faculty advisor.

### Financial Aid

Financial aid is granted on the basis of merit and availability. Criteria for consideration for these awards include academic excellence, professional or research experience, and career commitment to the field. Continued support is subject to the student’s performance, availability of research or TA funds, and requisite staffing of current projects. Ph.D. students receive priority for full financial support. Pending available funding, partial tuition fellowships are offered to qualified master’s students. Ph.D. applicants are nominated by the department for consideration for fellowships.

Furthermore, many students within the department have been awarded graduate research fellowships available to Ph.D. and Masters students through programs administered by the National Science Foundation and the Environmental Protection Agency. The Johns Hopkins Environment, Energy, Sustainability & Health Institute (E²SHI) invites applications for one-year fellowships of up to $25,000 to support Johns Hopkins University doctoral students pursuing interdisciplinary research in environment, energy, sustainability, or health topics.

For current faculty and contact information go to [http://engineering.jhu.edu/dogee/faculty.html](http://engineering.jhu.edu/dogee/faculty.html)

### Faculty

**Chair**

Edward J. Bouwer
Abel Wolman Professor of Environmental Engineering: environmental microbiology, waste treatment

**Professors**

William P. Ball
Professor: environmental engineering, physical and chemical processes, water quality

Grace S. Brush
Professor: ecology, paleoecology, plant geography

J. Hugh Ellis
Professor: environmental systems

Paul Ferraro
Bloomberg Distinguished Professor of Water and Environmental Economics: evaluation of environmental program impacts, behavioral economics

Steve H. Hanke
Professor: applied micro- and macroeconomics and finance

Benjamin F. Hobbs
Theodore K. and Kay W. Schad Professor of Environmental Management: environmental, energy, and water systems, economics

A. Lynn Roberts
Professor: environmental chemistry

Erica J. Schoenberger
Professor: economic geography, environmental history, environmental politics and policy, history of mining, history of the automobile, interdisciplinary scientific collaboration

Alan T. Stone
Professor: environmental and aquatic chemistry

### Assistant Professors

Kai Loon Chen
Assistant Professor: physiochemical processes, particle interaction, membrane processes, environmental nanotechnology

Ciaran Harman
Assistant Professor: landscape hydrology and transport

Sarah Preheim
Assistant Professor: environmental microbiology, microbial ecology, bioinformatics

### Associate Teaching Professor

Hedy V. Alavi
Associate Teaching Professor: hazardous and solid waste engineering and management
Professor Emeritus
John J. Boland
Professor Emeritus: environmental economics and policy

Research Professor Emeritus
Eugene D. Shchukin
Research Professor Emeritus: colloid and surface science

Associate Research Professor
Seth Guikema
Associate Research Professor: probabilistic systems modeling techniques, risk analysis, uncertainty modeling, infrastructure modeling, and decision making under uncertainty

Peter Wilcock
Research Professor: sediment transport, river mechanics, management and restoration

Lecturer
Justin C. Williams
Senior Lecturer: environmental and urban systems

Joint, Part-Time, and Visiting Appointments
Markus Hilpert
Senior Scientist (Environmental Health Sciences, Bloomberg School of Public Health): environmental flow and transport, groundwater contaminant hydrology, air pollution

Joseph Katz
Professor (Mechanical Engineering): experimental fluid mechanics, development of advanced diagnostics techniques

Charles Meneveau
Professor (Mechanical Engineering): environmental fluid mechanics, engineering, turbulence

Marc B. Parlange
Adjunct Professor: hydrology, environmental fluid mechanics, atmospheric interactions

Andrea Prosperetti
Professor (Mechanical Engineering): fluid mechanics, bubble mechanics, numerical simulations

Kellogg Schwab
Associate Professor (Environmental Health Engineering, Bloomberg School of Public Health): environmental public health, pathogen microbiology

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

**EN.570.110. Introduction to Engineering for Sustainable Development.**
Instructor(s): E. Schoenberger
Area: Humanities, Social and Behavioral Sciences.

**EN.570.130. Climate, Environment and Society.**
Climate change will put major stress on the environment and society. Some predict wars over water and climate-induced mass migration. What can the past teach us about how we cope or fail to cope with climate change? What do we think the future holds and what do we think we can do about it? The class involves reading, discussion, debate and research. Freshman only.
Instructor(s): E. Schoenberger
Area: Humanities, Social and Behavioral Sciences.

**EN.570.147. Adam Smith & Karl Marx.**
Smith and Marx are iconic figures in the history of political economic thought, often cited, rarely read. They are positioned as polar opposites in highly consequential debates about how society should be ordered. In this class, we will read and discuss their work, closely and carefully. We concentrate on the two iconic texts - The Wealth of Nations and Capital, Vol. 1 – but also explore some of their less well-known writings. Freshmen Only.
Area: Humanities, Social and Behavioral Sciences.

**EN.570.205. Ecology.**
Introduction to processes governing the organization of individual organisms into populations, communities, and ecosystems. Interactions between individual organisms, groups of organisms, and the environment, including adaptation, natural selection, competition.
Instructor(s): G. Brush
Area: Natural Sciences.

**EN.570.210. Computation/Math Modeling.**
An introduction to the use of computers in developing mathematical models. A structured approach to problem definition, solution, and presentation using spreadsheets and mathematical software. Modeling topics include elementary data analysis and model fitting, numerical modeling, dimensional analysis, optimization, simulation, temporal and spatial models. Recommended Course Background: AS.110.108 or equivalent.
Instructor(s): M. Beaudin
Area: Engineering, Quantitative and Mathematical Sciences.

**EN.570.221. Sustainability Science.**
What is sustainability science? What are the core questions in sustainable development of societies? How can we guide the coupled human-environment systems along more sustainable trajectories? This course lays out the fundamentals of sustainability science and discusses some of the core questions and research gaps in sustainability science. Frameworks for conceptualizing the risks and resiliency of engineered infrastructure will be discussed in the context of sustainability science.
Instructor(s): R. Nateghi; S. Guikema
Area: Engineering, Social and Behavioral Sciences.

**EN.570.222. Environment and Society.**
Humans make their living in the environment. How do we do that changes nature and changes us. This class explores human impacts on the environment, how we have thought about our relationship to nature over the millennia, and contemporary environmental discourses.
Instructor(s): E. Schoenberger
Area: Humanities, Social and Behavioral Sciences.
This course will begin with a high-level understanding of globalization, and proceed to explore sustainable development and appropriate technology through the lens of case studies of engineering projects in the developing world. The goals for students are to learn specifics of various implemented projects, to be able to critically and contextually analyze these projects, and to develop an understanding of what leads to the success or failure of a technical development project.
Instructor(s): E. Kibbe
Area: Social and Behavioral Sciences.

EN.570.239. Emerging Environmental Issues.
Scientific principles underpinning environmental issues, with an emphasis on potential impacts of anthropogenic perturbation on human and ecosystem health. Recommended Course Background: two semesters of Chemistry.
Instructor(s): A. Roberts
Area: Engineering, Natural Sciences.

This course combines anthropological perspectives with the discussion and examination of technology-based interventions in the field of development and aid policies, with particular focus on activities related to water resources, sanitation, and hygiene. Readings and discussions analyze some of the theoretical, historically rooted, and practical issues that challenge those who hope to provide effective aid. A key aim of this course is to provide students with better understanding of cultural, social, environmental and economic issues relevant to technical intervention in developing countries.
Instructor(s): E. Cervone; W. Ball
Area: Humanities, Social and Behavioral Sciences.

EN.570.301. Environmental Engineering Fundamentals I.
Fundamentals and applications of physical and chemical processes in the natural environment and engineered systems. This class will cover material balances, chemical equilibrium, chemical kinetics, vapor pressure, dissolution, sorption, acid-base reactions, transport phenomena, reactor design, water quality, and environmental implications of nanotechnology.
Instructor(s): K. Chen
Area: Engineering, Natural Sciences.

EN.570.302. Water & Wastewater Treatment.
Theory and design of water and wastewater treatment processes including coagulation, sedimentation, filtration, adsorption, gas transfer, aerobic and anaerobic biological treatment processes, disinfection, and hydraulic profiles through treatment units.
Prerequisites: EN.570.301 or permission required.
Instructor(s): W. Weiss
Area: Engineering, Natural Sciences.

EN.570.304. Environmental Engineering Laboratory.
Introduction to laboratory measurements relevant to water supply and wastewater discharge, including pH and alkalinity, inorganic and organic contaminants in water, reactor analysis, bench testing for water treatment, and measurement and control of disinfection by-products. Recommended Course Background: EN.570.210 or Instructor Permission; Corequisite: EN.570.302.
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): A. Roberts
Area: Engineering, Natural Sciences.

Techniques from systems analysis applied to environmental engineering design and management problems: reservoir management, power plant siting, nuclear waste management, air pollution control, and transportation planning. Design projects are required.
Instructor(s): J. Ellis
Area: Engineering, Quantitative and Mathematical Sciences.

EN.570.314. Microbial Ecology.
This course will highlight the latest methods in biotechnology revealing ecological principles determining the diversity and dynamics of microbial communities in a variety of ecosystems. We will explore advanced topics in ecology, such as niche theory, cooperation and speciation with examples from human health, engineering and environmental microbiology. Recommended Course Background: Ecology - EN.570.205 or Microbiology - AS.020.329
Instructor(s): S. Preheim
Area: Natural Sciences.

EN.570.320. Topics on Appropriate and Sustainable Technology for Developing Communities.
Lectures, readings and discussions on general and location-specific issues related to collaborative student projects about appropriate technology-based interventions. Focus is on improving student understanding about some of the environmental, social, health, and economic issues relevant to the development of sustainable technical interventions for under-developed communities and about the role of engineers in designing, planning, implementing, and evaluating such interventions.
Instructor(s): W. Ball
Area: Engineering, Social and Behavioral Sciences.

EN.570.321. Practicum on Appropriate and Sustainable Technology for Developing Communities.
Permission required Academic and practical support for students working on engineering projects in developing countries. Readings and discussions on general and location-specific issues related to collaborative student projects about appropriate technology-based interventions.
Instructor(s): W. Ball
Area: Engineering, Social and Behavioral Sciences.

EN.570.322. Projects in Appropriate and Sustainable Technology.
Corequisite: EN.570.311
Instructor(s): W. Ball.
Area: Engineering, Social and Behavioral Sciences.

EN.570.328. Geography & Ecology of Plants.
Patterns of aquatic and terrestrial plant species; historical changes in patterns using paleobotanical techniques; emphasis on biological and physical mechanisms controlling the patterns; the role of climate and man on plant distributions; several field trips; project required, which is the basis for the final grade.
Instructor(s): G. Brush
Area: Natural Sciences.

This course uses a calculus-based approach to introduce principles of engineering economics and microeconomics (demand and production theory) and their uses in engineering decision making. Recommended Course Background: AS.110.202
Instructor(s): P. Ferraro
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.
EN.570.335. Introduction to Applied Econometrics.
This course provides an introduction to quantitative methods for the analysis of economic phenomena. Topics will include basic regression models; hypothesis testing; Ordinary Least Squares; choice of independent variables and functional form; multicollinearity; serial correlation; heteroskedasticity. Computer assignments in EViews, one of the leading econometric software packages, represent an important part of the course. Particular emphasis will be placed on applications in the field of energy economics. Prerequisite: Introduction to probability and statistics, economic theory and linear algebra.
Instructor(s): C. Lo Prete
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

EN.570.351. Introduction to Fluid Mechanics.
Introduction to the use of the principles of continuity, momentum, and energy to fluid motion. Topics include hydrostatics, ideal-fluid flow, laminar flow, turbulent flow. Recommended Course Background: Statics, Dynamics, and AS.110.302
Instructor(s): M. Karweit
Area: Engineering.

EN.570.353. Hydrology.
The occurrence, distribution, movement, and properties of the waters of the Earth. Topics include precipitation, infiltration, evaporation, transpiration, groundwater, and streamflow. Analyzes include the frequency of floods and droughts, time-series analyzes, flood routing, and hydrologic synthesis and simulation. Recommended Course Background: AS.110.302, EN.570.351
Instructor(s): C. Harman
Area: Social and Behavioral Sciences.

EN.570.375. Groundwater.
This introductory course emphasizes the fundamental principles governing the movement of water and contaminants in groundwater systems. Topics include groundwater hydraulics, well hydraulics, groundwater recharge, and solute transport. Prerequisites: EN.550.291/AS.110.302; Corequisites: EN.570.351
Instructor(s): M. Hilpert.

EN.570.395. Principles of Estuarine Environment: Chesapeake Bay.
Topics include the physical, chemical, and biological components of the Chesapeake Bay ecosystem from the time it started to form some 10,000 to 12,000 years ago, when sea level began to rise as the continental glaciers receded; the geology, geomorphology, and biology of the watershed drained by the estuary; relationships between the watershed and the estuary through the millennia and the effect of climate, geomorphology, and humans on the ecology of the ecosystem and its economic productivity.
Instructor(s): G. Brush
Area: Engineering, Natural Sciences.

EN.570.397. Intro to Decision Analysis in Energy and Environment.
This course will provide an overview of the methods used in decision analysis by using case studies from energy and environment. Decision modeling, uncertainty modeling and preference modeling will be introduced. Emphasis will be given on structuring decision problems, identifying and evaluating alternatives, constructing and solving decision trees, and utility theory. The class will be interactive and students will work in groups to apply the decision analysis techniques covered in the class.
Instructor(s): V. Prava
Area: Engineering, Quantitative and Mathematical Sciences.
This three-day intersession class will be a high-level overview of the US energy industry. We will focus on electricity, natural gas, oil, renewables and other forms of energy. We will discuss how each commodity is produced and traded from the perspective of the producer, the distributor, and the end user. The class will provide an overview of the technologies that convert energy into useful work, as well as the market and policy structures that influence investment in production, delivery, and consumption of electricity and natural gas. The goal is to provide a basis for further study, and to motivate students to consider a career in the industry. There are no prerequisites or textbooks, and the class is open to all. The course will be a mix of economics, basic engineering, financial mathematics, and sociology.
Instructor(s): C. Liggio.

This 2 day intersession class will explore in detail the Oil and Wind industry. All facets of the oil industry will be covered from exploration and production transportation and refining to economics and trading. This section will end with a discussion of alternative and synthetic fuels. The wind section will cover the US wind industry including technologies, project development and energy renewable energy policy. There are no prerequisites or textbooks, and the class is open to all. It is highly recommended to take Energy 101. Instructors are alumni from the industry.
Instructor(s): C. Liggio
Area: Social and Behavioral Sciences.

EN.570.410. Energy 103: Energy Demand & Efficiency.
This three day intersession class will explore in detail the demand for energy in the built environment. Co-taught by the Johns Hopkins Energy Manager students will look at how buildings use energy and what steps they can take to reduce energy. The class will emphasize understanding behavior, economics and technologies and explore the meaning of sustainability. Case studies from the University will be presented. Day three will be focused on how energy (conservation, efficiency and renewable) projects can be financed.
Instructor(s): C. Liggio.

EN.570.411. Engineering Microbiology.
Fundamental aspects of microbiology and biochemistry related to environmental pollution and water quality control processes, biogeochemical cycles, microbiological ecology, energetics and kinetics of microbial growth, and biological fate of pollutants.
Area: Engineering, Natural Sciences.

EN.570.412. Landscape Hydrology and Watershed Analysis.
The purpose of this class is to understand the landscape-scale controls on the fluxes of water and waterborne materials through watersheds. This class differs from the Hydrology and Hydrologic Modeling classes in its focus on data analysis, and its embrace of the complexity of real landscapes. There will be significant quantitative components to the material taught, but emphasis will be on developing a greater sense of the way that landscapes “function”, and how this function is related to real-world issues of water resources and pollution. Students will gain an understanding of how climate, geologic and ecologic setting, and human impacts control the partitioning of water between different fates, the flowpaths through the landscape and the storage and residence time of water. They will also learn conceptual and practical tools for analyzing hydrologic and other landscape data, and integrating this data in a holistic approach to watershed analysis. The class will be of interest for students intending to go into watershed or landscape management, and anyone wishing to pursue research in hydrology, geomorphology or ecology at landscape and watershed scales. The class will include at least one field trip to an instrumented watershed. GIS skills will be an advantage but are not required.
Prerequisites: AS.270.405 or EN 570.353 or equivalent.
Instructor(s): C. Harman.

This two day intersession class will introduce basic financial aspects of the energy business. We will begin with how energy projects are financed and describe capital structures, sources of financing and typical loan covenant restrictions. Then we will go on to describe concepts of trading and risk management as applied to the various energy commodities, and discuss price and credit risk trade-offs. The goal is to provide a basis for understanding how to make financial decisions in the presence of uncertainty. Concepts that are often taught using probability theory, option pricing, and other advanced mathematical concepts will be taught intuitively using in-class games. Students desiring a more in-depth treatment of energy commodities should take EN.550.653: Commodities and Commodity Markets.
Recommended Course Background: EN.570.408
Instructor(s): C. Liggio, G. Schultz
Area: Engineering, Social and Behavioral Sciences.

Whether financing clean energy projects or setting policy, it is important to understand how different electricity sources can be compared. This intersession course economically compares renewable and energy efficiency investment options. Simple techniques for matching load with generation and clean technologies will be developed. Detailed life-cycle cost analysis will be prepared including uncertainty. Energy efficiency cost-effectiveness will be determined using basic cost tests and varying policy issues will be discussed. Avoided costs and operational impacts of renewable energy will be computed using different state requirements. The goal is to provide the basic computational and policy framework for determining the economics of a wide range of energy options and understand the limitation of various techniques. Students should bring a calculator or laptop computer.
Instructor(s): C. Bothwell.
EN.570.418. Multiobjective Programming and Planning. Public sector problems are typically characterized by a multiplicity of objectives and decision makers. This course presents a relatively new area of systems analysis which is useful for such problems: multiobjective programming or vector optimization theory. The fundamental concepts are developed and various methods are presented, including multiattribute value and utility theory. Undergraduate level of EN.570.618. Recommended Course Background: EN.570.495 or Permission Required. Instructor(s): J. Williams Area: Engineering.

EN.570.419. Environmental Engineering Design I. Through general lectures and case study examples, this course will expose students to some of the non-technical professional issues that they will face as professional engineers and in their second-semester senior design project. Instructor(s): E. Bouwer Area: Engineering.

EN.570.420. Air Pollution. The course consists of an introduction to the fundamental concepts of air pollution. Major topics of concern are aspects of atmospheric motion near the earth’s surface; basic thermodynamics of the atmosphere; atmospheric stability and turbulence; equations of mean motion in turbulent flow, mean flow in the surface boundary layer; mean flow, turbulence in the friction layer; diffusion in the atmosphere; statistical theory of turbulence; plume rise. Emphasis is placed upon the role and utility of such topics in a systems analysis context, e.g., development of large and mesoscale air pollution abatement strategies. Comparisons of the fundamental concepts common to both air and water pollution are discussed. This course meets with EN.570.657, Air Pollution. Instructor(s): J. Ellis.

EN.570.421. Environmental Engineering Design II. Engineering design process from problem definition to final design. Team projects include written/oral presentations. Students will form small teams that work with local companies or government agencies in executing the project. Recommended Course Background: EN.570.302, EN.570.352, and EN.570.419 Instructor(s): E. Bouwer; H. Alavi Area: Engineering.

EN.570.422. Principles of Geomorphology. Analysis of the factors responsible for the form of the landscape. The concept of the cycle of erosion is discussed primarily in terms of the principles that govern the processes of erosion. Climate, conditions of soil formation, and the distribution of vegetation are considered as they relate to the development of landforms. Recommended Course Background: AS.270.220 or permission required. Instructor(s): P. Wilcock Area: Natural Sciences.

EN.570.428. Problems in Applied Economics. This course focuses on a monetary approach to national income determination and the balance of payments. Money and banking, as well as commodity and financial markets, are dealt with under both central banking, as well as alternative monetary regimes. Particular emphasis is placed on currency board systems. Students learn how to properly conduct substantive economic research, utilizing primary data sources, statistical techniques and lessons from economic history. Findings are presented in the form of either memoranda or working papers of publishable quality. Exceptional work may be suitable for publication through the Johns Hopkins Institute for Applied Economics, Global Health, and the Study of Business Enterprise. Advanced excel programming skills are required and students are expected to be pre-screened for research at the Library of Congress in Washington, D.C.. Bloomberg certification is a pre-requisite. Prerequisites: EN.660.203 AND AS.180.101 AND AS.180.102 Instructor(s): S. Hanke Area: Social and Behavioral Sciences.

EN.570.432. Sediment Transport & River Mechanics. Sediment entrainment, transport, and deposition; the interaction of flow and transport in shaping river channels. Review of boundary layer flow; physical properties of sediment; incipient, bed-load, and suspended-load motion; bed forms; hydraulic roughness; velocity and stress fields in open channels; scour and deposition of bed material; bank erosion; size, shape, planform, and migration of river channels. Techniques of laboratory, theoretical, and numerical modeling are developed and applied to problems of channel design, restoration, and maintenance. Recommended Course Background: EN.570.351 Instructor(s): P. Wilcock Area: Engineering, Natural Sciences.

EN.570.441. Environmental Inorganic Chemistry. Advanced undergraduate/graduate course that explores the chemical transformations of elements of the periodic table. Thermodynamic, kinetic, and mechanistic tools needed to address the multiple chemical species and interfaces that are present in natural waters and water-based technological processes are emphasized. Ligand exchange, metal ion exchange, adsorption/desorption, precipitation/dissolution, electron and group transfer reactions, and other concepts from coordination chemistry will be covered. Applications include elemental sources and sinks in ocean waters, reactive transport in porous media, weathering and soil genesis, nutrient and toxic element uptake by organisms, water treatment chemistry, and rational design of synthetic chemicals. Instructor(s): A. Stone Area: Natural Sciences.

EN.570.442. Environmental Organic Chemistry. Advanced undergraduate/graduate course focusing on examination of processes that affect the behavior and fate of anthropogenic organic contaminants in aquatic environments. Students learn to predict chemical properties influencing transfers between hydrophobic organic chemicals, air, water, sediments, and biota, based on a fundamental understanding of intermolecular interactions and thermodynamic principles. Recommended Course Background: AS.030.104 or permission required. Instructor(s): A. Roberts Area: Engineering, Natural Sciences.
EN.570.443. Aquatic Chemistry.
Equilibrium speciation of natural waters, biofluids, and engineered systems. Electrolyte solutions, acids and bases, complex formation, precipitation and dissolution, oxidation and reduction. Recommended Course Background: One year of both Chemistry and Calculus.
Instructor(s): A. Stone
Area: Engineering, Natural Sciences.

The application of basic physical and chemical concepts to the analysis of environmental engineering problems. Principles of chemical equilibrium and reaction, reaction engineering, interphase mass transfer, and adsorption are presented in the context of process design for unit operations in common use for water and wastewater treatment. Topics addressed include mass balances, hydraulic characteristics of reactors, reaction kinetics and reactor design, gas transfer processes (including both fundamentals of mass transfer and design analysis), and adsorption processes (including both fundamentals of adsorption and design analysis).
Prerequisites: EN.570.301 AND EN.570.302 or permission of instructor
Instructor(s): W. Ball
Area: Engineering.

EN.570.446. Biological Process of Wastewater Treatment.
Fundamentals and application of aerobic and anaerobic biological unit processes for the treatment of municipal and industrial wastewater. Recommended Course Background: EN.570.411
Instructor(s): E. Bouwer
Area: Engineering, Natural Sciences.

EN.570.448. Physical and Chemical Processes II.
Fundamentals and applications of physical and chemical processes used in water and wastewater treatment. This class will cover particle interactions, coagulation, flocculation, granular media filtration, membrane processes, and emerging water treatment processes. Recommended Course Background: EN.570.445 or Permission Required.
Instructor(s): K. Chen
Area: Engineering.

EN.570.449. Social Theory for Engineers.
Engineers work in a social context. This course addresses a number of questions about that social context. How should we understand how societies come about, how they evolve, and why the rules of the game are what they are? What is the relationship between the individual and society, what does it mean to be 'modern,' are there different forms of rationality? How might all this impinge on what it means to be an engineer?
Instructor(s): E. Schoenberger
Area: Humanities, Social and Behavioral Sciences.

An advanced laboratory covering principles of modern analytical techniques and their applications to problems in environmental sciences. Topics include electrochemistry, spectrometry, gas and liquid chromatography. The course is directed to graduate students and advanced undergraduates in engineering and natural sciences.
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Prerequisite: EN.570.443
Instructor(s): A. Stone
Area: Engineering, Natural Sciences.

EN.570.460. Environmental Colloidal Phenomena.
This class will introduce fundamental concepts of colloidal and interfacial phenomena and apply them to natural and engineered aquatic systems. This course will also include topics related to the environmental applications and implications of nanotechnology. Modern measurement techniques employed in the laboratory to study colloidal behavior and interfacial interactions will be discussed. Lab demonstrations will be conducted and students will be given opportunities to review research papers related to topics covered in class. Topics include: Brownian motion and diffusion, size and surface characterization, electric double layer, electrokinetic phenomena, DLVO theory, Non-DLVO forces, aggregation, deposition, modern measurement techniques in the laboratory, fate and transport of engineered nanoparticles in the environment, and environmental applications of nanotechnology (e.g., sensors, remediation, antimicrobial agents).
Instructor(s): K. Chen.

This course focuses on company valuations, using the proprietary Hanke-Guttridge Discounted Free Cash Flow Model. Students use the model and primary data from financial statements filed with the Securities and Exchange Commission to calculate the value of publically-traded companies. Using Monte Carlo simulations, students also generate forecast scenarios, project likely share-price ranges and assess potential gains/losses. Stress is placed on using these simulations to diagnose the subjective market expectations contained in current objective market prices, and the robustness of these expectations. During the weekly seminar, students’ company valuations are reviewed and critiqued. A heavy emphasis is placed on research and writing. Work products are expected to be of publishable quality.
Prerequisites: EN.660.203 AND ( EN.570.428 OR AS.360.528)
Instructor(s): S. Hanke
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

EN.570.490. Solid Waste Engineering and Management.
This course covers advanced engineering and scientific concepts and principles applied to the management of municipal solid waste (MSW) to protect human health and the environment and the conservation of limited resources through resource recovery and recycling of waste material.
Instructor(s): H. Alavi
Area: Engineering.

EN.570.491. Hazardous Waste Engineering and Management.
This course addresses traditional and innovative technologies, concepts, and principles applied to the management of hazardous waste and site remediation to protect human health and the environment.
Instructor(s): H. Alavi
Area: Engineering.

EN.570.492. M. Gordon Wolman Seminar.
Undergraduates only with permission of instructor.
Instructor(s): K. Chen.
This course includes an exposition of intermediate level price theory, combined with a survey of applications to the analysis of public sector decisions. Theoretical topics include demand, supply, the function and behavior of the market, and introductory welfare economics. Recommended Course Background: AS.180.101-AS.180.102, AS.110.202 or equivalent.  
Instructor(s): B. Hobbs; J. Boland  
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences. 

A collection of systems analytic techniques which are frequently used in the study of public decision making is presented. Emphasis is on mathematical programming techniques. Primarily linear programming, integer and mixed-integer programming, and multiobjective programming. Recommended Course Background: AS.110.106-AS.110.107/AS.110.109  
Instructor(s): J. Ellis  
Area: Engineering, Quantitative and Mathematical Sciences. 

EN.570.496. Urban and Environmental Systems.  
The mathematical techniques learned in EN.570.305 and EN.570.495 are applied to realistic problems in urban and environmental planning and management. Examples of such problems include the siting of public-sector and emergency facilities; natural areas management, protection and restoration; solid waste collection, disposal, and recycling; public health; the planning and design of energy and transportation systems; and cost allocation in environmental infrastructure development.  
Instructor(s): J. Williams  
Area: Engineering, Quantitative and Mathematical Sciences. 

EN.570.497. Risk and Decision Analysis.  
This class introduces the decision analysis approach to making decisions under risk and uncertainty. Topics covered include decision trees, Bayes law, value of information analysis, elicitation of subjective probabilities, multiattribute utility, and their applications to environmental and energy problems. Textbook: R.T. Clemen, Making Hard Decisions, 2014. Recommended Course Background: introductory statistics and probability.  
Instructor(s): B. Hobbs  
Area: Engineering, Quantitative and Mathematical Sciences. 

EN.570.501. Undergraduate Research.  
Instructor(s): Staff. 

EN.570.502. Undergraduate Research.  
Instructor(s): Staff. 

EN.570.504. Financial Market Research.  
This course investigates the workings of financial, foreign exchange, and commodity futures markets. Research is focused on price behavior, speculation, and hedging in these markets. Extensive research and writing of publishable quality are required. Exceptional work may be suitable for publication through the Johns Hopkins Institute for Applied Economics, Global Health, and the Study of Business Enterprise. An approved research proposal is a pre-requisite.  
Instructor(s): S. Hanke. 

EN.570.505. Undergraduate Independent Study.  
Instructor(s): Staff. 

EN.570.506. Maryland Department of the Environment Independent Study.  
This independent study within the MDE’s Water Management Administration (WMA) will engage the student in scientific/policy literature and data research and management, field investigations, or evaluation of emerging issues and innovative approaches to surface and ground water protection and drinking water management, wastewater management, wetlands and non-point source pollution control. Each independent course will focus on a scientific, regulatory or policy topic designed to further the mission of the administration, which is to protect the public health and the aquatic environment. The student will be assigned to a WMA engineer, scientist or project manager to develop a course of study. Hours can be tailored to accommodate student’s schedule.  
Instructor(s): E. Bouwer. 

This Independent Study within Baltimore City’s Energy Office will engage students in local energy policies, energy initiatives, data and City operations. Interns will have the chance to apply optimization and modeling skills to one of many projects. These projects can include: • Measurement and verification of performance contracts with energy service contractors • Collection of data from City operated co-generation and solar plants and developing operation models • Analyzing energy usage data from City buildings and making recommendations As part of an independent student project, students will be required to submit a final report and present their findings to the City. Hours can be tailored to accommodate student’s schedule but a minimum of 10 hours per week during the semester is required. Permission required.  
Instructor(s): E. Bouwer. 

EN.570.510. Internship-Geog/Envr Eng.  
Instructor(s): E. Bouwer. 

EN.570.570. Independent Study.  
Instructor(s): E. Schoenberger; G. Brush. 

EN.570.574. Research.  
Instructor(s): E. Schoenberger. 

EN.570.576. Internship.  
The research will focus on how environmental improvements can be factored into the decision making process when consumers purchase vehicles.  
Instructor(s): B. Hobbs. 

EN.570.590. Internship-Summer.  
Instructor(s): E. Bouwer; G. Brush; S. Guikema. 

EN.570.597. Research-Summer.  
Instructor(s): Staff. 

EN.570.599. Independent Study.  
Instructor(s): A. Roberts; B. Hobbs; S. Guikema. 

This course builds on the basis gain in risk and decision analysis in 570.497. This course covers more advanced analytical methods useful in risk and decision analysis, particularly for dealing with uncertainty. This includes Bayesian methods and Bayesian updating of prior distributions, Markov Chain Monte Carlo, Bayesian belief networks and influence diagrams, and simulation for risk analysis models. The focus is both on the fundamentals of the methods and how they are used in risk and decision analysis. 570.497 is a required prerequisite.  
Instructor(s): S. Guikema.
EN.570.601. IGERT Water, Climate and Health Colloquium.
Recommended Course Background: Microeconomics, Introductory Statistics, and Optimization.
Instructor(s): G. Brush.

EN.570.602. IGERT-Water, Climate & Health-Capstone.
Instructor(s): G. Brush.

EN.570.605. Interdisciplinary Research Practice in Sustainability and Health.
Through the application of interdisciplinary research methods and skills to case studies in environmental sustainability and health, the course will provide hands-on training in the management, coordination, and practice of interdisciplinary research. The goal is to enable doctoral students to work effectively on interdisciplinary research and prepare them for professional success in an increasingly interdisciplinary funding environment. This course will be in the format of a weekly seminar and laboratory and is open to all Johns Hopkins University doctoral students from any School. No prior knowledge of sustainability or public health is required.
Instructor(s): A. Monopolis; B. Hobbs.

This course assumes a basic familiarity with programming in R. Some knowledge of probability and statistics will be a plus. The course introduces some key methods in implementing data-driven research. The course starts with a very brief review of programming in R and basics of probability and statistics and then spans into topics such as random variable generation, Monte Carlo integration, variance reduction techniques, uncertainty estimation, MCMC, probability density estimation and numerical methods. Recommend Course Background: EN.570.608 or equivalent.
Instructor(s): R. Nateghi.

Methods for optimizing operation and design of energy systems and for analyzing market impacts of energy and environmental policies are reviewed, emphasizing both theory and solution of actual models. Review of linear and nonlinear programming and complementarity methods for market simulation. Recommended Course Background: EN.570.493 and EN.570.495 or equivalent.
Instructor(s): B. Hobbs.

EN.570.608. Data Analytics for Engineering, Policy Analysis and Management.
Data analytics is the use of computational statistics and data mining to draw insights and build predictive models based on large data sets. As data becomes more prevalent in across many different areas of importance in engineering, policy analysis, and management, analytics is becoming an increasingly important topic. This course assumes a working knowledge of regression and statistics and builds from this to introduce modern data analytics. This course covers major classes of methods beyond linear regression, including additive models, tree-based models, Bayesian networks, boosting, bagging, and model averaging. The course focuses on the application and interpretation of the methods while also providing an understanding of the underlying basis and theory behind them. Assignments, exams, and the term project are primarily data-driven analytic exercises. Recommended Course Background: EN.550.420 and EN.550.430 or equivalent (by approval of instructor).
Instructor(s): S. Guikema
Area: Engineering, Quantitative and Mathematical Sciences.

EN.570.611. Natural Resource Economics.
Development of the economic theory of depletable and renewable private and common property natural resources, including those which may be recyclable or storable.
Instructor(s): J. Boland.

EN.570.612. Infrastructure Modeling, Simulation, and Analysis.
This course will be a mix of seminar-style guided discussions and student presentations and lectures on specific topics based on the current research literature in the field. It will give an overview of the infrastructure systems that form the basis for health, security, and economic prosperity in the developed world and give an overview of some of the most pressing infrastructure challenges in the developing world. The focus will be on quantitative modeling of infrastructure performance, sustainability, and resilience for supporting infrastructure management and policy decision-making. Suggested: Microeconomics, Introductory Statistics, and Optimization.
Instructor(s): S. Guikema
Area: Engineering, Natural Sciences.

EN.570.618. Multiobject Programming and Planning.
Public sector problems are typically characterized by a multiplicity of objectives and decision makers. This course course presents a relatively new area of systems analysis which is useful for such problems: multiobjective programming or vector optimization theory. The fundamental concepts are developed and various methods are presented, including multiattribute value and utility theory. Graduate level of EN.570.418. Recommended Course Background: EN.570.495 or Permission Required.
Instructor(s): J. Williams
Area: Engineering.

This graduate level course will provide a practical knowledge of molecular methods used to identify microorganisms present with a sample and gain insight into their function and dynamics. It will provide theoretical background into how to identify microorganisms and infer functional capabilities from genetic material, practical knowledge of common molecular methods and computational skills needed to analyze the resulting sequence data. No background in molecular biology, computation or microbiology is necessary. Course objectives include (1) understanding key aspects of microbial community composition from literature reports; (2) recognizing major microbial taxonomic groups and understanding phylogenetic relationships; (3) developing molecular biology lab skills required to create gene amplicon libraries from an aquatic samples; (4) working knowledge of statistical methods used to associate taxonomic and functional gene information with specific environmental conditions. Recommended Course Background: Microeconomics, Introductory Statistics, Optimization
Instructor(s): S. Preheim

EN.570.633. Stochastic Simulation and Game Theory.
This course provides an introduction to stochastic simulation and game theory. It covers a mix of the theoretical background and the practical use of these two methods. The stochastic simulation portion of the covers both discrete even and time step methods. It also covers random number generators, analysis of output, comparison of systems, variance reduction techniques, and linkages between simulation and optimization. The game theory portion of the course provides an introduction to the basic types of games: static games of complete information, dynamic games of complete information, static games of incomplete information, and dynamic games of incomplete information. Several case studies are covered.
Instructor(s): S. Guikema.
EN.570.634. Foundational Literature of Risk and Decision Analysis.
This course will be a guided reading, discussion, and assessment of the foundational literature from the fields of risk and decision analysis. We will read work by authors such as Ramsey, Savage, Raiffa, Laplace, and others that have established the foundations on which the fields are built. The goal is to provide Ph.D. students with a strong foundation in the field and an understanding of the literature underlying the development of the field. PhD students or permission of instructor.
Prerequisites: EN.570.497
Instructor(s): S. Guikema.

Detailed investigation of mechanisms of abiotic and biochemical transformations of organic pollutants in natural and engineered environments. Recommended Course Background: EN.570.442.
Instructor(s): A. Roberts
Area: Engineering, Natural Sciences.

EN.570.646. Water Quality and Treatment: Global Issues and Solutions.
This course involves extensive student participation and is intended for motivated graduate students from both engineering and non-engineering disciplines who are interested in understanding technological aspects water quality in the contexts of drinking water treatment, wastewater disposal, and sanitation for public health. The course involves extensive outside reading, in-class reflections on those readings, and a combination of instructor- and student-led in-class presentations. After this course, students should have improved understanding of: (1) Fundamental concepts of water quality and treatment as related to the application of engineering principles to the design and operation of unit operations for the removal of traditional and “emerging” contaminants; (2) Challenges to providing water of appropriate quality for drinking, sanitation, and environmental sustainability in the face of population growth and climate change; and (3) Alternative approaches for meeting these challenges, particularly as related to the design and application of technological interventions.
Instructor(s): W. Ball.

This course considers the transport of solutes and sediments by water through terrestrial landscapes, with an emphasis on the movement of nutrients and contaminants from the landscape into receiving water bodies like rivers, lakes and estuaries. The course will cover the theoretical approaches (advection-diffusion/dispersion, transport time distributions), the use of active and passive tracers to infer transport processes, analysis of water quality time series, runoff generation and flow pathways in watersheds, and the effect of climate variability on transport. Assessment is based on a semester project and in-class presentations. Seniors interested in joining the class must have Hydrology 570.353 and should contact the instructor.
Area: Engineering, Natural Sciences.

EN.570.657. Air Pollution.
The course consists of an introduction to the fundamental concepts of air pollution. Major topics of concern are aspects of atmospheric motion near the earth’s surface; basic thermodynamics of the atmosphere; atmospheric stability and turbulence; equations of mean motion in turbulent flow, mean flow in the surface boundary layer; mean flow, turbulence in the friction layer; diffusion in the atmosphere; statistical theory of turbulence; plume rise. Emphasis is placed on the role and utility of such topics in a systems analysis context, e.g., development of large and mesoscale air pollution abatement strategies. Comparisons of the fundamental concepts common to both air and water pollution are discussed.
Instructor(s): J. Ellis.

EN.570.659. Environmental Policy Analysis.
Instructor(s): J. Ellis.

EN.570.661. Applied Math For Enginee.
This course presents a broad survey of the basic mathematical methods used in the solution of ordinary and partial differential equations: linear algebra, power series, Fourier series, separation of variables, integral transforms.
Instructor(s): M. Hilpert.

EN.570.676. Stochastic Programming.
The course deals with computationally tractable methodologies for incorporating risk/uncertainty into mathematical programming (optimization) models. Focal topics include chance-constrained programming, stochastic linear programming, two-stage programming under uncertainty and stochastic dynamic programming. Some of these techniques may result in the creation of nonlinear models thus nonlinear/nonseparable optimization techniques are presented as well. Numerous applications are presented involving, for the most part, environmental (i.e., water and air resources) problems. Prerequisites: linear programming or equivalent, and introductory probability and statistics.
Instructor(s): J. Ellis.

EN.570.680. Environment and Society.
This class addresses a range of questions, including: Why do we not act in our own best interests in the environment? How are environmental discourses developed and how do they relate to environmental policies? How do environmental politics and policy in the US compare with other countries?
Instructor(s): A. Roberts
Area: Social and Behavioral Sciences.

EN.570.800. Masters Independent Study.
Instructor(s): Staff.

EN.570.801. Doctoral Research.
Instructor(s): Staff.

EN.570.803. Master’s Research.
Instructor(s): Staff.

EN.570.805. Jensen Internship.
Instructor(s): W. Ball.

EN.570.841. M. Gordon Wolman Seminar.
Instructor(s): K. Chen.

EN.570.850. Graduate Independent Study.
Instructor(s): M. Hilpert; S. Guikema; W. Ball.

Instructor(s): B. Hobbs; D. Gayme; J. Ellis; J. Williams.
Instructor(s): E. Bouwer.

Cross Listed Courses
Anthropology
This course combines anthropological perspectives with the discussion and examination of technology-based interventions in the field of development and aid policies, with particular focus on activities related to water resources, sanitation, and hygiene. Readings and discussions analyze some of the theoretical, historically rooted, and practical issues that challenge those who hope to provide effective aid. A key aim of this course is to provide students with better understanding of cultural, social, environmental and economic issues relevant to technical intervention in developing countries.
Instructor(s): E. Cervone; W. Ball
Area: Humanities, Social and Behavioral Sciences.

Public Policy
AS.195.477. Intro To Urban Policy.
Perm. Req’d. 195.477 & 195.478 must be taken together by undergraduates Cross-listed with Political Science, Sociology, Public Health Studies, and Geography and Environmental Engineering
Instructor(s): S. Newman
Area: Social and Behavioral Sciences.

195.478 & 195.477 must be taken together by undergraduates Cross-listed with Political Science, Sociology, Public Health Studies, and Geography and Environmental Engineering
Instructor(s): S. Newman.

Earth Planetary Sciences
AS.270.205. Introduction to Geographic Information Systems and Geospatial Analysis.
The course provides a broad introduction to the principles and practice of Geographic Information Systems (GIS) and related tools of Geospatial Analysis. Topics will include history of GIS, GIS data structures, data acquisition and merging, database management, spatial analysis, and GIS applications. In addition, students will get hands-on experience working with GIS software.
Instructor(s): X. Chen
Area: Engineering, Natural Sciences.

Public Health Studies
AS.280.335. The Environment and Your Health.
This course surveys the basic concepts underlying environmental health sciences (toxicology, exposure assessment, risk assessment), current public health issues (hazardous waste, water- and food-borne diseases), and emerging global health threats (global warming, built environment, ozone depletion, sustainability). Public Health Studies, Global Environmental Change and Stability, and Earth and Planetary Science majors have 1st priority for enrollment. Your enrollment may be withdrawn at the discretion of the instructor if you are not a GECS, PHS, or EPS major.
Prerequisites: (Students may not have taken AS.270.320)
Instructor(s): J. Bressler; M. Trush
Area: Natural Sciences.

Interdepartmental
AS.360.147. Freshmen Seminar: Adam Smith and Karl Marx.
This freshmen seminar examines the ideas of Smith, the greatest proponent of the free market, and Marx, his most radical critic. Freshmen only.
Instructor(s): E. Schoenberger; P. Jelavich
Area: Humanities, Social and Behavioral Sciences.

AS.360.528. Problems in Applied Economics.
This course focuses on a monetary approach to national income determination and the balance of payments. Money and banking, as well as commodity and financial markets, are dealt with under both central banking, as well as alternative monetary regimes. Particular emphasis is placed on currency board systems. Students learn how to properly conduct substantive economic research, utilizing primary data sources, statistical techniques and lessons from economic history. Findings are presented in the form of either memoraanda or working papers of publishable quality. Exceptional work may be suitable for publication through the Johns Hopkins Institute for Applied Economics, Global Health, and the Study of Business Enterprise. Advanced excel programming skills are required and students are expected to be pre-screened for research at the Library of Congress in Washington, D.C.. Bloomberg certification is a requisite.
Prerequisites: EN.660.203
Instructor(s): S. Hanke
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

Information Security Institute
The Johns Hopkins University Information Security Institute (JHUISI) (isi.jhu.edu) is the University’s focal point for research and education in information security, assurance and privacy. Securing cyberspace and our national information infrastructure is more critical now than ever before, and it can be achieved only when the core technology, legal and policy issues are adequately addressed. JHUISI is committed to a comprehensive approach that includes input from academia, industry and government. The University, through JHUISI’s leadership, has thus been designated as a Center of Academic Excellence in Information Assurance Education and Research by the National Security Agency and the Department of Homeland Security, and leading experts in the field. Through our broad range of educational opportunities including a ground-breaking graduate program and leading edge research in foundational science and applied technologies, JHUISI is having a significant impact in the region and nationwide.

Our research in cryptography, networking, wireless, systems evaluation, medical privacy and electronic voting, among other areas is widely circulated among academics and policymakers. Moreover, JHUISI is instrumental in homeland security efforts across Hopkins, including emergency health preparedness, bio-terrorism and national defense.

The Johns Hopkins University Information Security Institute based in the Whiting School of Engineering provides a broad and holistic perspective to the information security and assurance field relative to both research and education. In addition to a comprehensive collection of programs related to information technology, a range of management, governance, and policy issues are integrated into the Information Security Institute agenda. The breadth of focus provided represents a strength and distinction of the Johns Hopkins University Information Security Institute. Through the involvement of the faculty and resources...
from the Whiting School of Engineering, the Krieger School of Arts and Sciences, the Bloomberg School of Public Health, the Carey Business School, and the Applied Physics Lab, a variety of innovative as well as international research and educational initiatives in information security and assurance are supported within the Information Security Institute.

Facilities

The computing facilities include a laboratory of shared servers and PC workstations, several customizable machines for student projects, and multiple high-speed laser printers. Various focused research laboratories have additional resources that provide greater specialization than the general lab. The facilities are connected to a secure high-speed network which allows access to specialized hardware in other departments and institutions. The Information Security Institute and Department of Computer Science cooperate in the use of some of these facilities.

M.S.S.I. Graduate Program

The flagship educational experience offered by Johns Hopkins University in the area of information security and assurance is represented by the Master of Science in Security Informatics (M.S.S.I.) degree. A wide range of courses is available in support of this unique and innovative graduate program.

The M.S.S.I. is a full-time day program offered on the Homewood Campus in North Baltimore. Most students complete the program in three full-time semesters though some graduate students may finish their degree part-time after completing two consecutive semesters of residency as a full-time student.

Application Requirements for the M.S.S.I. Degree

- Application to the M.S.S.I. degree is open to outstanding candidates who hold a bachelor’s degree with sufficient technical exposure to computer science that serves as preparation for the core technology courses, including intermediate programming, data structure, discrete mathematics, and computer system fundamentals.
- All applicants are obligated to take and submit the results of the Aptitude Test of the Graduate Record Examination as one of the requirements for admission.
- International students are obligated to take either the TOEFL test or the IELTS test.

The preferred scores are as follows:

<table>
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<tr>
<th>GRE General Test</th>
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<tbody>
<tr>
<td>Verbal</td>
<td>153 (62%)</td>
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<tr>
<td>Quantitative</td>
<td>160 (84%)</td>
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<tr>
<td>Analytical</td>
<td>3.5</td>
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<tr>
<td>TOEFL Internet based</td>
<td>79</td>
</tr>
<tr>
<td>IELTS</td>
<td>7.0</td>
</tr>
</tbody>
</table>
- The institution code for both the GRE and TOEFL is 5332.
- The department code for the GRE is 0404. The department code for TOEFL is 78.
- These scores in the above serve as general guidelines for admission. The Admissions Committee in making its final decisions will consider the combination of professional knowledge, academic excellence, letters of recommendation, and the statement of purpose, as well as GRE, TOEFL, and IELTS scores of the applicants.
- A student is required to apply online at https://app.applyyourself.com/?id=jhu-grad.

Course Requirements for the M.S.S.I.

Upon admission to the Master of Science in Security Informatics, a student is assigned a graduate advisor from the Information Security Institute who must approve the courses to be applied to the M.S.S.I. degree.

The Master of Science in Security Informatics program has a course requirement of a minimum of 10 courses, plus a capstone project including a report and presentation. Students must choose one of two tracks - Technology & Research Track or Policy & Management Track.

All courses supporting the M.S.S.I. are categorized as one of four areas of Technology, Policy, Health, and Management. Each course is further classified into Core, Elective or Foundational category.

The Technology & Research Track program of study must satisfy the following course distribution requirements:
- Five Technology courses: at least four Core Technology courses including at least one Core Technology course in Cryptography.
- Three Core Policy/Management/Health courses: at least one Core Policy course and one Core Management course.
- Two additional courses from Core or Elective Technology categories; or when deemed appropriate relative to a student’s background, interests, and goals AND with the prior approval of the faculty advisor and the institute, from other course areas.

The Policy & Management Track program of study must satisfy the following course distribution requirements:
- Three Technology courses: at least two Core Technology courses including at least one Core Technology course in Cryptography.
- Five Core/Foundational Policy/Health/Management courses: at least one course from each of Core Policy/Management/Health categories and at least one Foundational Management course.
- Two additional courses from Core/Elective Technology or Core/Foundational Policy/Management/Health categories; or when deemed appropriate relative to a student’s background, interests, and goals AND with the prior approval of the faculty advisor and the institute, from other course areas.

Project Requirement

The students register for EN.650.736/EN.650.737/EN.650.738 for the capstone project. These courses are not counted toward the 10-course requirement.

In general, the M.S.S.I. Capstone Project will include both technology and non-technology components, and will be conducted within a team-structured environment comprised of students and faculty mentors (plus external mentors if appropriate). These projects will generally be sponsored by government/industry partners and affiliates of the Information Security Institute, and can also be related to faculty research programs supported by grants and contracts. They should relate to real-world problems and exhibit both theoretical and practical significance. The project must be documented by a report and presentation, as well as other applicable deliverables including but not limited to system prototypes, utility libraries, experimental
demonstrations, conference or journal submissions, and so on. It should follow the best practice of software engineering.

Students should actively initiate the project while communicating with the potential faculty mentor for technical issues and the faculty advisor for project management. They are expected to develop a project plan at the end of the second semester. The project is expected to have a proposal approved at the start of the third semester and be finished by the end of the third semester. A presentation will be scheduled when the project concludes. The faculty mentor should approve each milestone of the project with the faculty advisor being informed. When the project is completed with all the deliverables, the faculty advisor assigns a score upon the recommendation of the faculty mentor.

Additional Course Requirements

- All courses toward the degree requirement must be 400-level or above. Other courses can be used with the approval of the Institute.
- Courses not found on the area-specific lists (http://engineering.jhu.edu/jhuisi/mssi-course-distribution) can be used to meet area requirements with prior approval from the student’s advisor and the Institute.
- At most two independent study courses can be counted toward the course requirements.
- No courses with grades of P may be counted with the exception of independent study courses.
- At most two courses may be transferred from other institutions. The student’s faculty advisor and the director of Information Security Institute must approve such transfer courses.
- The overall grade point average of the courses counted towards the coursework requirements must be 3.00 or higher.
- At most two courses with grade less than B- may be counted towards the course work requirements. No courses with grade less than C- may be counted.
- A grade of D or F results in probation. A second D or F is cause for being dropped from the program.

JHUISI Courses

All courses supporting the M.S.S.I. are categorized as one of four areas of Technology, Policy, Health, and Management. Each course is further classified into Core, Elective or Foundational category.

- For seven-week course modules, e.g., several courses offered through the Whiting School of Engineering Center for Leadership Education (CLE) (http://eng.jhu.edu/wse/cle), two of them count as one course of 3 credit hours.
- Two quarter-based courses, e.g., several courses of course numbers starting with ME from the School of Medicine Division of Health Sciences Informatics (http://dhsi.med.jhmi.edu), are equivalent of one WSE course of 3 credit hours.

Core Technology Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EN.600.442</td>
<td>Modern Cryptography</td>
<td></td>
</tr>
<tr>
<td>EN.600.443</td>
<td>Security &amp; Privacy in Computing</td>
<td></td>
</tr>
<tr>
<td>EN.600.451</td>
<td>Introduction to Bitcoin and Other Cryptocurrencies</td>
<td>3</td>
</tr>
<tr>
<td>EN.600.642</td>
<td>Advanced Topics in Cryptography</td>
<td></td>
</tr>
<tr>
<td>EN.600.643</td>
<td>Advanced Topics in Computer Security</td>
<td></td>
</tr>
<tr>
<td>EN.650.401</td>
<td>Introduction to Information Security</td>
<td></td>
</tr>
<tr>
<td>EN.650.424</td>
<td>Network Security</td>
<td></td>
</tr>
<tr>
<td>EN.650.445</td>
<td>Practical Cryptographic Systems</td>
<td></td>
</tr>
<tr>
<td>EN.650.457</td>
<td>Computer Forensics</td>
<td></td>
</tr>
<tr>
<td>EN.650.458</td>
<td>Introduction to Cryptography</td>
<td></td>
</tr>
<tr>
<td>EN.650.460</td>
<td>Software Vulnerability Analysis</td>
<td></td>
</tr>
<tr>
<td>EN.650.461</td>
<td>Cloud Computing Security</td>
<td></td>
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<tr>
<td>EN.650.471</td>
<td>Cryptography &amp; Coding</td>
<td></td>
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<tr>
<td>EN.650.654</td>
<td>Computer Intrusion Detection</td>
<td></td>
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<tr>
<td>EN.650.657</td>
<td>Advanced Computer Forensics</td>
<td></td>
</tr>
<tr>
<td>EN.650.661</td>
<td>Human Factors in Information Security</td>
<td></td>
</tr>
<tr>
<td>EN.695.401</td>
<td>Foundations of Information Assurance</td>
<td></td>
</tr>
<tr>
<td>EN.695.701</td>
<td>Cryptology</td>
<td></td>
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</tbody>
</table>

Elective Technology Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EN.600.450</td>
<td>Network Embedded Systems &amp; Sensor Networks</td>
<td>3</td>
</tr>
<tr>
<td>EN.600.463</td>
<td>Algorithms I</td>
<td>3</td>
</tr>
<tr>
<td>EN.600.471</td>
<td>Theory of Computation</td>
<td></td>
</tr>
<tr>
<td>EN.650.433</td>
<td>Embedded Computer Systems</td>
<td></td>
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<tr>
<td>EN.650.621</td>
<td>Critical Infrastructure Protection</td>
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<tr>
<td>EN.650.840</td>
<td>Information Security Independent Study</td>
<td></td>
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</tbody>
</table>

Core Policy Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.650.414</td>
<td>Rights in Digital Age</td>
<td></td>
</tr>
<tr>
<td>EN.650.640</td>
<td>Moral &amp; Legal Foundations of Privacy</td>
<td></td>
</tr>
<tr>
<td>EN.660.311</td>
<td>Law and the Internet</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Health Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.650.652</td>
<td>Healthcare Security Management</td>
<td></td>
</tr>
<tr>
<td>AS.280.340</td>
<td>Fundamentals of Health Policy &amp; Management</td>
<td></td>
</tr>
</tbody>
</table>

School of Medicine courses ME.600.900, ME.600.901, ME.600.903, and ME.600.906 may be taken to fulfill core health course requirements.

Core Management Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EN.650.653</td>
<td>Financial Issues in Managing a Secure Operation</td>
<td></td>
</tr>
<tr>
<td>EN.650.655</td>
<td>Implementing Effective Information Security Projects</td>
<td></td>
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</tbody>
</table>

Foundational Management Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.663.645</td>
<td>Improving Presentation Skills for Scientists and Engineers</td>
<td></td>
</tr>
<tr>
<td>EN.663.660</td>
<td>Managing People and Resolving Conflicts</td>
<td></td>
</tr>
<tr>
<td>EN.663.670</td>
<td>Project Management</td>
<td></td>
</tr>
<tr>
<td>EN.663.671</td>
<td>Leading Change</td>
<td></td>
</tr>
<tr>
<td>EN.663.673</td>
<td>Leading Teams in Virtual, International and Local Settings</td>
<td></td>
</tr>
<tr>
<td>EN.663.641</td>
<td>Communicating the Message: Writing Technical Reports and Articles</td>
<td></td>
</tr>
<tr>
<td>EN.663.674</td>
<td>Using Emotional Intelligence and Achieving Cultural Competence</td>
<td></td>
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</tbody>
</table>
Elective Policy/Health/Management Courses

The following are sample courses offered by the Bloomberg School of Public Health, the Carey Business School, and the Krieger School of Arts and Sciences.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH.300.651</td>
<td>Introduction to U.S. Healthcare System Policy</td>
</tr>
<tr>
<td>AS.406.661</td>
<td>Technology of Mass Destruction</td>
</tr>
<tr>
<td>AS.406.665</td>
<td>Art and Practice of Intelligence</td>
</tr>
</tbody>
</table>

* For other elective options that fulfill this requirement refer to http://isi.jhu.edu/mssi/course_distribution

Concurrent Bachelor’s/Master’s Degree Program in Conjunction with the M.S.S.I.

A concurrent bachelor’s/master’s degree program including the M.S.S.I. is also available to Johns Hopkins University students. In this program, by the conclusion of the undergraduate sophomore/junior academic year, a student can apply for concurrent admission into the M.S.S.I. program. If accepted, the student during each subsequent semester partitions her/his course load into courses that will count for the undergraduate degree and courses that will count for the M.S.S.I. degree. Usually with one additional year of study, the student can simultaneously satisfy both sets of degree requirements.

Dual Master’s Program with the Department of Computer Science

Students interested in pursuing the above Dual Master’s Program (DMP) will have initially entered either the M.S.S.I. program or the M.S.E. program in Computer Science, and then apply for the DMP at a later point. A maximum of two courses (approved by the advisors) can be double counted toward each set of course requirements, thereby facilitating the feasibility of completing the DMP in two academic years plus the in-between summer. In such cases, the designation of the double counted courses would be done in conjunction with one advisor from each department and the Academic Program Administrator.

Dual Master’s Program with the Department of Applied Math and Statistics in the WSE

A similar DMP has been initiated regarding the JHUISI M.S.S.I. and the master’s program in the Department of Applied Math and Statistics in the WSE. The details of this DMP are similar in principle to those for the M.S.S.I./M.S.E. in Computer Science, but there are some significant differences. Each program should be contacted if a student is interested.

Dual Master’s Program with the School of Public Health

A similar DMP has been initiated regarding the JHUISI M.S.S.I. and the Master of Health Sciences (M.H.S.) program in the Bloomberg School of Public Health (BSPH). The details of this M.S.S.I./M.H.S. DMP are similar in principle to those for the M.S.S.I./M.S.E. in Computer Science, but there are some significant differences. Each program should be contacted if a student is interested.

Joint Program with the Certificate in National Security Studies of the School of Arts and Sciences

A joint M.S.S.I. Degree and the Certificate in National Security Studies (CNSS) (http://advanced.jhu.edu/academics/certificate-programs/national-security-studies/degree-requirements) in the Krieger School of Arts and Science is now being offered. The CNSS requires completion of five core courses. Two designated courses can be double counted for the MSSI and the CNSS. Each program should be contracted if a student is interested in completing this course of study.

For current faculty and contact information go to http://isi.jhu.edu/institute/people

Faculty

Executive Director
Anton Dahbura
Information Security Institute.

Program Director
Xiangyang Li
Master of Science in Security Informatics.

Professor

Aviel Rubin
Computer Science: Technical Director of Information Security Institute: network and systems security, applied cryptography, cryptographic key distribution, anonymity and computer privacy, electronic commerce, fire-walls and network perimeter defenses, security issues in e-voting, applying security to applications such as medical information systems, intellectual property protection.

Professor Emeritus
Gerald Masson
Computer Science: reliable computing, computer networking, real-time monitoring of software operations, computer architecture, computer networking, security informatics relative to networks and software operations.

Associate Research Professor
Giuseppe Ateniese
Computer Science: applied cryptology, cryptology and network security, security and privacy in computing, applied cryptography and network security, DNSSEC and medical information privacy protection.

Susan Hohenberger
Computer Science: theory, cryptography, computer security, algorithms, complexity theory, balancing privacy and accountability in information systems.

Assistant Professors
Matthew Green
Computer Science: applied cryptography, cryptographic protocol design, analysis of practical security systems, privacy-preserving storage and identification technologies.

Abhishek Jain
Computer Science: cryptography & security, theoretical computer science

**Lecturers**

William Agresti, Ph.D.
Professor, Carey Business School: system design and development, information systems architecture, and IT integration for business, software engineering, IT measurement and knowledge management.

Joel Coffman, Ph.D.
Senior Cyber Engineer, Applied Physics Laboratory: cloud computing, databases, software engineering, computer architecture

Michael Jacobs, J.D.
Computer ethics, digital rights management, intellectual property protection.

George E. Kalb
Embedded computer systems-vulnerabilities, intrusions and protection mechanisms, embedded systems security, software engineering.

Michael Kociemba
Information security, management, and infrastructure protection.

Timothy R. Leschke, Ph.D.
Computer forensics

Williams Sauers, J.D.
Digital rights management, intellectual property protection.

Lanier Watkins, Ph.D.

For current course information and registration go to https://isis.jhu.edu/classes/

**Courses**

**EN.650.401. Introduction to Information Security. 3 Credits.**
This course exposes students to the cross-disciplinary and broad information security field. It surveys a range of fundamental topics of information security principles, architecture, policy and standard, risk management, cryptography, physical, operation, system and network security mechanisms, and law and ethics, among others. This course includes lectures, case studies, and homework. Students will also complete independent study class projects. Recommended Course Background: Basic knowledge of computer system and information technology.
Instructor(s): X. Li.

**EN.650.412. Java Security.**
This course provides a comprehensive coverage of the security aspects of the Java platform. Java's security model and the VM and language features that support security are covered. Java APIs relevant to development of secure software are discussed. The course concentrates on the practical aspects of using these APIs. Use of the Java Cryptography APIs is addressed and material on security in J2EE (Java 2 Enterprise Edition) is presented. Topics covered include the java.security.* packages, the Java Cryptography Architecture and Java Cryptography Extension (JCA and JCE), Java Secure Sockets Extension (JSSE), Java Authentication and Authorization Service (JAAS), Java Generic Security Services (Java GSS-API), and the Java Certification Path API.
Instructor(s): E. Ceesay
Area: Engineering.

**EN.650.414. Rights in Digital Age.**
This course will examine various legal and policy issues presented by the tremendous growth in computer technology, especially the Internet. The rights that various parties have with respect to creating, modifying, using, distributing, storing, and copying digital data will be explored. The concurrent responsibilities, and potential liabilities, of those parties will also be addressed. The course will focus on intellectual property issues, especially copyright law, and other legal and economic considerations related to the use and management of digital data. Copyright law and its role within the framework of intellectual property law will be presented in a historical context with an emphasis on its applicability to emerging-technology issues. Specifically, the treatment of various works, such as music, film, and photography that were traditionally, analog in nature will be analyzed with respect to their treatment in the digital domain; works that are by their nature digital, such as computer software, will also be analyzed. The current state of U.S. copyright law will be presented, as will relevant international treaties and foreign laws. The goal of the course is to provide those involved or interested in digital rights management with a general awareness of the rights and obligations associated with maintaining and distributing digital data. (This course will be taught in Washington, DC and video-cast into Hodson Hall Room 213.)
Instructor(s): M. Jacobs
Area: Social and Behavioral Sciences.

**EN.650.424. Network Security.**
This course focuses on communication security in computer systems and networks. The course is intended to pro-vide students with an introduction to the field of network security. The course covers network security services such as authentication and access control, integrity and confidentiality of data, firewalls and related technologies, Web security and privacy. Course work involves implementing various security techniques. A course project is required. [Systems] Co-listed with EN.600.424.
Prerequisites: 600.226 and (600.344 or 600.444) or permission; 600.120 (or equivalent) recommended.
Instructor(s): A. Mishra
Area: Engineering, Quantitative and Mathematical Sciences.
EN.650.431. Ethical Hacking.
Cyber security affects every facet of industry and our government, and thus is now a threat to National Security. This course is designed to introduce students to the skills needed to defend computer network infrastructure by exposing them to the hands-on identification and exploitation of vulnerabilities in servers (i.e., Windows and Linux), wireless networks, websites, and cryptologic systems. These skills will be tested by having teams of students develop and participate in instructor lead capture-the-flag competitions. Also included are advanced topics such as shell coding, IDA Pro analysis, fuzzing, and writing or exploiting network-based applications or techniques such as web servers, spoofing, and denial of service.
Instructor(s): L. Watkins
Area: Engineering.

EN.650.432. Law & Policy Information Assurance.
Instructor(s): G. Masson; M. Lavine
Area: Engineering.

This course provides an understanding of differences in network-based computers, program mobility, current intrusion protection technologies and exploitation methods along with material relating to computer hacking and vulnerability assessment. Department Majors Only. Course taught On-line.
Instructor(s): G. Kalb
Area: Engineering.

This semester long course will teach skill of how cryptographic systems work and fail - as part of a complete hardware and software system. The skills will be taught by examples i.e., by studying and identifying flows in widely deployed crypto systems. We will place a particular emphasis on the failure of “security by obscurity” and the feasibility of reverse-engineering undocumented crypto systems. Co-listed with EN.600.454.
Instructor(s): M. Green
Area: Engineering.

This course introduces students to the field of computer forensics and it will focus on the various contemporary policy issues and applied technologies. Topics to be covered include: legal and regulatory issues, investigation techniques, data analysis approaches, and incident response procedures for Windows and UNIX systems. Homework in this course will relate to laboratory assignments and research exercises. Students should also expect that a group project will be integrated into this course.
Instructor(s): T. Leschke
Area: Engineering.

EN.650.458. Introduction to Cryptography.
Cryptography has a rich history as one of the foundations of information security. This course serves as the introduction to the working primitives, development and various techniques in this field. It emphasizes reasoning about the constraint and construction of cryptographic protocols that use shared secret key or public key. Students will also be exposed to some current open problems.
Permission of instructor only.
Instructor(s): X. Li
Area: Engineering.

EN.650.460. Software Vulnerability Analysis.
This course will examine vulnerabilities in C source, stack overflows, writing shell code, etc. Also, vulnerabilities in web applications: SQL Injection, cookies, as well as vulnerabilities in C binary fuzzing, and exploit development without source among other topics. Students should have experience in C++ Programming.
Area: Engineering.

Cloud computing promises significant cost savings via economies of scale that typically are not achievable by a single organization. This course examines cloud computing in detail and introduces the security concerns associated with cloud computing. Key topics include service models for cloud computing, virtualization, storage, management, and data processing. Fundamental security principles are introduced and applied to cloud computing environments. The format of this course includes lectures and hands-on assignments. Students will complete a project and present it as part of the course.
Instructor(s): J. Coffman
Area: Engineering, Natural Sciences.

A first course in the mathematical theory of secure and reliable electronic communication. Cryptology is the study of secure communication: How can we ensure the privacy of messages? Coding theory studies how to make communication reliable: How can messages be sent over noisy lines? Topics include finite field arithmetic, error-detecting and error-correcting codes, data compressions, ciphers, one-time pads, the Enigma machine, one-way functions, discrete logarithm, primality testing, secret key exchange, public key cryptosystems, digital signatures, and key escrow. Students should have computing experience. Recommended Course Background: AS.110.201
Prerequisites: EN.550.171 or permission
Instructor(s): D. Fishkind
Area: Engineering, Quantitative and Mathematical Sciences.

EN.650.621. Critical Infrastructure Protection.
This course focuses on understanding the history, the vulnerability, and the need to protect our Critical Infrastructure and Key Resources (CIKR). We will start by briefly surveying the policies which define the issues surrounding CIKR and the strategies that have been identified to protect them. Most importantly, we will take a comprehensive approach to evaluating the technical vulnerabilities of the 18 identified sectors, and we will discuss the tactics that are necessary to mitigate the risks associated with each sector. These vulnerabilities will be discussed from the perspective of ACM, IEEE or other technical journals/articles which detail recent and relevant network-level CIKR exploits. We will cover well known vulnerable systems such the Internet, SCADA or PLC and lesser known systems such as E911 and industrial robot. Also, a class project is required. Recommended Course Background: EN.650.424 or equivalent or permission by instructor.
Instructor(s): L. Watkins
Area: Engineering, Natural Sciences.

This course will study information security and assurance methodologies from the perspective of implementation and performance on reduced instruction set architectures. All 1st year MSSI students entering after Fall ’08 will be required to take this course.
Instructor(s): G. Masson.
EN.650.640. Moral & Legal Foundations of Privacy.
This course explores the ethical and legal underpinnings of the concept of privacy. It examines the nature and scope of the right to privacy by addressing fundamental questions such as: What is privacy? Why is privacy morally important? How is the right to privacy been articulated in constitutional law?
Instructor(s): M. Jacobs; W. Sauer.

The course will address information security in the public health and medical fields, with special emphasis on clinical care, research and the role of the academic medical center. In many respects, the course builds on EN.650.651 Health Information, Privacy, Law and Policy’s treatment of privacy and how such privacy is protected in the health and medical arena, including but not limited to HIPAA. Open to MSSI students or Permission required.
Instructor(s): D. Lacey.

This course addresses the risks (financial, reputation, business, and third party), costs, ROI, and other business issues concerned in planning and managing a secure operation. Topics include disaster recovery, outsourcing issues; service level agreements; evaluating external security service providers; assessing security total cost of ownership; audit procedures; financial integrity; cost/benefit analyses; back-up and recovery provisions; insurance protection; contingency and business continuity plans; qualitative and quantitative risk analysis; monitoring the security of the enterprise; information economics; performance reporting; automated metrics reporting; responses to threats; effects of security policies and practices on business and customers; preparing a business case for information security investments; and developing cost-effective solutions given constraints in money, assets, and personnel. Case studies and exercises will be used to illustrate financial planning and evaluation of security operations.
Instructor(s): W. Agresti.

Intrusion detection supports the on-line monitoring of computer system activities and the detection of attempts to compromise normal services. This course starts with an overview of intrusion detection tasks and activities. Detailed discussion introduces a traditional classification of intrusion detection models, applications in host-centered and distributed environments, and various intrusion detection techniques ranging from statistical analysis to biological computing. This course serves as a comprehensive introduction of recent research efforts in intrusion detection and the challenges facing modern intrusion detection systems. Students will also be able to pursue in-depth study of special topics of interest in course projects.
Instructor(s): X. Li
Area: Engineering, Natural Sciences.

This course focuses on the personnel, legal, regulatory and privacy issues that comprise the basic security management areas that must be considered when developing and implementing an effective information security program. Specific topics include security-related legislation, government and industry security frameworks, the identification and management of risk, security controls, defense in depth, critical infrastructure protection, development and implementation of an enterprise wide security strategy, and organizational roles and responsibilities.
Instructor(s): M. Kociemba.

This course will analyze advanced topics and state of the art issues in the field of digital forensics. The course will be run in a research seminar format and students will be given both basic and applied research projects in such areas as: intrusion analysis, network forensics, memory forensics, mobile devices, and other emerging issues.
Instructor(s): T. Leshcke.

The human factor is critical to any successful computer security solution since users are very often the weakest link in such systems. This course will examine a variety of human behaviors ranging from micro to macro cybernetic levels that are relevant to making the best case for information security. It is delivered through lectures on relevant findings in different disciplines of human computer interaction, human factors engineering, cognitive science, and product design; studies of useful user and security modeling frameworks and tools; and term research projects to explore security oriented topics in human machine systems. Its goal is to improve security informatics through informed decisions by the knowledge of the good and bad human characters in computer and cyber security.
Instructor(s): X. Li
Area: Engineering.

Topics vary but mainly focus on recent advances in exploitation techniques and defenses for software including software running on embedded systems software, browsers, and nontraditional devices such as microcontrollers in PCs. Recommended Course Background: EN.600.460 or EN.650.442 or permission of instructor
Instructor(s): S. Checkoway.

All MSSI programs must include a project involving a research and development oriented investigation focused on an approved topic addressing the field of information security and assurance from the perspective of relevant applications and/or theory. There must be project supervision and approval involving a JHUISI affiliated faculty member. A project can be conducted individually or within a team-structured environment comprised of MSSI students and an advisor. A successful project must result in an associated report suitable for on-line distribution. When appropriate, a project can also lead to the development of a so-called “deliverable” such as software or a prototype system. Projects can be sponsored by government/industry partners and affiliates of the Information Security Institute, and can also be related to faculty research programs supported by grants and Contracts. Required course for any full-time MSSI student. Open to MSSI students. Permission required for non-MSSI students.
Instructor(s): A. Dahbura; X. Li.
Open to MSSI students Permission Required for non-MSSI students
All MSSI programs must include a project involving a research and
development oriented investigation focused on an approved topic
addressing the field of information security and assurance from the
perspective of relevant applications and/or theory. There must be
project supervision and approval involving a JHUISI affiliated faculty
member. A project can be conducted individually or within a team-
structured environment comprised of MSSI students and an advisor.
A successful project must result in an associated report suitable for
on-line distribution. When appropriate, a project can also lead to the
development of a so-called "deliverable" such as software or a
prototype system. Projects can be sponsored by government/industry
partners and affiliates of the Information Security Institute, and can
also be related to faculty research programs supported by grants and
Contracts. Required for MSSI students on full-time status.
Instructor(s): A. Dahbura; X. Li.

Instructor(s): G. Masson.

Instructor(s): Staff.

Individual study in an area of mutual interest to a graduate student and
a faculty member in the Institute.
Instructor(s): X. Li.

Instructor(s): G. Masson.

Cross Listed Courses
Computer Science
EN.600.415. Databases.
Graduate level version of EN.600.315 [Systems]. Students may receive
credit for EN.600.315 or EN.600.415, but not both. Recommended
Course Background: EN.600.226
Instructor(s): D. Yarowsky
Area: Engineering.

EN.600.421. Object Oriented Software Engineering.
Graduate level version of EN.600.321 [Systems or Applications].
Students may receive credit for EN.600.321 or EN.600.421, but not
both. Recommended Course Background: EN.600.226 and EN.600.120
Instructor(s): S. Smith
Area: Engineering.

This course focuses on communication security in computer systems
and networks. The course is intended to provide students with an
introduction to the field of network security. The course covers network
security services such as authentication and access control, integrity
and confidentiality of data, firewalls and related technologies, Web
security and privacy. Course work involves implementing various
security techniques. A course project is required. [Systems] EN.600.120
(or equivalent) recommended. Recommend Course Background:
600.120, 600.226, 600.344, 600.444 or permission.
Prerequisites: 600.226 and (600.344 or 600.444) or permission;
600.120 (or equivalent) recommended.
Instructor(s): S. Nielson
Area: Engineering.

Graduate version of 600.333. Students may receive credit for 600.333
or 600.433, but not both. [Systems]
Instructor(s): P. Froehlich
Area: Engineering.

EN.600.442. Modern Cryptography.
This course focuses on cryptographic algorithms, formal definitions,
hardness assumptions, and proofs of security. Topics include number-
theoretic problems, pseudo-randomness, block and stream ciphers,
public-key cryptography, message authentication codes, and digital
signatures. Recommended Course Background: EN.600.226 and a 300-
level or above systems course; EN.600.271/EN.600.471 and EN.550.171
or equivalent.
Instructor(s): A. Jain
Area: Engineering, Quantitative and Mathematical Sciences.

Lecture topics will include computer security, network security, basic
cryptography, system design methodology, and privacy. There will be
a heavy work load, including written homework, programming
assignments, exams and a comprehensive final. The class will also
include a semester-long project that will be done in teams and will
include a presentation by each group to the class. [Applications]
Recommended Course Background: A basic course in operating systems
and networking, or permission of instructor.
Instructor(s): M. Green
Area: Engineering.

EN.600.444. Computer Networks.
This course considers intersystem communications issues. Topics
covered include layered network architectures; the OSI model;
bandwidth, data rates, modems, multiplexing, error detection/
correction; switching; queuing models, circuit switching, packet
switching; performance analysis of protocols, local area networks; and
congestion control. Recommended Course Background: EN.600.120
and EN.600.233. Students can only receive credit for EN.600.344 or
EN.600.444, not both.
Prerequisites: Students can only receive credit for EN.600.344
or EN.600.444, not both.
Instructor(s): A. Rubin
Area: Engineering.

This course is an introduction to fundamental concepts of networked
embedded systems and wireless sensor networks. It is intended for
juniors, seniors and first year graduate students in Computer Science
and other engineering majors with the prerequisite background.
Covered topics include: embedded systems programming concepts,
low power and power aware design, radio technologies, communication
protocols for ubiquitous computing systems, and some of the
mathematical foundation of sensor behavior. Laboratory work consists
of a set of programming assignments that consider a set of the issues
described in class. Recommended Course Background: EN.600.226,
EN.600.120, and EN.600.344/EN.600.444
Instructor(s): M. Chang
Area: Engineering.
EN.600.451. Introduction to Bitcoin and Other Cryptocurrencies.
This course covers the basics of Bitcoin and the underlying technologies driving it. The course is intended for students interested in the cryptographic techniques devised to make digital currencies and payment systems secure. Topics include Bitcoin transactions, the blockchain, mining, and decentralized consensus. The course will include a brief introduction to public-key cryptography, digital signatures, hash functions, proof of work-space, multisignatures, and elliptic curve cryptography. The course concludes with an overview of the Bitcoin scripting language and Bitcoin 2.0 platforms. [Systems] Recommended Course Background: EN.600.344/444 (Computer Networks) and EN.550.171 (Discrete Math)
Prerequisites: EN.600.226
Instructor(s): G. Atienese
Area: Engineering.

EN.600.460. Software Vulnerability Analysis.
This course will examine vulnerabilities in C source, stack overflows, writing shell code, etc. Also, vulnerabilities in web applications: SQL injection, cookies, as well as vulnerabilities in C binary fuzzing, and exploit development without source among other topics. Co-listed with EN.650.460
Instructor(s): S. Checkoway
Area: Engineering.

EN.600.463. Algorithms I.
Graduate version of EN.600.363. Students may receive credit for EN.600.363 or EN.600.463, but not both. Recommended Course Background: EN.600.226 and EN.550.171 or instructor permission required.
Instructor(s): V. Braverman
Area: Engineering, Quantitative and Mathematical Sciences.

This is a graduate-level course studying the theoretical foundations of computer science. Topics covered will be models of computation from automata to Turing machines, computability, complexity theory, randomized algorithms, inapproximability, interactive proof systems and probabilistically checkable proofs. Students may not take both EN.600.271 and EN.600.471, unless one is for a undergrad degree and the other for grad. [Analysis]Recommended Course Background: EN.550.171 or instructor permission required.
Instructor(s): X. Li
Area: Engineering, Quantitative and Mathematical Sciences.

EN.600.642. Advanced Topics in Cryptography.
This course will focus on advanced cryptographic topics with an emphasis on open research problems and student presentations.
Instructor(s): A. Jain.

Topics will vary from year to year, but will focus mainly on network perimeter protection, host-level protection, authentication technologies, intellectual property protection, formal analysis techniques, intrusion detection and similarly advanced subjects. Emphasis in this course is on understanding how security issues impact real systems, while maintaining an appreciation for grounding the work in fundamental science. Students will study and present various advanced research papers to the class. There will be homework assignments and a course project.
Prerequisites: EN.600.443 OR EN.600.424 or permission of instructor.
Instructor(s): A. Rubin.

Center for Leadership Education

Competitions and Other Educational Opportunities:

- **The Annual JHU Business Plan Competition**: Students compete for cash prizes for best business plans in several different categories. The competition is open to students from all divisions of the university. The Medical Technology Category has separate tracks for Undergraduate and Graduate Students and accepts national and international competitors that meet the eligibility requirements. [Link: http://bpc.jhu.edu]

- **The Oral Presentation Contest**: In an effort to provide a venue for JHU students to demonstrate their creativity, problem-solving ability and persuasive oratory skills, the CLE holds an annual Oral Presentation Contest where competitors are provided a specific topic to address for the contest.

- **Elevator Pitch Competition**: Students have the opportunity to compete for cash prize for the best elevator pitch. The competition is open to undergraduates from the Homewood Campus. Students will submit their 90 second video pitch. The selected finalists will then present before a judging panel.

- **Internships**: Students can apply for sponsorship for academic credit of unpaid business-related internships during the spring, summer or fall semester.

- **Intersession Courses**: including P.R. and Media in the Big Apple, featuring a two-day visit to P.R. firms in NYC.
• **CLE Speaker Series**: Prominent and successful business professionals and entrepreneurs speak on campus.

**Professional Associations:**

• **Alpha Kappa Psi**: Students run a chapter of this national co-ed business fraternity. [http://akpsi.johnshopkins.edu](http://akpsi.johnshopkins.edu)

• **American Advertising Federation JHU Chapter**: Students run a chapter of this national advertising organization. [https://www.facebook.com/AAFJHU](https://www.facebook.com/AAFJHU)

• **American Marketing Association Student Chapter**: Students run a chapter of this national marketing organization. [http://jhu.edu/ama/](http://jhu.edu/ama/)

• **Golden Key International Honour Society**: An international, interdisciplinary honor society which recognizes the top 15% of sophomores, juniors and seniors at JHU. [http://jhu.goldenkey.org/](http://jhu.goldenkey.org/)

**Social Entrepreneurship:**

• **Save the Future**: STF leverages the brainpower of business-savvy, socially-minded college undergraduates from Hopkins to teach personal money management skills to high school students.

• **Building Bright Ideas**: This intensive 10-week entrepreneurship course designed for Baltimore City high school students is taught by hand-selected and trained JHU students.

• **Hopkins AND1**: A student run program that partners Hopkins student athletes with students from area Baltimore City High Schools to help prospective athletes in Baltimore meet their NICAA academic eligibility requirements. The group provides SAT prep and academic tutoring.

• **Social Investment Outreach**: SIO provides people of underprivileged communities and developing countries with a means of helping themselves escape poverty through microcredit and sustainable community development. [http://sio.johnshopkins.edu](http://sio.johnshopkins.edu)

• **Students Consulting for Non-Profit Organizations**: A national organization of undergraduate students committed to developing communities through pro bono consulting engagements with non-profit organizations. [http://web1.johnshopkins.edu/scno](http://web1.johnshopkins.edu/scno)

**Other Experiential Opportunities**

• **Business in China Association**: BCA was created with a mission to bridging the east and west and improving our community’s understanding of business in China. [https://www.facebook.com/jhubca](https://www.facebook.com/jhubca)

• **Hopkins Student Enterprises**: Students have the ability start and manage businesses that provide services to the campus and surrounding communities. HSE currently has 8 successful student run business serving the Homewood Campus. [http://hse.jhu.edu](http://hse.jhu.edu)

• **JHUTAMID**: JHUTAMID provides undergraduate students with an education on the Israeli and American economies. Members of JHUTAMID will have the unique opportunity to consult for major Israeli tech firms and help run an investment fund that specializes in the Tel Aviv Stock Exchange. [http://jhutamid.johnshopkins.edu](http://jhutamid.johnshopkins.edu)

• **Marshal Salant Student Investment Team**: The team was founded with a generous $100K donation by alumnus Marshal L. Salant. The team portfolio is currently valued at over $250K. Profits from the portfolio are used to fund student scholarships. [http://www.jhu.edu/salant](http://www.jhu.edu/salant)

For current faculty and contact information go to [http://eng.jhu.edu/wse/cle/page/our_people](http://eng.jhu.edu/wse/cle/page/our_people)

**Faculty**

**Director**

Timothy Weihs
Director of CLE, Professor of Materials Science & Engineering

**Program Directors**

Lawrence Aronhime
Senior Lecturer & Director of Entrepreneurship & Management Program: accounting, finance, entrepreneurship, technology commercialization.

Julie Reiser
Senior Lecturer & Director of The Professional Communication Program: technical communication, oral presentations, research writing, dissertation writing, American literature and critical theory.

Eric Rice
Senior Lecturer & Director of Graduate Programs: organizational behavior, social entrepreneurship, management, negotiation and conflict management, leadership, public speaking, professional writing.

Pamela Sheff
Senior Lecturer & Director of Master of Science in Engineering Management Program: business and technical communication, marketing, public relations, science and scientific writing, oral presentations, higher education in prisons, community-based learning, entrepreneurship.

**Full Time Faculty**

Bob Graham
Lecturer: entrepreneurship, professional communications, oral presentations

Illysa Izenburg
Lecturer: engineering management

Leslie Kendrick
Senior Lecturer: marketing strategy, integrated marketing communications, sports marketing, international marketing.

Annette Leps
Senior Lecturer: accounting, finance, management.

Charlotte O’Donnell
Lecturer: oral presentations, professional communication, visual rhetoric

William Smedick
Senior Lecturer: leadership

**Part Time Faculty**

Michael Agronin
Lecturer: product development.

Jennifer Bernstein
Lecturer: professional communication.

Laura Davis
Lecturer: marketing.

Marci DeVries
Lecturer: professional communication for ESL.

Kevin Dungey
Senior Lecturer: oral presentations.
Courses

EN.660.100. Hopkins Leadership Challenge Seminar.
The Hopkins Leadership Challenge is a one credit pass/fail seminar and is designed specifically for first year undergraduates at JHU who are interested in developing their leadership skills and applying those skills to Hopkins life. The seminar includes both a classroom component and an experiential component. The classroom content includes leadership topics, discussions with university leaders and serves as an introduction to the history, services and involvement opportunities at Hopkins. The experiential component includes programs such as JHU history, faculty student interaction, visits to other JHU campuses and more! Interested students should register early, as there is limited space available in each section of the seminar. Freshmen only. S/U only.
Instructor(s): J. Beauchamp; T. Sanchez
Area: Social and Behavioral Sciences.

Seminar is designed specifically for second year undergraduates at JHU and is limited to that population. An eight-week seminar and experiential program designed to provide the following learning outcomes for students enrolled: 1. Understand self-others and how to work effectively in communities 2. Understand the importance of integrity, moral purpose, and positive change. 3. Understand how change occurs and why people resist or promote change. 4. Understand the importance of enhancing and applying individual team strengths, developing greater levels of well being for you and in others, and thriving together as individuals and organizations. 5. Form positive connections and relationships with upper class students and alumni in areas of career interests. Sophomores only. S/U only.
Instructor(s): Staff; W. Smedick.

In a rapidly globalizing world, business leaders find increasing numbers of development opportunities in emerging markets. This new class explores opportunities for the private sector particularly when coupled with development aid and assistance from the public sector. Each session will focus on building out a toolkit of mechanisms and strategies to unlock private finance for development goals, and reviews both large-scale projects and microfinance/impact investing. Topics to be covered include bonds and capital markets; constraints in access to finance in developing countries; understanding the main players in development finance; project finance for development; innovations in development finance; and impact investing. Recommended Course Background: EN.660.105 Introduction to Business prior to this course.
Instructor(s): Staff.

EN.660.370. Multinational Firms in the International Economy.
This course on international business focuses on relationships between multinational firms and national governments throughout the world. We will read historical and contemporary authors’ conceptualizations of these relationships in the US and around the world. Students will apply concepts from the readings to real-world situations. The course is capped at 25 to allow discussion. No audits.
Prerequisites: EN.660.105
Instructor(s): D. Heisenberg.

EN.660.604. Business of Bioengineering Innovation & Design I.
This course comprises two distinct, but related, components. The first is a broad introduction to the terms, concepts, and values of business and management. Particular emphasis will be placed on the economic, financial, and corporate contexts of our business culture, and how they impact the organization, strategy, and decision-making of business firms. The second component is an introduction to the sociological and economic forces that shape the development and diffusion of new technologies. This part is primarily designed to provide a framework for determining the commercial viability of new medical devices and the best path for realizing their value, including how to develop a compelling value proposition, analyze markets and competitors, and protect intellectual property. Throughout, the course utilizes individual exercises, case analyses, and team projects. CBID MSE Students Only
Instructor(s): L. Aronhime.
This course comprises two distinct, but related, components. The first is a broad introduction to the terms, concepts, and values of business and management. Particular emphasis will be placed on the economic, financial, and corporate contexts of our business culture, and how they impact the organization, strategy, and decision-making of business firms. The second component is an introduction to the sociological and economic forces that shape the development and diffusion of new technologies. This part is primarily designed to provide a framework for determining the commercial viability of new medical devices and the best path for realizing their value, including how to develop a compelling value proposition, analyze markets and competitors, and protect intellectual property. Throughout, the course utilizes individual exercises, case analyses, and team projects. CBID MSE students only.
Instructor(s): L. Aronhime.

EN.660.665. Technology Entrepreneurship.
The goal of the course is to provide a strategic framework (technological, market, regulatory, and financial) for determining the commercial value of new technologies and the best path for realizing that value. Through lectures, exercises, and case studies, students will develop and advance their own innovations and inventions, culminating in a business plan. No audits.
Area: Engineering, Natural Sciences.

EN.661.301. Writing for the Law.
This course teaches students to communicate effectively in various modes of legal discourse that are fundamental to the practice of law. Students will engage in writing nearly every session and will learn the basics of legal writing, editing (both the student’s and others’ work), and written/oral advocacy skills. Students can expect to work with litigation-related documents such as pleadings, preliminary and dispositive motions, and appellate briefs as well as non-litigation-related documents such as opinion articles, publications, essays, and various business-related contracts.
Instructor(s): D. Sandhaus; M. Franceschini.

Students enrolled in this independent study will work as writers and editors for the student-run magazine. They will collaborate with the editorial team to produce content, develop magazine policies, and ensure that student work adheres to those policies. They may also create/direct artwork as needed.
Instructor(s): C. O’Donnell.

EN.662.643. The Practice of Consulting.
MSEM students only.
Instructor(s): L. Aronhime; P. Sheff; R. Graham.

EN.663.615. Building Effective Posters and Slides.
This course teaches techniques in visual communication geared to suit emerging scientists. Students will learn the fundamentals of visual design, including theories of form, color and visual perception. The course will cover principles of typography, grid systems and other methods of establishing visual hierarchy. There will also be a short unit on commercial photography. Students will put this knowledge to work in the classroom to produce slides, conference posters and data visualizations. GRADING: P/F for most students; letter grades for MSEM students.
Instructor(s): C. O’Donnell.

Introduces participants to the fundamental aspects of law associated with developing and bringing new products to the marketplace. Arranged in modules and taught largely through the case method, the course features the following topics: creating and forming businesses and contracts. GRADING: P/F for most students; letter grades for MSEM students.
Instructor(s): G. Galvez.

Arranged in modules and taught largely through the case method, the course features the following topics: intellectual property; principal-agent relations; and product liability. Not only will participants learn the principles associated with each topic, but also they will master the questions and concerns to use when working with legal counsel on these issues in the future. GRADING: P/F for most students; letter grades for MSEM students.
Instructor(s): C. Jeffers.

EN.663.640. Writing Proposals that Win.
Graduate students only.
Instructor(s): E. Rice.

EN.663.643. Science Outreach: Communicating Science to the Public.
This course teaches graduate students to communicate effectively with a non-specialized audience including the “voting public” and high school students. Possible projects include an article for mainstream science news outlet and a hands-on presentation. Class emphasizes writing clearly for a non-technical audience, creating appropriate visuals and manipulatives, developing oral presentation skills, giving and receiving feedback, and simulating the real world environment in which most communication occurs. Graduate students only.

EN.663.645. Improving Presentation Skills for Scientists and Engineers.
This course is designed to help scientists and engineers improve their oral presentation skills in a practice-intensive environment. Students will learn how to hone their message, to craft presentations that address both technical and non-technical audiences, and create clear, compelling PowerPoint presentations. All presentations will be recorded for self-evaluation, and students will receive extensive instructor and peer feedback. Graduate students only. This is a 7-week course and is not open to undergraduates.
Instructor(s): R. Graham.

EN.663.646. Improving Presentation and Interview Skills for Humanities Students.
This course is designed to give Humanities students an opportunity to refine their lecturing and interviewing skills in a practice-intensive environment. Students will learn how to hone their message, to craft presentations that address both expert and non-expert audiences, and create clear, compelling PowerPoint presentations (if appropriate). All presentations will be recorded for self-evaluation, and students will receive extensive instructor and peer feedback. Graduate students only. This is a 7-week course that begins halfway through the semester and is not open to undergraduates. Second 7 Weeks, Wednesday 4 – 6:30 pm.
EN.663.647. Academic Writers' Workshop.
Do you struggle with writers’ block? Do you have trouble setting writing goals and sticking to them once the hustle and bustle of the semester begins? This module is for academic writers of all stripes and persuasions—dissertation students, creative writers, post-docs, and new faculty—who would like to work with other academic writers on setting writing goals, strategizing how to overcome individual obstacles that are impeding the writing process, and getting feedback on work in a positive, supportive atmosphere of non-specialists/non-experts. The module emphasizes productivity rather than critique. Suggested readings: How to Write a Lot by Daniel Silvia, The Now Habit by Neil Fiore.
Instructor(s): J. Reiser.

EN.663.648. Introduction to Dissertation Writing.
This course is designed to help students in any discipline and in any phase of the dissertation process move their work forward. Whether you are a beginning student who has no idea what your topic is or an advanced student facing the submission process in a few months, you will be able to use this workshop to help you focus your efforts more effectively and find out best practices for doing dissertation writing here at JHU. Phd students only.
Instructor(s): H. Parker
Area: Engineering, Natural Sciences.

This workshop provides continuing dissertation writers with the structure of a traditional classroom environment to help facilitate work on the dissertation and to provide a framework of personal accountability in meeting personal writing goals. This course is only open to students who have taken EN.663.648 Introduction to Dissertation Writing. Graduate and Postdocs Only.
Prerequisites: Prereq: EN.663.648
Instructor(s): H. Parker
Area: Engineering, Natural Sciences.

EN.663.650. Finding a Job and Building Your Career.
Finding a job often is hard work – a task that takes time, energy and skills. Moreover, advancing in your career requires planning and attention to issues and opportunities at work. This module is designed to assist you in sharpening skills required for your efforts in these regards. Among topics of concern are building a resume, writing letters of application, interviewing effectively, engaging a mentor, managing initial personal finance issues and adjusting to current trends in the workplace. Expect to produce a polished resume, an effective letter of application and a set of practiced interviewing skills and a personalized career development plan through the time period of the class. Graduate students only. This is a 7-week course and is not open to undergraduates.
Instructor(s): R. Graham.

EN.663.651. The Entrepreneurial Cycle and Developing Effective Business Plans.
So you have an idea for a business – now what? How do you convert your idea to a plan? What factors must you consider and how should you do that? How do you think about customers and competition? How much money do you need and where can you find it? How do you pitch your idea for maximum impact? Answers to these questions and more are the topics of concern for this module. Expect to build at least several sections of a business plan for your idea with the time period of the class. Graduate students only.
Instructor(s): C. Jeffers; E. Rice.

EN.663.652. EQ vs. IQ: Achieving Emotional Intelligence and Understanding Diversity.
We live in increasingly diverse society and an increasingly connected world. Times require new skills and awareness; “smarts” as defined by IQ is no longer sufficient for success. Instead, an understanding of other cultures, a willingness to explore the positions of various stakeholders in situations, the capacity and willingness to exercise empathy, and the ability to identify and work with the feelings of self and others are keys to successful participation in the workforce. This Module addresses these skills in theoretical and practical ways so as to expand the awareness and capacities of participants.
Instructor(s): Staff.

EN.663.654. Commercializing Your Invention or Idea.
It is one thing to have an idea and quite another to move the idea from idea and basic research to use in the world of business or manufacturing. This course addresses the process and skills required to make that transition. Among the topics addressed in this class are the following: recognizing the potential of ideas, addressing the patent landscape, understanding markets, determining resource requirements, design and prototypes, and finding financing. Graduate and Post Doc Only.
Instructor(s): J. Reiter.

EN.663.655. Social Media Integration for Entrepreneurship.
Graduate students only.

EN.663.656. Developing and Managing Websites.
Explore how to develop and manage a website that supports an organization’s goals and objectives. This holistic approach to websites will include case studies, application-oriented exercises, and group assignments. Each student will develop a professional WordPress website, employing strategies for meeting organizational goals and customer needs, using best practices for engagement and design, and creating systems for successful management and revision. GRADING: P/F for most students; letter grades for MSEM students.
Instructor(s): R. Graham.

EN.663.660. Managing People and Resolving Conflicts.
Have you ever had to deal with a difficult person at work or in the lab? Have you been a member of a team on which team dysfunction was so bad that it makes television sitcoms look normal? Why are some companies much more productive and pleasant to work with than others? Do you understand techniques of persuasion and how to participate effectively in negotiations? These topics are among the ideas we develop and practice in this class, using a combination of seminar style reading and discussion, lecture and in-class activity. Graduate students only.
Prerequisites: Students cannot have taken EN.663.663.
Instructor(s): E. Rice
Area: Engineering, Natural Sciences.

EN.663.661. Searching the Academic Marketplace.
The academic job search can be especially vexing, given the fewer graduates that actually enter that market as opposed to private industry. This class offers opportunities to generate search strategies and skills to help you find that academically based position. Among the topics you will explore are building your CV, interviewing, networking, and search listings.
Instructor(s): H. Parker.

EN.663.663. The People Side of Work: Management, Conflict Resolution and Negotiation.
Graduate and Post Doc Only.
EN.663.666. Managing Personal Finances.
The class in Managing Personal Finance is designed to familiarize the student with the basic concepts and quantitative techniques of personal financial planning and financial literacy. The course begins with a discussion of budgeting and the time value of money and moves on to the basic principles of financial planning in the areas of taxation, consumer credit, housing decisions, insurance, investing fundamentals and retirement planning. Graduate students only. No undergrads.
Instructor(s): A. Leps.

EN.663.670. Project Management.
Projects are temporary activities devised to achieve very specific goals in a designated timeframe for a specified amount of resources. Often they involve disparate activities, frequently separated by distance and sometimes involving different staff and materials. For the project to successfully meet its objectives, all these items must be planned, coordinated and orchestrated. This module explores the processes and tools available to those who must manage projects to optimize outcomes within the primary constraints of time, quality, scope and budget. Class time involves presentations, examples and discussion.
Instructor(s): E. Rice.

EN.663.671. Leading Change.
Change happens, like it or not! It is necessary for progress and the result of innovation, yet change makes individuals and organizations so uncomfortable that most people and groups within organizations vigorously resist change. So the questions become how to cause, how to embrace and how to lead constructive change in our selves, our organizations and our communities – in ways that colleagues and would-be colleagues support and contribute toward success. The primary format for learning in this course is seminar style with reading, researching and sharing of information as well as structured, experiential activities designed to build skills through practice and interpersonal exchange. Class time is devoted to discussion, observation, feedback, additional exercises and presentation. Additionally, participants engage in reflection and explanation of their considerations as the course progresses. GRADING: P/F for most students; letter grades for MSEM students. No undergrads allowed except enrolled MSEM combined bachelor’s/master’s students.
Instructor(s): W. Smedick

EN.663.673. Leading Teams in Virtual, International and Local Settings.
Graduate and Postdocs Only.
Instructor(s): W. Smedick
Area: Engineering, Natural Sciences.

EN.663.674. Fundamentals of Management.
Managers must juggle knowledge of and tasks associated with operations, finance, information technology, strategy, and projects. Much of managerial success, however, depends less on managers’ direct input – the sweat of their brows— than on their ability to enlist the active involvement of others: direct reports, other managers, other team members, and those above them on the organizational chart. It is imperative that managers be adept at influencing those over whom they have no formal authority as well as guiding and directing those who report to them. In this course, you will learn and practice the concepts and skills necessary to manage, direct, and guide others as well as content associated with building strategy and structure in organizations.
Instructor(s): I. Izenberg.

Cross Listed Courses

Entrepreneurship and Management

This one credit, four session course offered as preparation for the JHU Business Plan Competition, will cover the fundamentals of creating and delivering a business plan for a new venture. Topics to include: organizing the business plan, market analysis, competitive analysis, financial projections, strategies to meet the expectations of varied investors, identification of necessary resources and developing and delivering a persuasive, well-articulated pitch. No audits.

EN.660.103. The Promise and Peril of Microfinance.
Microcredit, microlending and microfinance are relatively new tools, potentially useful to help alleviate poverty, contribute to local economies, earn a living and make profit. The promise and publicity has generated practices, experiments and businesses worldwide; microcredit even generated a Nobel Prize for Muhammad Yunus and the Grameen Bank in 2006. So too, the spread of the concept has produced excesses and controversy and more recently, scholarship in the practices and ideas. In this course we will explore the theory, practice and possibilities of the ideas with emphasis on both the developing world and western economies. The course uses lecture, discussion, case study and community investigation to explore the content. No audits.
Instructor(s): E. Rice.

EN.660.105. Introduction to Business.
This course is designed as an introduction to the terms, concepts, and values of business and management. The course comprises three broad categories: the economic, financial, and corporate context of business activities; the organization and management of business enterprises; and, the marketing and production of goods and services. Topic specific readings, short case studies and financial exercises all focus on the bases for managerial decisions as well as the long and short-term implications of those decisions in a global environment. No audits.
Instructor(s): I. Izenberg; L. Aronhime
Area: Social and Behavioral Sciences.

The course will teach basic to advanced level financial modeling techniques within the Excel environment. Students will be exposed to several real-world examples and asked to create models to solve these problems. Some Excel topics include Formulas, Formatting, Charting, Filters, Toolpaks, VLOOKUP, Data Importing, Pivot Tables, IF statements, Macros, VBA.
Instructor(s): M. Kitt.

EN.660.150. Media and P.R. in the Big Apple.
Gain insight into trends and career opportunities in public relations, advertising and media through one week of in-class learning (Jan. 5-9 half days) followed by a three-day trip to New York (Jan. 13-15) to network with and learn from executives from leading P.R., advertising and media firms.
Instructor(s): L. Kendrick.

Through case studies and an applied group project (developing and presenting a marketing plan for a new product launch), students will gain an understanding (from the Lecturer who is a former Procter & Gamble marketer) of the fundamentals of brand marketing. Learn how to make marketing strategy choices, how to evaluate advertising, and how to hone and perfect oral and written communication skills.
EN.660.154. The Art of the Pitch.
Donald Trump, Sergey Brin, and Steve Jobs know how to do it and so will you. “The Art of the Pitch” explores the principles of persuasive dialogue. Getting a job, raising money or selling a product: the basics of a successful pitch are the same. Guest speakers will share their best and worst pitches and what motivates them to act. Together students will craft two pitches, one for themselves and one real-time, real-world example for an outside business.
Instructor(s): J. Pennington.

EN.660.156. Social Media Strategy and Measurement.
Go beyond the textbook and develop a “real-world” social media strategy. Learn how to develop social media goals, align strategies, evaluate social media tactics and measure your results. This step-by-step method can be used for any organization or company and gives you a competitive advantage when looking for your first job. Taught by Nichole Kelly, blogger for Social Media Examiner (ranked #4 in AdAge’s top marketing blogs) and CEO of Full Frontal ROI Consulting.
Instructor(s): L. Kelly; L. Kendrick.

EN.660.160. Location, Location, Location.
Taught by a professional in the field and a Hopkins graduate, this course explores the basic principles of real estate development and finance. A special feature for this year encourages student participation in the analysis and project selections of an internationally focused real estate impact investment fund in the global South.
Instructor(s): J. Gorelick.

The course in Financial Accounting is designed for anyone who could be called upon to analyze and/or communicate financial results and/or make effective financial decisions in a for-profit business setting. No prior accounting knowledge or skill is required for successful completion of this course. Because accounting is described as the language of business, this course emphasizes the vocabulary, methods, and processes by which all business transactions are communicated. The accounting cycle, basic business transactions, internal controls, and preparation and understanding of financial statements including balance sheets, statements of income and cash flows are covered. No audits.
Instructor(s): A. Leps; L. Aronhime; S. Furlong.

This course explores the role of marketing in society and within the organization. It examines the process of developing, pricing, promoting and distributing products to consumer and business markets and shows how marketing managers use the elements of the marketing mix to gain a competitive advantage. Through interactive, application-oriented exercises, case videotapes, a guest speaker (local marketer), and a group project, students will have ample opportunity to observe key marketing concepts in action. The group project requires each team to research the marketing plan for an existing product of its choice. Teams will analyze what is currently being done by the organization, choose one of the strategic growth alternatives studied, and recommend why this alternative should be adopted. The recommendations will include how the current marketing plan will need to be modified in order to implement this strategy and will be presented to the instructor in written form and presented to the class. No audits.
Instructor(s): D. Sullivan; L. Kendrick; M. Furst; Staff.

EN.660.300. Managerial Finance.
This course is designed to familiarize the student with the basic concepts and techniques of financial management practice. The course begins with a review of accounting, securities markets, and the finance function. The course then moves to discussion of financial planning, financial statement analysis, time value of money, interest rates and bond valuation, stock valuation, and concludes with capital budgeting and project analysis and decision making. A combination of classroom discussions, problem sets, and case studies will be used. No audits.
Prerequisites: EN.660.203
Instructor(s): M. Priolo.

EN.660.303. Managerial Accounting.
This course introduces management accounting concepts and objectives including planning, control, and the analysis of sales, expenses, and profits. Major topics include cost behavior, cost allocation, product costing (including activity based costing), standard costing and variance analysis, relevant costs, operational and capital budgeting, and performance measurement. Note: not open to students who have taken EN.660.204 Managerial Accounting. No audits.
Prerequisites: EN.660.203
Instructor(s): A. Leps.

This course is designed to increase a student’s ability to read and interpret financial statements and related information under both GAAP and IFRS (International Financial Reporting Standards). In addition to a review of the basic financial statements and accounting principles, the course will use industry and ratio analysis in addition to benchmarking and modeling techniques to encourage students to think in a more creative way when analyzing historic information or when forecasting financial statements. Students will access firm profitability and risk, value assets and use spreadsheet models for financial forecasting and decision making. No audits.
Prerequisites: EN.660.203 Financial Accounting
Instructor(s): A. Leps.

EN.660.306. Law and the Internet.
Sometimes called “Cyber law,” this course uses the case study method to examine some of the most significant and compelling legal aspects, issues, and concerns involved with operating a business enterprise in an Internet environment. Some of the issues likely to be covered include jurisdiction, resolution of online disputes, trademarks, copyright, licenses, privacy, defamation, obscenity, the application of traditional concepts of tort liability to an Internet context, computer crime, information security, taxation, international considerations, and an analysis of other recent litigation and/or statutes. No audits.
Prerequisites: EN.660.205
Area: Social and Behavioral Sciences.

EN.660.307. Business Law II.
Building on the material from Business Law I, topics examined include entrepreneurship, business entities and business formation, principles of agency, real property, personal property, bailments, bankruptcy, secured transactions, employment discrimination, business financing, investor protection, antitrust and environmental law. Not open to students who have taken EN.660.206 Business Law II. No audits.
Prerequisites: EN.660.205 Business Law I; Not open to students who’ve taken EN.660.206 Business Law II
Area: Social and Behavioral Sciences.
EN.660.308. Business Law I.
This course is designed to provide students an introduction to legal reasoning and analysis. Content distinguishes forms of business, civil versus criminal law, and agency principles; intellectual property concepts, contract Law, the UCC (Uniform Commercial Code) and consumer protection are explored and discussed in the context of assigned legal cases which are intended to develop a student’s ability to analyze and apply law. Note: not open to students who have taken EN.660.205 Business Law I. No audits.
Prerequisites: EN.660.105
Instructor(s): C. Jeffers; D. Fisher; L. Monti; W. Rakes
Area: Social and Behavioral Sciences.
This course is designed as a workshop using case studies to introduce students to the ethical concepts that are relevant to resolve moral issues in contemporary business and social settings—both global and personal in nature. Students will learn the reasoning and analytical skills needed to apply ethical concepts to their own decision-making, to identify moral issues involved in the management of specific problem areas in business and society, and to understand the social and natural environments which give rise to moral issues. The course focus is on performance articulated by clear reasoning and effective verbal and written communication concerning ethical issues in business and society. Not open to students who have taken EN.660.231 Case Studies in Business Ethics. No audits.
Prerequisites: EN.660.105
Instructor(s): D. Sandhaus
Area: Humanities.
EN.660.311. Law and the Internet.
Sometimes called “Cyber law,” this course uses the case study method to examine some of the most significant and compelling legal aspects, issues, and concerns involved with operating a business enterprise in an Internet environment. Some of the issues likely to be covered include jurisdiction, resolution of online disputes, trademarks, copyright, licenses, privacy, defamation, obscenity, the application of traditional concepts of tort liability to an Internet context, computer crime, information security, taxation, international considerations, and an analysis of other recent litigation and/or statutes. Note: not open to students who have taken EN.660.306 Law and the Internet. No audits.
Prerequisites: EN.660.205| OR EN.660.308
Instructor(s): M. Franceschini
Area: Social and Behavioral Sciences.
This course focuses on preparing students to engage in and lead social enterprises as we explore the options for creating social value. Using a combination of lecture, case study and project work, we investigate both for-profit and non-profit models for creating social value with special emphasis on the non-profit community. Particular emphasis is placed on the management challenges of social enterprises such as creating and conveying their message, options for dealing with finances, relationships within communities, and methods for building constituencies. Additionally, we address critical issues such as measures of success, scale, replication and failure. The class requires contact with organizations in the community as well as one long weekend away from campus. Recommended Course Background: EN.660.105 or EN.660.333 or EN.660.220/EN.660.340. No audits.
EN.660.331. Leading in Teams.
This course will allow students to develop the analytical skills needed to effectively lead and work in teams. Students will learn tools and techniques for problem solving, decision-making, conflict resolution, task management, communications, and goal alignment in team settings. They will also learn how to measure team dynamics and performance, and assess methods for building and sustaining high-performance teams. Students will also explore their own leadership, personality and cognitive styles and learn how these may affect their performance in a team. The course will focus on team-based experiential projects and exercises as well as provide opportunities to individually reflect and write about the concepts explored and skills gained throughout the course. No Audits. Recommended Couse Background: EN.660.332 or EN.660.333.
Instructor(s): W. Smedick.
EN.660.332. Leadership Theory.
Students will be introduced to the history of Leadership Theory from the “Great Man” theory of born leaders to Transformational Leadership theory of non-positional learned leadership. Transformational Leadership theory postulates that leadership can be learned and enhanced. The course will explore the knowledge base and skills necessary to be an effective leader in a variety of settings. Students will assess their personal leadership qualities and develop a plan to enhance their leadership potential. Recommended Course Background: EN.660.105 or EN.660.220/EN.660.340. No audits.
Instructor(s): W. Smedick
Area: Social and Behavioral Sciences.
EN.660.333. Leading Change.
In this course, we will use a combination of presentation, discussion, experiential learning, research and self-reflection to investigate issues surrounding leadership and change in communities and the economy. While considering both for-profit and non-profit entities, we will pursue topics including understanding and using theories of change; finding competitive advantage and creating strategic plans; making decisions, even in uncertain times; valuing differences; employing leadership styles; giving and receiving feedback; understanding employee relations; creating performance measures; and developing organizational cultures; and using the dynamics of influence. Not open to students who have taken EN.660.235. No audits. Recommended Course Background: EN.660.105
Instructor(s): W. Smedick
EN.660.335. Negotiation and Conflict Resolution.
The focus of this class is the nature and practice of conflict resolution and negotiation within and between individuals and organizations. The primary format for learning in this class is structured experimental exercises designed to expose students to different aspects of negotiation and to build tangible skills through interpersonal exchange. While some class time is devoted to presentations on theories and approaches, the class method primarily relies on feedback from fellow classmates on their observations of negotiation situations and on personal reflections by students after each structured experience. Topics include conflict style, negotiation, and group conflict. No audits. Recommended Course Background: EN.660.105, an additional course in the Entrepreneurship and Management Program or in the social sciences.
Instructor(s): E. Rice.
So many big and seemingly intractable problems inhibit progress and diminish quality of life especially in and around urban communities. Surely there are ways to begin to tackle some of these problems, if we approach them from a multi-disciplinary perspective. This course provides that opportunity as students, who work primarily in teams, apply theory and ingenuity to investigate problems, propose solutions or invent devices that address some of these problems. Class time is spent in lecture, discussion, and applied community projects to master content. Time will be spent participating on teams and working in community organizations in addition to class.
Area: Social and Behavioral Sciences.

This course introduces the student to the management process. The course takes an integrated approach to management by examining the role of the manager from a traditional and contemporary perspective while applying decision-making and critical-thinking skills to the challenges facing managers in today's globally diverse environment. The course examines the techniques for controlling, planning, organizing resources and leading the workforce. Open to students who have taken EN.660.220 Principles of Management. No audits.
Prerequisites: EN.660.105
Instructor(s): I. Izenberg.

This course focuses on both quantitative and qualitative analytical skills and models essential to operations process design, management, and improvement in both service and manufacturing oriented companies. The objective of the course is to prepare the student to play a significant role in the management of a world-class company which serves satisfied customers through empowered employees, leading to increased revenues and decreased costs. The material combines managerial issues with both technical and quantitative aspects. Practical applications to business organizations are emphasized. Recommended Course Background: EN.660.105 Introduction to Business or EN.660.241 IT Management. No audits
Instructor(s): J. Reiter.

EN.660.351. Product and Brand Management.
Consumers love those little bits of crunchy orange goodness called Cheetos®. But when Frito-Lay decided that consumers might also like Cheetos®-flavored lip balm, they reacted with a hailstorm of derision. This may be proof that our free market economy is just a rudderless, if hilarious, contraption. More likely, Cheetos® Lip Balm was an example of the challenges marketers face in product and brand management. This course is a conceptual and practical exploration of how marketers deliver products and build brands that translate into competitive advantage for their companies. Among the critical concepts typically addressed in the course are developing and positioning a brand, assembling the marketing mix media into a whole, establishing price, creating packaging, and tracking the customer experience. The course uses readings, lecture, exercises, cases and examples to explore these concepts. No audits.
Prerequisites: EN.660.250
Instructor(s): D. Crane.

New product development is the ultimate interdisciplinary entrepreneurial art, combining marketing, technical, and managerial skills. A successful product lies at the intersection of the user’s need, a technical solution, and compelling execution. This class will bootstrap your experience in the art through exercises and team projects. We will examine products and services, consumer and industrial, simple and technologically complex. Case studies will feature primary sources and the instructor’s personal experiences as an inventor for a major consumer products company. Topics will span the product development cycle: identifying user needs, cool-hunting, brainstorming, industrial design, prototyping techniques, market research to validate new ideas, and project management -- especially for managing virtual teams and foreign manufacturers. No audits.
Prerequisites: EN.660.250
Instructor(s): M. Agronin.

EN.660.354. Consumer Behavior.
This course will explore how and why consumers make choices in the marketplace—the “buy-ology” of their behavior. We will learn the psychological, social, anthropological, and economic underpinnings of consumer behavior as well as the brain chemistry that affects choices in the marketplace. Students will learn how consumer behavior can and is influenced and the sometimes-unintended consequences of marketing campaigns designed to produce a particular behavior. Students will analyze how consumers solve problems, assess tradeoffs and make choices; how they integrate and react to retail surroundings, smells, product displays, brand, pricing strategies, social pressures, market structures and a myriad of other influences and motivations to buy. Students will also explore how marketers incorporate what is known about consumer behavior into advertising and promotional campaigns, market segmentation and positioning, pricing strategies and new product introductions. Student experiential projects will include ethnographic observations and analyses of real-world consumer behavior. No audits.
Instructor(s): R. Graham.

This course will allow students to apply marketing principles and concepts to the sports marketing environment while gaining an understanding of how event sponsorships, endorsements, licensing and naming rights are used to achieve business objectives. Through case studies and a group project, students will be exposed to a broad range of sports entities including professional sports teams, governing organizations and sports media.
Prerequisites: EN.660.250 Principles of Marketing
Instructor(s): L. Kendrick.

Uncover the process of creative thinking for innovation and conceiving “big ideas” in marketing. Students will be exposed to creative theory and practice as they select a consumer product and determine strategic market positioning, target demographics, media vehicles and creative guidelines. Then students will learn the craft of advertising copywriting for print, broadcast and digital media as they develop finished creative executions for the chosen organization that all build to a complete integrated marketing campaign. No audits.
Instructor(s): Staff.
EN.660.358. International Marketing.
This course covers product, pricing, promotion, distribution, market research, organization and implementation and control policies relating to international marketing. It also explores the economic, cultural, political and legal aspects of international marketing. Through interactive and application-oriented assignments and cases, students will gain hands-on experience in analyzing and developing marketing strategies for organizations that market both consumer and business products/services internationally. A group project will involve the development of an international marketing plan for a specific product. One or more local international marketers will be invited to speak to the class. No audits.
Prerequisites: EN.660.250
Instructor(s): L. Kendrick.

EN.660.361. Engineering Business and Management.
An introduction to the business and management aspects of the engineering profession, project management, prioritization of resource allocation, intellectual property protection, management of technical projects, and production management. Preference will be given to Mechanical Engineering students. No audits. Recommended Course Background: EN.660.105
Instructor(s): I. Izenberg; M. Agronin
Area: Engineering, Natural Sciences.

EN.660.363. Leadership & Management in Materials Science and Engineering.
In this course, you will learn about leadership, social responsibility, strategy, finance, project management and people management specifically in the materials science and engineering fields. You will practice writing concise persuasive analyses and action plans and verbally defending your ideas. You will learn the ethical guidelines for the materials science profession, to resolve team conflicts and co-lead self-managed work teams, and determine how materials science supports society’s sustainability goals and the social responsibilities of materials scientists. Our class time will feel like a business meeting, and we will refer to class periods as meetings. When you complete this course, you will be prepared to be a working professional. Your Teaching Team looks forward to seeing you develop into a career engineer, scientist, manager, entrepreneur, professor or other professional over the years.
Instructor(s): I. Izenberg
Area: Engineering, Natural Sciences.

EN.660.401. Advanced Corporate Finance.
The advanced course in corporate finance is designed to provide the upper level business student with a background in the more complex applications of financial management practice. Students will be exposed to advanced financial management concepts through a pedagogy combining classroom instruction, problem solution, business case analysis and work on a group project with coverage of the topics of capital markets, risk and portfolio theory, cost of capital, raising capital, capital structure, corporate dividend policy, real property valuation, merger and acquisition analysis, working capital management, commercial leasing strategies, international finance and derivatives analysis. No audits.
Prerequisites: EN.660.302 Corporate Finance OR EN.660.300 Managerial Finance OR 180.366 Corporate Finance.

EN.660.404. Business Law II.
Building on the material from Business Law I, topics examined include entrepreneurship, business entities and business formation, principles of agency, real property, personal property, bailments, bankruptcy, secured transactions, employment discrimination, business financing, investor protection, antitrust and environmental law. No audits.
Prerequisites: EN.660.205 OR EN.660.308
Instructor(s): D. Fisher
Area: Social and Behavioral Sciences.

This course explores the acquisition, protection and commercialization of intellectual property, such as patents, trademarks, copyrights and trade secrets, and its impact on businesses and organizations. The course addresses critical issues such as the various types of intellectual property, the protection and commercialization of intellectual property by business and legal means, and the valuation of intellectual property. In addition, the tension between exclusive rights in intellectual property and free competition will be discussed throughout this course. Through interactive class discussions and a group project, students will have ample opportunity to develop a better understanding pertaining to the different types of intellectual property and to develop an intellectual property strategic plan for protecting an intellectual property portfolio. Specifically, the group project requires each team to research a selected Maryland based company’s intellectual property, its plan for protection and commercialization and its business goals, products and services. Each team will then analyze how well the company’s current business goals relate to its intellectual property portfolio, and recommend changes to better meet these company’s goals. Not open to students who have taken EN.660.305 Intellectual Property Law. No audits.
Prerequisites: EN.660.205 Business Law I
Area: Social and Behavioral Sciences.

This course is designed to give students in CS the requisite skills to generate and screen ideas for new venture creation and then prepare a business plan for an innovative technology of their own design. These skills include the ability to incorporate into a formal business case all necessary requirements, including needs identification and validation; business and financial models; and, market strategies and plans. Student teams will present the business plan to an outside panel made up of practitioners, industry representatives, and venture capitalists. In addition, this course functions as the first half of a two course sequence, the second of which will be directed by CS faculty and focus on the actual construction/programming of the business idea. Restricted to Juniors and Seniors majoring in Computer Science or by permission of instructor.
Prerequisites: Co-requisite: EN.660.321 OR EN.660.421;EN.660.226 AND EN.660.120
Instructor(s): L. Aronhime.
**EN.660.414. Financial Statement Analysis.**
This course is designed to increase a student’s ability to read and interpret financial statements and related information under both GAAP and IFRS (International Financial Reporting Standards). In addition to a review of the basic financial statements and accounting principles, the course will use industry and ratio analysis in addition to benchmarking and modeling techniques to encourage students to think in a more creative way when analyzing historic information or when forecasting financial statements. Students will assess firm profitability and risk, value assets and use spreadsheet models for financial forecasting and decision making. Not open to students who have taken EN.660.304 Financial Statement Analysis. No audits.
**Prerequisites: EN.660.203**
**Instructor(s): A. Leps.**

**EN.660.420. Marketing Strategy.**
This writing intensive course helps students develop skills in formulating, implementing, and controlling a strategic marketing program for a given product-market entry. Using a structured approach to case analysis, students will learn how to make the kinds of strategic marketing decisions that will have a long-term impact on the organization and support these decisions with quantitative analyses. Through textbook readings, students will learn how to identify appropriate marketing strategies for new, growth, mature, and declining markets and apply these strategies as they analyze a series of marketing cases. The supplementary readings, from a broad spectrum of periodicals, are more applied and will allow students to see how firms are addressing contemporary marketing challenges. In addition to analyzing cases individually, each student will be part of a team that studies a case during the latter half of the semester, developing marketing strategy recommendations, including financial projections, and presenting them to the class. No audits.
**Instructor(s): L. Kendrick.**

**EN.660.450. Advertising & Integrated Marketing Communication.**
This course builds on the promotional mix concepts covered in Principles of Marketing (EN.660.250)—advertising, public relations, sales promotion and personal selling. Students will learn how marketers are changing the ways they communicate with consumers and the ways in which promotional budgets are allocated—and how this impacts the development of marketing strategies and tactics. Working with a client (provided by EdVenture Partners) that has chosen this JHU class as its “advertising agency” and an actual budget provided by the firm, the class will form small teams to mirror the functional organization of an actual ad agency (market research, media strategy/planning, copywriting/design, public relations, etc.). Student teams will then develop a promotional plan and corresponding budget to reach the desired target market (JHU undergrads who meet the client’s criteria), implement the plan and then evaluate its effectiveness through pre- and post campaign market research conducted on the target consumer. 
**Note: Not open to students who have taken EN.660.450 as Advertising and Promotion. No audits. (Formerly Advertising and Promotion.)**
**Prerequisites: EN.660.250**
**Instructor(s): L. Kendrick.**

**EN.660.453. Social Media and Marketing.**
This course explores strategies for monitoring and engaging consumers in digital media. Students will gain practical knowledge about developing, implementing and measuring social media marketing campaigns. They will learn how to analyze what consumers are saying and connect with them by leveraging word of mouth, viral and buzz marketing through sites like Facebook, Twitter and YouTube. A series of assignments build upon each other toward a final social media marketing plan for a selected consumer product or service. No Audits. 
**Instructor(s): M. DeVries; Staff.**

**EN.660.456. Marketing Communication Law & Ethics.**
This course focuses on the legal and ethical constraints of advertising and promotion marketing practice. Federal laws, media standards and professional ethics establish what can or cannot be said or done in marketing. Beyond that corporate and personal social responsibility must also be considered. Topics such as deception, copyright, publicity, comparative advertising and social media standards will be covered. Students will apply concepts to current practical examples and delve more deeply into subjects through a series of writing assignments. Co-listed with EN.661.456. No audits. Recommended Course Background: one writing course in any discipline (professional communication, expository writing, or writing seminars).
**Instructor(s): K. Quesenberry.**

**EN.660.460. Entrepreneurship.**
This course provides students with a solid introduction to the entrepreneurial process of creating new businesses. Students will gain an appreciation for the investors’ perspective in assessing opportunities, evaluating strategies, and valuing the new enterprise. The course will cover the principal components of building a successful venture including management, market analysis, intellectual property protection, legal and regulatory issues, operations, entrepreneurial financing, and the role of the capital markets. Course work will include case studies and creation of investor marketing materials. Open to Juniors and Seniors. No Audits. Recommended Course Background: EN.660.203
**Prerequisites: EN.660.105 OR EN.660.250**
**Instructor(s): E. Rice.**

**EN.660.461. Engineering Business and Management.**
An introduction to the business and management aspects of the engineering profession, project management, prioritization of resource allocation, intellectual property protection, management of technical projects, and product/production management. Preference will be given to Mechanical Engineering students. No audits. Recommended Course Background: EN.660.105
**Area: Engineering.**

**EN.660.500. Business Internship.**
Students may qualify for an internship with one of the many local employers with whom CLE works or they may arrange a non-local internship on their own. For non-paid internships only, students may apply for sponsorship for academic credit through CLE. Applications must include a resume, transcript and written essay and will be evaluated on the basis of work experience, GPA, writing sample, and course work. Students are expected to complete two reports assigned by the internship coordinator. S/U only.
**Instructor(s): L. Kendrick.**
Students work on an existing business or marketing plan/case project under the close supervision of an Entrepreneurship and Management faculty member. Students must apply by submitting a cover letter, resume, unofficial transcript, and essay describing the business concept/marketing plan. Applications must be approved by both the faculty member and director of CLE. Students are expected to meet regularly with the faculty member and complete assigned readings and projects. Permission required. S/U only.
Instructor(s): L. Aronhime; P. Sheff.

The course will teach basic to advanced level financial modeling techniques within the Excel environment. Students will be exposed to several real-world examples and asked to create models to solve these problems. Some Excel topics include Formulas, Formatting, Charting, Filters, Toolpaks, VLOOKUP, Data Importing, Pivot Tables, IF statements, Macros, VBA.
Instructor(s): M. Kitt.

Professional Communication

EN.661.110. Professional Writing and Communication.
This course teaches students to communicate effectively with a wide variety of specialized and non-specialized audiences. Projects include production of resumes, cover letters, proposals, instructions, reports, and other relevant documents. Class emphasizes writing clearly and persuasively, creating appropriate visuals, developing oral presentation skills, working in collaborative groups, giving and receiving feedback, and simulating the real world environment in which most communication occurs. Not open to students who have taken EN.661.110 as Technical Communication or Professional Communication for Science, Business and Industry or EN.661.120 Business Communication. No audits.
Prerequisites: Not open to students who have taken EN.661.110 as Technical Communication or Business and Industry or EN.661.120 Business Communication.
Instructor(s): C. Wilkins; J. Thompson; L. Pepitone.

EN.661.111. Professional Writing and Communication for International Students.
This course teaches ESL students to communicate effectively with a wide variety of specialized and non-specialized audiences and will provide ESL-specific help with grammar, pronunciation, and idiomatic expression in these different contexts. Projects include production of resumes, cover letters, proposals, instructions, reports, and other relevant documents. Class emphasizes writing clearly and persuasively, creating appropriate visuals, developing oral presentation skills, working in collaborative groups, giving and receiving feedback, and simulating the real world environment in which most communication occurs. Note: not open to students who have taken EN.661.110 as Technical Communication or Professional Communication for Science, Business, and Industry or EN.661.120 Business Communication. No audits.
Prerequisites: Not open to students who have taken EN.661.110 as Technical Communication or Professional Communication for Science, Business, and Industry or EN.661.120 Business Communication.
Instructor(s): L. Davis.

EN.661.150. Oral Presentations.
This course is designed to help students push through any anxieties about public speaking by immersing them in a practice-intensive environment. They learn how to speak with confidence in a variety of formats and venues - including extemporaneous speaking, job interviewing, leading a discussion, presenting a technical speech, and other relevant scenarios. Students learn how to develop effective slides that capture the main point with ease and clarity, hone their message, improve their delivery skills, and write thought-provoking, well-organized speeches that hold an audience’s attention. No audits.
Instructor(s): J. Reiser; L. Davis.

EN.661.160. Online Media and Society.
This online course takes a comprehensive and critical view of the history, roles and responsibilities of media in society. It explores the organization, creation, economics, control and effects of mass communications in the United States and the world. Students will learn how both traditional and new digital media has come to play such an integral role in our society while exploring the exciting career opportunities in journalism, public relations, advertising, radio, film, TV and the Internet. Students will apply concepts to current practical examples through a course blog and delve more deeply into subjects through writing assignments. No on-campus components required. No audits.

EN.661.250. Oral Presentations.
This course is designed to help students push through any anxieties about public speaking by immersing them in a practice-intensive environment. They learn how to speak with confidence in a variety of formats and venues - including extemporaneous speaking, job interviewing, leading a discussion, presenting a technical speech, and other relevant scenarios. Students learn how to develop effective slides that capture the main point with ease and clarity, hone their message, improve their delivery skills, and write thought-provoking, well-organized speeches that hold an audience’s attention. No audits. Not open to students that have taken EN.661.150.
Prerequisites: Not open to students who have taken EN.661.150.

This course is designed to help students push through any anxieties about public speaking by immersing them in a practice-intensive environment. They learn how to speak with confidence in a variety of formats and venues - including extemporaneous speaking, job interviewing, leading a discussion, presenting a technical speech, and other relevant scenarios. Students learn how to develop effective slides that capture the main point with ease and clarity, hone their message, improve their delivery skills, and write thought-provoking, well-organized speeches that hold an audience’s attention. Special attention will be placed on diction, pronunciation, tone, pace and emphasis of language. Additional attention also will be given to syntax as well as non-verbal communication patterns. No audits. Not open to students that have taken EN.661.151.
Prerequisites: Not open to students that have taken EN.661.151.
Instructor(s): L. Davis.
EN.661.306. Freelance Travel Writing: Destination Mid-Atlantic.

In this course, students will learn the fundamentals of magazine and travel writing as well as best practices for working as a freelance writer. After gaining familiarity with the genre by reading several “classics” of travel writing and a selection of exemplary magazine articles, students will learn how to brainstorm ideas, plan research, interview skillfully, take useable photos with smartphones, polish pitches to editors, and write/revise/submit work for publication. Students will also have the opportunity to meet with important executives from travel magazines and publishing houses. We will use Washington, DC, and Baltimore as the basis for most of our work, but the course might also include day trips to Philadelphia and New York. At the end of the course, students will create an ePortfolio to showcase their articles, profiles, reviews, trade placements, blog entries, and pitches/queries to potential editors. Recommended: one prior course in writing but may be waived with instructor’s permission.

Instructor(s): J. Reiser.

EN.661.315. Culture of the Engineering Profession.

This course focuses on building understanding of the culture of engineering while preparing students to communicate effectively with the various audiences with whom engineers interact. Working from a base of contemporary science writing (monographs, non-fiction, popular literature and fiction), students will engage in discussion, argument, case study and project work to investigate: the engineering culture and challenges to that culture, the impacts of engineering solutions on society, the ethical guidelines for the profession, and the ways engineering information is conveyed to the range of audiences for whom the information is critical. Additionally, students will master many of the techniques critical to successful communication within the engineering culture through a series of short papers and presentations associated with analysis of the writings and cases. No audits. WSE sophomores, juniors and seniors or by instructor approval.

Instructor(s): E. Rice; P. Sheff; R. Graham.

EN.661.317. Culture of the Medical Profession.

This course builds understanding of the culture of medicine as well as the ways in which different strata within society have access to and tend to make decisions about health and health related services while preparing students to communicate effectively with the various audiences with whom medical professionals interact. Working from a base of contemporary science writing (monographs, non-fiction, popular literature and fiction), students engage in discussion, argument, case study and project work to investigate topics such as the medical culture, the ways medicine is viewed by different segments of society, issues associated with access to health care, ethical dilemmas and guidelines for medical decisions, the impacts of medical and engineering solutions on society, decision making within client/patient groups, social and cultural differences that effect behavioral change, and the ways medical information is conveyed to the range of audiences for whom the information is critical. Additionally, students will master many of the techniques critical to successful communication through a series of short papers and presentations associated with analysis of the writings and cases. For sophomores, juniors, and seniors or by permission of instructor. No audits.

Instructor(s): J. Bernstein

Area: Social and Behavioral Sciences.
EN.661.400. Practical Applications of Business Analytics.
With higher transparency and increased sophistication in data collection, modern technology has become a central component in decision-making in all sectors of business. Unfortunately, most casual observers of this critical data are ill-equipped to meaningfully analyze this new information. This course will provide students with an overview of best practices in the field coupled with real-world examples and case studies. Recommended Course Background: EN.661.203 Business Analytics or a statistics based course prior to this course.
Instructor(s): Staff
Area: Quantitative and Mathematical Sciences.

EN.661.410. Research Writing for ESL.
This course is designed to help ESL writers succeed in writing, editing, and completing a large research project specific to their discipline. This could be a research report, journal article, literature review, dissertation chapter, grant proposal, or other relevant document. The course provides intensive help with grammar, idiomatic phrasing, and overall clarity for writers whose native language is not English. The course includes both individual consultation and group workshops. Undergraduates must be conducting research with a faculty member or must obtain special permission of instructor to register for the course. S/U grading only (students may elect to take this course for a traditional letter grade if their departments require them to do so; students must inform the instructor by the second week of class). Co-listed with EN.661.610. No audits.

EN.661.425. Ethics of Biomedical Innovation.
Engineers confront problems and make decisions that hold long term social consequences for individuals, organizations, communities and the profession. For biomedical engineers, these decisions may relate to: inventions such as medical devices and pharmaceuticals; neural prosthetics and synthetic biological organisms; responsible and sustainable design; availability of biotechnology in the developing world. Using a combination of cases, fieldwork and readings, we examine the ethical issues, standards, theory and consequences of recent and emerging engineering interventions as a way to understand the profession and to form a basis for future decisions. In addition students will learn and practice multiple forms of communication, including oral, visual and written rhetoric. A particular focus will be communication targeted to different stakeholders including other professionals and the public. Students will apply good communication principle to the discussion of biomedical engineering ethics, develop their own ethical case studies and participate in group projects to aid ethical decision-making, and to improve communication of complex biomedical ethical issues to others. Co-listed with EN.580.425.
Area: Social and Behavioral Sciences.

EN.661.453. Social Media and Marketing.
This course explores strategies for monitoring and engaging consumers in digital media. Students will gain practical knowledge about developing, implementing and measuring social media marketing campaigns. They will learn how to analyze what consumers are saying and connect with them by leveraging word of mouth, viral and buzz marketing through sites like Facebook, Twitter and YouTube. A series of assignments build upon each other toward a final social media marketing plan for a selected consumer product or service. Co-listed with EN.660.453. No audits.
Prerequisites: EN.660.250 Principles of Marketing.

EN.661.454. Blogging and Digital Copywriting.
Learn how to develop, write and manage content for marketing communication on the Web and build an online presence through search engine optimization (SEO) and search engine marketing (SEM). Each student will learn copywriting for various digital formats including Email marketing, website copy and social media while gaining an understanding of web analytics, conversion optimization, writing for keywords and mobile marketing. No audits. Recommended Course Background: one writing course in any discipline (professional communication, expository writing, or writing seminars).
Prerequisites: Prereq. EN.660.250-Principles of Marketing.

EN.661.456. Marketing Communication Law & Ethics.
This course focuses on the legal and ethical constraints of advertising and promotion marketing practice. Federal laws, media standards and professional ethics establish what can or cannot be said or done in marketing. Beyond that corporate and personal social responsibility must also be considered. Topics such as deception, copyright, publicity, comparative advertising and social media standards will be covered. Students will apply concepts to current practical examples through a course blog and delve more deeply into subjects through a series of writing assignments. Co-listed with EN.660.456. No audits. Recommended Course Background: one writing course in any discipline (professional communication, expository writing, or writing seminars).
Prerequisites: EN.660.250
Instructor(s): K. Quesenberry.

This course helps students build advanced communication skills that are critical for leveraging their academic experience in the "real world." Course emphasizes reporting information, polishing CVs and resumes, presenting conference papers, participating in poster sessions, tailoring information to both specialist and non-specialist audiences, and writing grant proposals for funding. Undergraduates are required to be conducting research with a faculty member or by special permission of instructor. Co-listed with EN.661.687. No audits.

EN.661.610. Research Writing for International Students.
This course is designed to help ESL writers succeed in writing, editing, and completing a large research project specific to their discipline. This could be a research report, journal article, literature review, dissertation chapter, grant proposal, or other relevant document. The course provided intensive help with grammar, idiomatic phrasing, and overall clarity for writers whose native language is not English. The course includes both individual consultation and group workshops. P/F grading only (students may elect to take this course for a traditional letter grade if their departments require them to do so; students must inform the instructor by the second week of class). No audits.
Instructor(s): D. Link-Farajali
Writing Intensive.
EN.661.611. Professional Communication for ESL.
This course teaches ESL students to communicate effectively with a wide variety of specialized and non-specialized audiences and will provide ESL-specific help with grammar, pronunciation, and idiomatic expression in these different contexts. Projects include production of resumes, cover letters, proposals, instructions, reports, and other relevant documents. Class emphasizes writing clearly and persuasively, creating appropriate visuals, developing oral presentation skills, working in collaborative groups, giving and receiving feedback, and simulating the real world environment in which most communication occurs. Not open to students who have taken EN.661.110 as Technical Communication or Professional Communication for Science, Business, and Industry or EN.661.120 Business Communication. Co-listed with EN.661.411.

This course will prepare you to be competitive in the world of business by offering you some of the oral and written communication techniques you need to be successful. While working to enhance pronunciation, grammar, idiomatic expressions, and business vocabulary, you will work to speak comfortably in business social settings and meetings and to write effectively in a variety of modes not limited to e-mails, memoranda, resumes, and summary reports. The overall goal for all assignments is to speak and to write in clear, effective English. Moreover, improving oral and written communications will give you confidence, help you to make a good impression, and just maybe give you that “edge” you need to get the job you want or the project you desire once employed. Finally, individual pronunciation conferences will be scheduled with each of you throughout the semester, Financial Math students only. P/F only. No audits.

This course will prepare you to be competitive in the world of business by offering you some of the oral and written communication techniques you need to be successful. While working to enhance pronunciation, grammar, idiomatic expressions, and business vocabulary, you will work to speak comfortably in business social settings and meetings and to write effectively in a variety of modes not limited to e-mails, memoranda, resumes, and summary reports. The overall goal for all assignments is to speak and to write in clear, effective English. Moreover, improving oral and written communications will give you confidence, help you to make a good impression, and just maybe give you that “edge” you need to get the job you want or the project you desire once employed. Finally, individual pronunciation conferences will be scheduled with each of you throughout the semester, Financial Math students only. P/F only. No audits.

Instructor(s): D. Link-Farajali.

EN.661.654. Blogging, Editing, and Copywriting.
Learn how to develop, write and manage content for marketing communication on the Web and build an online presence through search engine optimization (SEO) and search engine marketing (SEM). Each student will create his/her own professional WordPress blog and gain knowledge on how to market it. They will also learn copywriting for various digital formats including Email marketing, website copy and social media while gaining an understanding of web analytics, conversion optimization, writing for keywords and mobile marketing. Recommended Course Background: one writing course in any discipline (professional communication, expository writing, or writing seminars). Co-listed with EN.661.454. No audits.

Prerequisites: Prereq. EN.660.250-Principles of Marketing.
Recommended prerequisite: one writing course in any discipline (professional communication, expository writing or writing seminars). Co-listed with EN.661.454. No audits.

This course helps students build advanced communication skills that are critical for leveraging their academic experience in the “real world.” Course emphasizes reporting information, polishing CVs and resumes, presenting conference papers, participating in poster sessions, tailoring information to both specialist and non-specialist audiences, and writing grant proposals for funding. Co-listed with EN.661.487. No audits.

EN.661.710. Dissertation Writing Workshop.
This course is designed to introduce students to the dissertation writing process, explain JHU-specific rules and regulations regarding dissertation work, and facilitate the completion of new work or work already in progress. Open to students in any discipline and in any stage of the dissertation process, this course will begin with a selection of speakers from relevant JHU departments, The Graduate Board, the MSE Library and the Commercial Binding Office, the Counseling Center’s Dissertation Support Group, professors, and recently graduated students (among others). During the second half of the course, students will designate one component of the dissertation and work to bring it to completion in a supportive workshop environment. This “component” could include a prospectus, a literature review, a chapter, an introduction, an overall plan for completion, or preparation for the defense. Topics will be geared toward the individual needs of the students registered in the course but will, in general, emphasize goal setting, project planning, developing strategies for working with readers/advisors/committees, learning how to emphasize “the big picture,” working with research tools such as Refworks or Zotero, building a daily writing practice, exploring strategies to deal with the isolation/depression common to dissertation writers, navigating the submission process, and, in general, supporting the overall dissertation writing process through its various stages. Course is taught pass/fail only. No-native speakers are encouraged to take EN.661.610 Research Writing for ESL before taking this course. No audits.

EN.661.651. Oral Presentations for ESL.
This course is designed to help students push through any anxieties about public speaking by immersing them in a practice-intensive environment. They learn how to speak with confidence in a variety of formats and venues - including extemporaneous speaking, job interviewing, leading a discussion, presenting a technical speech, and other relevant scenarios. Students learn how to develop effective slides that capture the main point with ease and clarity, hone their message, improve their delivery skills, and write thought-provoking, well-organized speeches that hold an audience’s attention. Special attention will be placed on diction, pronunciation, tone, pace and emphasis of language. Additional attention also will be given to syntax as well as non-verbal communication patterns. Co-listed with EN.661.151.

This workshop is for dissertation writers who have already completed the Dissertation Writing Workshop, EN.661.710. This class provides a venue for students to hold themselves accountable, to set weekly goals, to workshop drafts, and to present work-in-progress to the whole group. Course is taught pass/fail only. Course may be repeated. No audits.

Prerequisites: Prereq: EN.661.710.
Engineering Management

**EN.662.611. Strategies: Accounting & Finance.**
This course includes a review of financial accounting with an emphasis on the implications of GAAP selections and other managerial decisions on the financial statements. Historic financial performance is assessed using ratio analysis. Relevant cash flows are used in capital budgeting situations; projects are analyzed using discounted cash flow techniques as a measure of valuation. Managerial accounting topics of financial forecasting, cost accumulation, cost allocation, product costing, and variance analysis are used in decision making. For M.S. in Engineering Management only; graded (not P/F); no audits.
Instructor(s): A. Leps.

**EN.662.620. Professional Presentations.**
This course is designed to help scientists and engineers improve their oral presentation skills in a practice-intensive environment. Students will learn how to hone their message, to craft presentations that address both technical and non-technical audiences, and create clear, compelling PowerPoint presentations. All presentations will be recorded for self-evaluation, and students will receive extensive instructor and peer feedback. MSEM students only. This is a 7-week course and is not open to undergraduates. Suggested readings: The Art of Explanation by Lee Lever, Presentation Zen by Garr Reynolds
Instructor(s): J. Reiser.

**EN.662.632. Business Law and Intellectual Property.**
Business Law and Intellectual Property introduces participants to the fundamental aspects of law associated with developing and bringing new products to the marketplace. Arranged in modules and taught largely through the case method, the course features the following topics: creating and forming businesses; contracts; intellectual property; principal-agent relations; and product liability. Not only will participants learn the principles associated with each topic, but also they will master the questions and concerns to use when working with legal counsel on these issues in the future. For M.S. in Engineering Management only; no audits.
Instructor(s): G. Galvez.

**EN.662.642. Management and Leadership.**
Management and Leadership is a case, experiential and research based course intended to introduce participants to issues and solutions related to growing and managing businesses with an emphasis on entrepreneurial enterprises. The course focuses on managerial decision-making and organization building through topics that include planning and managing strategic change; finding competitive advantage; making informed decisions; dealing with uncertainty; negotiating collaborative settlements; managing/leading projects, teams and professionals; networking and forming strategic alliances; valuing differences; creating and maintaining organizational cultures; and devising performance measures. Additionally, participants master aspects of management communication as they address course content. For M.S. in Engineering Management only; graded (not P/F); no audits.
Instructor(s): E. Rice.

**EN.662.650. Marketing Communications.**
Written and oral work focuses on communicating effectively with target audiences using integrated media and developing interpersonal skills essential for managers, including presenting to a hostile audience, running meetings, listening, and contributing to group decision-making. MSEM students only, no undergrads.
Instructor(s): R. Graham.

**EN.662.651. Marketing Communication and Strategy.**
This course is designed to introduce students to key marketing, communications, and strategic issues surrounding the process of bringing new products to the marketplace. Through cases, readings, discussion and hands-on team projects, students develop a flexible approach to thinking about marketing problems, maximizing resources and creating strategic solutions. Written and oral work focuses on communicating effectively with target audiences using integrated media and developing interpersonal skills essential for managers, including presenting to a hostile audience, running meetings, listening, and contributing to group decision-making. For M.S. in Engineering Management only; graded (not P/F); no audits.

**EN.662.692. Strategies for Innovation & Growth.**
This course involves the assessment of a student's internship experience via a report and oral presentation. The questions and general format of the report and presentation will be provided by the instructor. The report and presentation will be evaluated by the instructor and both must be approved to obtain credit for this course. Students must be enrolled simultaneously in the internship experience.
Instructor(s): W. Smedick.

**EN.662.611. M.S. in Engineering Management Seminar.**
Professional development seminar for engineering management students featuring outside speakers with engineering management experience. For M.S. in Engineering Management only; P/F only; no audits.
Instructor(s): S. Ozdemir.

**EN.662.812. M.S. in Engineering Management (MSEM) Seminar.**
Professional development seminar for engineering management students featuring outside speakers with engineering management experience. For M.S. in Engineering Management only; P/F only; no audits.
Instructor(s): P. Sheff.

**EN.662.815. CAD for MSEM.**
MSEM students only or permission of instructor.
Instructor(s): M. Boyle.
Marketing and Communications

The Marketing & Communications (M&C) program offers Johns Hopkins Arts & Sciences, Engineering and Peabody students a broad array of courses designed to equip them to lead in the marketing and communications fields, and complements major courses of study in departments across campus. Students who opt to declare the minor will choose between two tracks: the Marketing Management track and the Integrated Marketing Communications track. Courses are also open to students who choose not to declare the minor.

The Marketing Management track is geared towards students who wish to pursue a career in product or marketing management at a large-scale enterprise. This track emphasizes learning how to manage both the message and the financial impact of marketing campaigns, as well as how to manage a product line from development to launch.

The Integrated Marketing Communications track is designed for students who want to be more involved in the creative side of the marketing field, including areas such as advertising, public relations and social media. This track emphasizes forming marketing messages, and the production of creative content and deliverables for a variety of different industries.

See the Undergraduate tab above for specific requirements for the minor.

To complete the Marketing and Communications minor, student must complete:

• Three core courses
• One or two foundational courses, depending on the track selected
• Four upper-level courses in the desired track; one course must be at the 400-level.

Core courses; all three required

EN.660.105 Introduction to Business 4
EN.660.250 Principles of Marketing 3
EN.661.110 Professional Writing and Communication 3

Foundational courses

Marketing Management Track (one course required)
EN.660.203 Financial Accounting 3
or EN.661.380 Business Analytics

Integrated Marketing Communications Track (two courses required)
EN.661.250 Oral Presentations 3
or EN.661.251 Oral Presentations for International Students
EN.661.370 Visual Rhetoric 3

Upper-level electives; four courses required, at least one at 400-level

Please note that there are several new upper-level courses in development for the tracks listed below. Check the website for any changes when the new courses have been activated.

Marketing Management Track

EN.660.352 New Product Development 3
EN.660.354 Consumer Behavior 3
EN.660.355 Sports Marketing 3
EN.660.358 International Marketing 3
EN.660.420 Marketing Strategy 3
EN.660.450 Advertising & Integrated Marketing Communication 3
EN.660.456 Marketing Communication Law & Ethics 3
EN.661.361 Corporate Communications & P.R. 3
EN.661.453 Social Media and Marketing 3
EN.661.454 Blogging and Digital Copywriting 3

Integrated Marketing Communications Track

EN.660.310 Case Studies in Business Ethics 3
EN.660.357 Copywriting and Creative Strategy 3
EN.660.450 Advertising & Integrated Marketing Communication 3
EN.661.301 Writing for the Law 3
EN.661.315 Culture of the Engineering Profession 3
EN.661.317 Culture of the Medical Profession 3
EN.661.361 Corporate Communications & P.R. 3
EN.661.390 Catalyst: A Student-Run Magazine 3
EN.661.453 Social Media and Marketing 3
EN.661.454 Blogging and Digital Copywriting 3

Course and Grade Rules and Limitations

The Marketing and Communications minor requires 25 credits for the Marketing Management track and 28 credits for the Integrated Marketing Communications track.

A maximum of 6 credits of courses taken from outside WSE and KSAS (including transfer course & study abroad) may be applied to the M&C minor.

A maximum of three credits may be taken on an S/U basis.

All courses applied to the M&C minor must be completed with a grade of C- or above.

Faculty

Director
Timothy Weihs
Director of CLE, Professor of Materials Science & Engineering.

Program Directors
Lawrence Aronhime
Senior Lecturer & Director of Entrepreneurship & Management Program: accounting, finance, entrepreneurship, technology commercialization.
Full Time Faculty

Bob Graham
Lecturer: entrepreneurship, professional communication, oral presentations.

Illysa Izenberg
Lecturer: engineering management.

Leslie Kendrick
Senior Lecturer: marketing strategy, integrated marketing communications, sports marketing, international marketing, internships.

Annette Leps
Senior Lecturer: accounting, finance, management.

Charlotte O'Donnell
Lecturer: oral presentations, professional communication, visual rhetoric.

William Smedick
Senior Lecturer: leadership theory, leadership in teams.

Part Time Faculty

Michael Agronin
Lecturer: new product development.

Jennifer Bernstein
Lecturer: professional communication.

Laura Davis
Lecturer: professional communication for ESL and Oral presentations for ESL.

Marci DeVries
Lecturer: marketing.

Kevin Dungey
Senior Lecturer: oral presentations.

David Fisher
Lecturer: business law.

Mark Franceschini
Senior Lecturer: business law, business ethics, Internet law.

Sean Furlong
Lecturer: financial accounting.

Mary Beth Furst
Lecturer: principles of marketing.

Jason Heiserman
Lecturer: oral presentations.

Andrew Kulanko
Senior Lecturer: oral presentations.

Denise Link-Farajali
Lecturer: professional communication: financial math for ESL, research writing for ESL.

Bryan Rakes
Lecturer: business law.

Joshua J. Reiter
Senior Lecturer: business process management, total quality management, information technology management, Internet-based business applications, creativity and innovation, entrepreneurship.

Douglas Sandhaus
Senior Lecturer: business law, business ethics, Internet law.

Jay Thompson
Lecturer: professional communication.

Caroline Wilkins
Lecturer: professional communication.

Materials Science and Engineering

Materials are essential to the construction of any engineering structure, from the smallest integrated circuit to the largest bridge. In almost every technology, the performance, reliability, or cost is determined by the materials used. As a result, the drive to develop new materials and processes (or to improve existing ones) makes materials science and engineering one of the most important and dynamic engineering disciplines.

The central theme of materials science and engineering is that the relationships among the structures, properties, processing, and performance of materials are crucial to their function in engineering structures. Materials scientists seek to understand these fundamental relationships and use this understanding to synthesize new materials or develop new processes for producing existing ones. Materials engineers design or select materials for particular applications and develop improved processing techniques. Since materials scientists and engineers must understand the properties of materials as well as their applications, the field is inherently interdisciplinary and draws on aspects of almost every other engineering discipline as well as physics, chemistry, and, most recently, biology. Because the field encompasses so many different areas, it is often categorized according to types of materials (metals, ceramics, polymers, and semiconductors) or to their applications (biomaterials, electronic materials, magnetic materials, or structural materials).

The department prepares students for successful careers in materials science and engineering, for advanced study in science or engineering, and for professional education in other fields. The goal of the undergraduate program is to provide a rigorous and comprehensive curriculum in materials science and engineering as well as in mathematics, basic sciences, humanities, and social sciences. Our
low student-to-faculty ratio allows students close contact with faculty in both classroom and research environments, as well as with other students and researchers in the department. The student is encouraged to proceed at his or her own rate and to participate in interdisciplinary, interdepartmental, and interschool programs. In the tradition of Johns Hopkins, all of our undergraduate students participate in research, often beginning in their sophomore year, working closely with faculty and graduate students.

In recognition that biomaterials and nanotechnology represent two of the most rapidly developing areas of materials science and engineering, the Department of Materials Science and Engineering offers challenging specializations in biomaterials or nanotechnology within its undergraduate program.

The field of biomaterials is concerned with the science and engineering of materials in biology and medicine. Engineering materials are increasingly used in applications such as drug delivery and gene therapy, scaffolds for tissue engineering, replacement body parts, and biomedical and surgical devices. Biomaterials is an inherently interdisciplinary field that requires deep understanding of the properties of materials in general, and the interactions of materials with the biological environment. The Biomaterials Track is designed to provide a firm grounding in the physics, chemistry, and biology of materials, as well as breadth in general engineering, mathematics, humanities, and social science. In addition, students are encouraged to gain hands-on experience in biomaterials research laboratories. The program seeks to educate students to reach the forefront of leadership in the field of biomaterials engineering. While the fundamental principles of materials science still apply, a complete understanding of biomaterials and their interactions with biological environments requires a greater degree of specialization than the standard undergraduate curriculum provides. In recognition of completion of the Biomaterials Track, a student may elect to have his or her academic transcript annotated to indicate a specialty in biomaterials.

Nanotechnology advances the utilization of materials and devices with extremely small dimensions. Nanotechnology is a visionary field, as micro and nanostructured devices impact all fields of engineering, from microelectronics (smaller, faster computer chips) to mechanical engineering (micromotors and actuators) to civil engineering (“smart,” self-healing nanocomposite materials for buildings and bridges) to biomedical engineering (biosensors and tissue engineering). Materials science is central to nanotechnology because the properties of materials can change dramatically when things are made extremely small. This observation is not simply that we need to measure such properties or develop new processing tools to fabricate nanodevices. Rather, our vision is that the wide (and sometimes unexpected!) variety of phenomena associated with nanostructured materials allows us to envision radically new devices and applications that can only be made with nanostructured materials. The Nanotechnology Track encompasses a curriculum designed to train students in the fundamental interdisciplinary principles of materials science including physics and chemistry, and also to expose students to the forefront of nanomaterials research through elective classes as well as research laboratories. Students in the Nanotechnology Track will be well-prepared for successful careers in materials engineering across a wide range of disciplines. In recognition of completion of the Nanotechnology Track, a student may elect to have his or her academic transcript annotated to indicate a specialty in nanotechnology.

The graduate curriculum provides students with a broad yet thorough grounding in the fundamentals of materials science and engineering. After completing the core curriculum, students pursuing master and Ph.D. degrees take advanced courses that will allow them to work at the forefront of knowledge in their chosen specialty. Those desiring to conduct original research and advance the frontiers of knowledge pursue a master’s essay and/or Ph.D. thesis. To this end, the department has an outstanding and wide-ranging research program, with particular emphasis on nanomaterials, thin films, metastable materials, biomaterials, computational materials science, and materials characterization.

Facilities

The teaching and research facilities of the Department of Materials Science and Engineering are located in Maryland and Krieger halls on the Homewood campus. Our central facilities include the Surface Analytical Laboratory, with advanced tools for the chemical characterization of solid surfaces; the Scanning Electron Microscopy Laboratory; the X-Ray Diffraction Laboratory; the Laboratory for Thin Film Deposition; and facilities for sample preparation, optical microscopy, and mechanical testing. Individual research groups have established laboratories with advanced facilities for materials processing, nanotechnology, and materials characterization. Through collaboration with other departments and national laboratories, students and faculty also have access to a variety of other facilities necessary for world-class research.

Mission Statement

Materials play a central role in the performance and reliability of virtually every technology and living organism. The central theme of materials science and engineering is that the relationships between the structure, properties, processing, and performance of materials are crucial to their function. Materials scientists seek to understand these fundamental relationships, synthesize new materials, develop improved processes for making materials, and understand the role of materials in the functioning of biological organisms. The wide range of problems addressed makes materials science one of the most highly interdisciplinary and dynamic engineering disciplines.

The Materials Science & Engineering faculty strives to maintain the Johns Hopkins University tradition of training a small number of students of the highest quality. We measure our success by the impact our graduates have on the scientific and engineering communities. Our program is designed to provide a solid foundation for future career development for students with diverse career aspirations.

Program Objectives

Our current program educational objectives are stated as follows:

Graduates of the Materials Science and Engineering Program:

1. Pursue careers that include advanced graduate studies in materials science and engineering or careers in related areas of science and engineering or professional disciplines that benefit from an understanding of materials science and engineering such as medicine, business or law.

2. Employ elements of the research process in their careers including the use of:
   - critical reasoning to identify fundamental issues and establish directions for investigation
• creative processes to define specific plans for problem solution
• analytical thought to interpret results and place them within a broader context.

**Student Outcomes**

At completion of the degree program, students in Materials Science and Engineering will have:

1. an ability to apply knowledge of mathematics, science and engineering (to solve problems related to materials science and engineering)
2. an ability to design and conduct experiments, as well as to analyze and interpret data (using statistical, computational or mathematical methods)
3. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability - the design process
4. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical and health and safety, manufacturability, and sustainability - recognition of constraints within design
5. an ability to function on multidisciplinary teams
6. an ability to identify, formulate and solve engineering problems
7. an understanding of professional and ethical responsibility
8. an ability to communicate effectively (writing)
9. an ability to communicate effectively (oral presentation)
10. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context
11a recognition of the need for and an ability to engage in life-long learning
12a knowledge of contemporary issues
13a ability to use the techniques, skills, and modern engineering tools necessary for engineering practice
14 the ability to apply advanced science (such as chemistry and physics) and engineering principles to materials systems
15 the ability to integrate understanding of the scientific and engineering principles underlying the four major elements: structure, properties, processing, and performance related to material systems appropriate to the field
16 the ability to apply and integrate knowledge from each of the above four elements of the field to solve materials selection and design problems
17 the ability to utilize experimental, statistical and computational methods consistent with the program educational objectives

An anticipated individual program of study designed to meet the university and department requirements for the B.S. degree, as well as to reflect the student’s interest, should be filed as early as possible during the student’s residence. The faculty advisor’s signature is required on all course registration and course change forms. As changes are made in the program, it shall be the student’s responsibility to see that a revised program is filed with the advisor. Each student must have an approved program on file no later than the semester before he/she expects to graduate.

General university requirements include (see also General Requirements for Departmental Majors for more information):

• Complete program of study outlined by track or concentration (standard track, biomaterials concentration, or nanotechnology concentration).
• Fulfill the university writing requirement two writing intensive courses, at least 3 credits each.
• Fulfill 75 credits earned in courses coded Engineering, Quantitative Studies, or Natural Science.
• At least 30 credits of this must be counted Natural Science or Quantitative Studies with no course counted twice.
• At least 30 additional credits must be taken outside of Engineering area, excluding prerequisites for the major.
• Fulfill a minimum of six courses coded Humanities or Social and Behavioral Sciences, at least 3 credits each, for a minimum of 18 credits.
• Take a minimum of 128 credits.

To meet the course requirements for the B.S. degree in Materials Science and Engineering, the student must complete a minimum of 128 credits, distributed as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Science *</td>
<td>42</td>
</tr>
<tr>
<td>Basic Natural Sciences **</td>
<td>22</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20</td>
</tr>
<tr>
<td>Humanities and Social Sciences **</td>
<td>18</td>
</tr>
<tr>
<td>Basic Engineering and Computer Programming **</td>
<td>11</td>
</tr>
<tr>
<td>Electives ***</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>128</td>
</tr>
</tbody>
</table>

* The 42 credits of materials science courses must be passed with a letter grade of C or higher.
** All courses must be passed with a letter grade of C- or higher
*** Of these electives, 6 credits must be in natural sciences, mathematics, or engineering, and 9 credits are open electives to be chosen by the student. All courses must be passed with a letter grade of D or higher.

In addition to the degree program in Materials Science and Engineering, students may elect to complete specialized concentrations in biomaterials or nanotechnology. Whether a student chooses to pursue studies following the standard track, the Biomaterials concentration or the Nanotechnology concentration, the course work specified for the degree will provide a firm grounding in the principles of materials science and engineering.

**Requirements for the B.S. Degree**

The Department of Materials Science and Engineering offers a program leading to the Bachelor of Science Degree. The B.S. for the Materials Science and Engineering degree program is accredited by the Engineering Accreditation Commission of ABET, www.abet.org (http://www.abet.org). The student must meet the general university requirements for the chosen degree as well as the departmental requirements, and must complete the program approved by the student’s advisor.
Three B.S. Degree Options are Offered by the Department of Materials Science and Engineering

Standard Track
The Standard Track is intended for those students with general materials science interests. It permits the student to tailor the degree program to specific interests by allowing a broad range of choices for upper-level science and engineering electives.

Biomaterials Concentration
Biomaterials is an exciting and rapidly developing field. Engineered materials are increasingly used in medical applications (such as drug delivery, gene therapy, scaffolds for tissue engineering, replacement body parts, and biomedical and surgical devices) while an understanding of structure-property relationships in natural biomaterials may lead to improved interventions for a wide variety of diseases and injuries. Because it is highly interdisciplinary (involving elements of materials science, engineering, biology, chemistry and medicine), biomaterials as a discipline requires a deep understanding of the properties of materials in general, and the interactions of materials with the biological environment in particular.

The biomaterials concentration is designed to provide a broad basis in the fundamentals of materials science and engineering, as well as a particular emphasis on the principles and applications of biomaterials. While the fundamental principles of materials science still apply, a complete understanding of biomaterials and their interactions with biological environments requires a greater degree of specialization than the standard undergraduate curriculum provides. The biomaterials curriculum includes topics such as biomimetic materials, natural biomaterials, host responses to biomaterials, biocompatibility, and applications of biomaterials, particularly in tissue engineering, drug delivery, and medical devices and implants. Our goal is to train students who can apply these principles to the development of novel materials that benefit human health.

To receive commendation for completion of the Biomaterials concentration, the student must complete three electives, whose subject matter is some aspect of Biomaterials, and complete a biomaterials lab course and a biomaterials-related senior design project. Approval of electives must be made by a student’s academic advisor prior to taking the courses, and approval of the senior design project must be pre-approved by the senior design instructor.

Nanotechnology Concentration
Nanotechnology advances the utilization of materials and devices with extremely small dimensions. Nanotechnology is a visionary field, as micro- and nano-structured devices impact all fields of engineering, including microelectronics (smaller, faster computer chips), mechanical engineering (micromotors and actuators), civil engineering (“smart”, self-healing nanocomposite materials for buildings and bridges), and biomedical engineering (biosensors and tissue engineering).

Materials science is central to nanotechnology because the properties of materials can change dramatically when things are made extremely small. This observation is not simply that we need to measure such properties or develop new processing tools to fabricate nanodevices. Rather, our vision is that the wide (and sometimes unexpected) variety of phenomena associated with nanostructured materials allow us to envision radically new devices and applications that can only be made with nanostructured materials. The nanotechnology concentration encompasses a curriculum designed to train students in the fundamental interdisciplinary principles of materials science, including physics and chemistry, and also to expose students to the forefront of nanomaterials research through elective classes and research laboratories. In recognition of completion of the Nanotechnology concentration, a student may elect to have his or her academic transcript annotated to indicate a concentration in nanotechnology.

To receive commendation for completion of the Nanotechnology concentration, the student must complete three electives, whose subject matter is some aspect of Nanotechnology, and complete a nanomaterials lab course and a nanotechnology-related senior design project. Approval of electives must be made by a student’s academic advisor prior to taking the courses, and approval of the senior design project must be pre-approved by the senior design instructor.

Detailed description of the B.S. program (course credits in parenthesis):

**Detailed Description of the B.S. Program**

**Materials Science (42 credits)**

Must be passed with a letter grade of C or higher.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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Four upper-level materials science electives each 300-level or higher

**Basic Sciences (22 credits)**

Must be passed with a letter grade of C- or higher

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Sample Undergraduate Programs for Materials Science and Engineering

Standard Track
(For a student beginning with Calculus I)

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Total Credits: 128

### Biomaterials Concentration

(For a student beginning with Calculus I)

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Unrestricted Elective | 3 Unrestricted Elective | 3

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#### Nanotechnology Concentration

(For a student beginning with Calculus I)

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Unrestricted Elective | 3 Unrestricted Elective | 3

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Total Credits: 128
Year 2

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Total Credits: 16

Year 3

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Total Credits: 16

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Total Credits: 15

Total Credits: 124

* Students are encouraged to take the 1-credit introductory 510.109 Materials Science & Engineering for the 21st Century. Students must take EN.510.101 Introduction to Materials Chemistry or both AS.030.101 Introductory Chemistry I/AS.030.102 Introductory Chemistry II to fulfill the introductory chemistry lecture requirement.

Information about scholarships and other sources of financial assistance for undergraduates is available from Student Financial Services (http://pages.jhu.edu/~finaid). In addition, the faculty employs a number of undergraduates as laboratory assistants to help with various aspects of their individual research programs.

The Department of Materials Science and Engineering (DMSE) offers three graduate degrees: the Ph.D. (Doctor of Philosophy), the M.S.E. (Master of Science in Engineering), and the M.M.S.E. (Master of Materials Science and Engineering). The Ph.D. and the M.S.E. can be completed on either a full-time or part-time basis. Financial aid is available only for students admitted to the full-time Ph.D. program. The M.S.E. degree may be completed either with or without an essay, as described below.

Hopkins undergraduate students are encouraged to consider completing both the B.S. degree and the M.S.E. degree in a total of five years. This five-year, dual degree option offers additional preparation for the pursuit of Ph.D. programs and careers in materials science and engineering. Students are encouraged to consult their undergraduate advisors to gain information on M.S.E. programs at Hopkins, as well as third- and fourth- year course selections best suited to the pursuit of the M.S.E. degree.

The M.M.S.E. is a terminal master’s degree offered through Johns Hopkins Engineering for Professionals (EP) of the Whiting School of Engineering. The degree program consists of 10 courses offered primarily in the evening. Students interested in this program should apply through the EP Office, 410.516.2300 or www.ep.jhu.edu.

Admission

To be admitted to graduate study in the Department of Materials Science and Engineering, students must submit credentials sufficient to convince the faculty that they have the potential to successfully complete the program requirements. Under the new GRE test, applicants should take the General Test package containing the Mathematical Reasoning test.

Hopkins undergraduate students who plan to pursue a M.S.E. degree in their fifth year are encouraged to submit an application early in their fourth year of study.

A graduate student pursuing a Ph.D. degree with the Department of Materials Science and Engineering who is funded by the department as a teaching assistant or research assistant may not enroll simultaneously in a master’s program in another department, unless he or she receives written approval from his or her advisor, the DMSE Graduate Program Committee, and the department chairman.

Advising and Review of Student Performance

Each graduate student will normally have one or more faculty advisors. Students who are entering the M.S.E. program and plan to pursue a degree without an essay will be assigned an academic advisor. Students who are entering the M.S.E. program and plan to pursue a degree with an essay will be advised by their research advisor. Students who are entering the Ph.D. program will be advised by their research advisor. Students with a research advisor in another department will be advised by their research advisor. Students who are entering the M.S.E. program and plan to pursue a degree without an essay will be assigned an academic advisor from among the full-time faculty in the department. Student progress will be assessed regularly by the faculty advisor(s) and the Graduate Program Committee. Students...
are expected to remain in regular communication with their faculty advisor(s).

Each student’s progress will be reviewed annually by the Graduate Program Committee, in consultation with the student’s advisor(s). To assist in this evaluation, students are required to submit a form (available from the academic program coordinator) detailing progress toward completion of the degree requirements. This form must be signed by the student’s advisor(s) and filed with the Graduate Program Committee each year. The department must be convinced that all academic requirements have been satisfied by the candidate before a recommendation to confer a graduate degree is passed on to the University Graduate Board.

Grade requirements for graduate course work differ according to the degree program, as described below. All graduate students are required to maintain an overall grade point average (GPA) of 3.0 or higher; failure to do so will ordinarily be cause for dismissal from the program. Independent research courses will not be counted toward completion of course requirements.

The department believes that teaching experience is important to professional growth; therefore, a student may be required to serve as a teaching assistant during his or her academic career.

**Requirements for the M.S.E. Degree with Essay**

(8 courses)

The degree of Master of Science in Engineering (M.S.E.) with Essay is awarded subject to the recommendation of the student’s advisor and departmental approval, based on satisfactory completion of the following requirements:

Three core courses in Materials Science and Engineering

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EN.510.601</td>
<td>Structure of Materials</td>
</tr>
<tr>
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<td>Electrical, Optical and Magnetic Properties of Materials</td>
</tr>
<tr>
<td>EN.510.606</td>
<td>Polymer Chemistry &amp; Biology</td>
</tr>
</tbody>
</table>

Four advanced (400 level or higher) elective courses in materials science and engineering or related fields *

A master’s essay or journal publication is required

* Elective courses in materials science and engineering or related fields, subject to the following rules:
  * Up to two of the elective courses may be taken from within the Engineering for Professionals (EP) program.
  * Up to two of the elective courses can be business courses.
  * Any elective taken from outside the department (including EP courses) requires prior approval of the Graduate Program Committee.
  * With approval of the Graduate Program Committee, the student can transfer up to two graduate courses from another institution. Students desiring such credit must make the request in writing to the Graduate Program Committee by the end of the first semester after matriculation. This request must include a description of the course, a course syllabus, and documentation of the grade received. Please note that transfer coursework grades do not count towards calculation of the GPA.
  * With approval of the Graduate Program Committee, current or former Hopkins undergraduates can count two courses (400 level or higher) to both their B.S. and M.S.E. requirements.
  * A grade of C or better must be achieved in each course to obtain credit.
  * A overall grade point average of 3.0 must be maintained, and a grade point average of a 3.0 is required to earn the degree at the end of the program.
  * Attendance is required at the weekly Graduate Student Seminar and the Department of Materials Science and Engineering Seminar.

** A master’s essay or journal publication is required. A Master’s essay must be approved by one faculty reader and conform to the requirements of the Graduate Board. For a journal publication a student must submit to the Graduate Program Committee an article describing his or her original research that has been published (or accepted for publication) in an archival, peer-reviewed technical journal. The student must be the primary author of the article.

Admission to the M.S.E. program is through the standard graduate admissions process. The typical duration of the program is 21 months. The student’s transcript will reflect a “Master of Science in Engineering with Essay.”

**Requirements for the M.S.E. Degree without Essay**

(10 courses)

The degree of Master of Science in Engineering (M.S.E.) is awarded subject to the recommendation of the student’s advisor and departmental approval, based on satisfactory completion of the following requirements:

Three core courses in Materials Science and Engineering

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Six advanced (400-level or higher elective courses in materials science and engineering or related fields *
Six advanced (400-level or higher) elective courses in materials science and engineering or related fields, subject to the following rules:

- Up to two of the elective courses may be taken from within the Engineering for Professionals (EP) program.
- Up to two of the elective courses can be business courses.
- Any elective taken from outside the department (including EP courses) requires prior approval of the Graduate Program Committee.
- With approval of the Graduate Program Committee, the student can transfer up to two graduate courses from another institution. Students desiring such credit must make the request in writing to the Graduate Program Committee by the end of the first semester after matriculation. This request must include a description of the course, a course syllabus, and documentation of the grade received. Please note that transfer coursework grades do not count towards calculation of the GPA.
- All electives will need prior approval from the Graduate Program Committee.

A grade of C or better must be achieved in each course to obtain credit.

An overall GPA of 3.0 must be maintained, and a GPA of 3.0 is required to earn the degree at the end of the program.

Attendance is required at the weekly Graduate Student Seminar and the Department of Materials Science and Engineering Seminar.

Up to two of the elective courses may be Graduate Research in Materials Science (EN.510.807), which may be taken in any session (Fall, January, Spring, or Summer). Note that 117 hours or research per course are required for credit.

Admission to the M.S.E. program is through the standard graduate admissions process. The typical duration of the program is 12 months. The student’s transcript will reflect a “Master of Science in Engineering.”

Requirements for the Ph.D. degree

To receive the degree of Ph.D., the candidate must fulfill the requirements below. The department must be satisfied that all academic requirements have been satisfied by the candidate before a recommendation will be made to the University Graduate Board to confer the Ph.D. degree.

1. Successful completion of four required courses in materials science and engineering.
   - EN.510.601: Structure of Materials
   - EN.510.602: Thermodynamics of Materials
   - EN.510.603: Phase Transformations of Materials
   - EN.510.615: Physical Properties of Materials

   Each of the four required courses must be passed with a letter grade of B- or higher. If a student receives a grade of C+ or lower in a required course, the student may retake the course once to achieve a grade of B- or higher. Receipt of grades of C+ or lower in two or more required courses will ordinarily be cause for dismissal from the program without the opportunity to re-take those courses.

   In addition, the student must maintain an overall GPA of 3.0 or better in the four required courses. If the student’s GPA falls below 3.0, the student must re-take one or more of the required courses and earn higher grade(s). Upon doing so the prior grade(s) in those course(s) are replaced and not counted toward the GPA.

   The four required courses must be successfully completed (meeting the grade and GPA requirements above) no later than the start of the student’s third year after matriculation; failure to do so will result in dismissal from the program. Exception: A student who fails to meet the requirements above due to a low grade in a single required course, and who has not had an opportunity to re-take that course during the first two years, will be permitted to re-take that one course in the third year.

   Students who have completed prior graduate-level coursework similar to EN.510.601 Structure of Materials, EN.510.602 Thermodynamics of Materials or EN.510.603 Phase Transformations of Materials may petition the Graduate Program Committee to waive one of these required courses. Alternatively, students with undergraduate degrees in Materials Science may petition the Graduate Program Committee to waive the Physical Properties course. However, only one of the four required courses can be waived. If approved, the course that has been waived will not be counted toward calculation of the GPA as described above. Written requests for such waivers must be submitted to the Graduate Program Committee no later than the end of the first semester after matriculation. Please note that transfer coursework grades do not count towards calculation of the GPA.

2. Successful completion of three advanced (600-level or higher) elective courses in materials science and engineering or a related field.

   Elective courses must be completed with a grade of C or higher, but there is no cumulative GPA requirement. A list of approved electives is available from the Academic Program Coordinator. Students wishing to use a course not on this list must submit a request to the Graduate Program Committee no later than the end of the first week of the semester in which the course is taken. Students who have completed prior graduate-level coursework may petition the Graduate Program Committee to waive one of the required elective courses.

   Graduate research (EN.510.807-EN.510.808), part-time graduate courses (from Engineering for Professionals in WSE or Advanced Academic Programs in KSAS), and seminars (courses with less than three contact hours per week) will not be counted toward completion of PhD course requirements. Undergraduate courses (400-level or lower) will not be counted unless they are cross-listed as graduate level, 600 or higher. Independent study courses may be used with prior approval of the Graduate Program Committee.

   Students who have completed prior graduate-level coursework may petition the Graduate Program Committee to waive one of the required elective courses. Written requests for such waivers must be submitted to the Graduate Program Committee no later than the end of the first semester after matriculation.

   In some cases an advisor may require a student to complete additional coursework, beyond the four required courses and three electives described above.

3. Teaching Assistant Requirement.

   Students in their second year in the department will be required to act as teaching assistant for two courses.

4. Successful completion of a comprehensive oral examination covering fundamentals of materials science and engineering.

   The comprehensive examination tests knowledge in each of the subjects listed below:

   - Structure of materials
In each of the three subject areas, students may be asked questions related to the properties of materials. The depth of required knowledge regarding properties of materials will match the level of knowledge presented in the Physical Properties of Materials class.

Successful completion of the comprehensive exam requires satisfactory performance on all areas tested; there are no partial or conditional passes.

The comprehensive exam is offered semiannually, usually immediately prior to the fall and spring semesters. A student who fails the exam on the first try may make a second attempt, but the exam must be successfully completed no later than the start of the third year following matriculation. Failure to do so will result in dismissal from the program.

The dissertation proposal must be presented at a department seminar no later than the end of the third year following matriculation. A written version of the dissertation proposal must be submitted to a faculty committee consisting of the student’s faculty advisor and two other faculty members (to be selected in consultation with the advisor) no later than two weeks prior to the oral presentation. A brief closed session between the student and the committee will follow the presentation, at which the committee members will ask questions about and provide comments on the proposed plan of research. Additional private discussions may be required by one or more committee members. The thesis proposal is also an examination, with the committee testing the candidate’s depth of knowledge in his or her area of specialization (and not simply on the specific proposed research).

The committee may impose certain conditions (e.g., changes to the dissertation) for the candidate to meet prior to final certification that he or she has passed the exam. For this reason, the thesis defense must be scheduled for a date at least two months prior to any personal or university deadline for graduation. A complete draft of the dissertation must be submitted to all committee members no later than two weeks prior to the defense.

The dissertation in its final form must be read and approved in writing by two members of the committee (the advisor and one other member to be chosen by the committee as a whole).

### Financial Aid

Fellowships of various forms are available for full-time graduate students, including tuition remission fellowships, teaching fellowships, and additional stipend fellowships.

Research assistantships are available to support full-time graduate students who work with individual professors on their research contracts and grants.

For current faculty and contact information go to http://materials.jhu.edu/index.php/people/

### Faculty

**Chair**

Jonah Erlebacher  
Professor: Nanostructured materials, self-organization and pattern formation, computational materials science, kinetics of shape change, ultra-high vacuum processing, nanoporous metals, fuel cells and energy.

**Professors**

Robert C. Cammarata  
Structure, properties, and processing of thin films and nanostructured materials, thermodynamics and mechanics of surfaces, mechanical behavior of materials, nanoindentation testing, stresses in thin films, novel electrochemical deposition methods, computer simulations, transport and assembly of nanowires in solution.

Michael Falk  
Professor: Theoretical and computational research investigating materials processes far from equilibrium: deformation, failure and fracture in non-crystalline materials such as metallic glasses; reactive materials, interactions of stress and diffusion in energy storage materials; mixing processes that accompany frictional sliding and wear

Kalina Hristova  
Biomolecular materials, structure and function of cellular membranes, membrane proteins, self-assembly of biological amphiphiles, protein-lipid interactions, protein synthesis, X-ray diffraction, fluorescence.

Todd C. Hufnagel  
Structure and properties of amorphous alloys; mechanical behavior of metals, polymers, and biomaterials; use of synchrotron radiation for in situ studies of deformation and phase transformations in materials; electron microscopy.

Howard E. Katz  
Professor: organic, hybrid, nanostructured, and interfacial materials in electronic and photonic devices; organic materials synthesis, thin film fabrication and patterning; novel architectures for devices, sensors, and circuits; host-guest chemistry, material responses to high electric fields; organic nonlinear optics; nanoparticles in biosystems; materials for physical science education.

Evan Ma  
Nonequilibrium processing and metastable materials, thermodynamics and kinetics of phase transformations, atomic level structures and polymorphs in metallic glasses and chalcogenide glasses, mechanical
properties of amorphous and nanocrystalline metals, mechanics of small-volume materials, in situ TEM, phase-change alloys for data storage and memory applications.

Hai-Quan Mao
Professor: Nanomaterials, electrospinning, nanofibers, biomimetic matrix, stem cell expansion and differentiation, nerve regeneration, micellar nanoparticle, therapeutic delivery, biodegradable polymers.

Peter C. Searson
Biomaterials, nanomedicine.

James B. Spicer
Ultrafast phenomena, laser interactions with materials, nanostructured composite materials, sensor physics, laser-based materials processing, elastic and anelastic materials properties, intelligent materials processing, near-field optical and microwave techniques.

Timothy P. Weihs
The study of exothermic reactions in layered materials and their applications, processing and characterization of thin films, mechanical testing of metals and biological materials, nanoindentation studies.

**Assistant Professors**

Margarita Herrera-Alonso
Structure-property relationships of biodegradable polymers, polymer synthesis, graft copolymers, nanoparticles and nanomaterials, kinetics of self-assembly, delivery of drugs and imaging agents.

Tim Mueller
Computational materials discovery and design.

Martin Ullschneider
Assistant Professor: Protein assembly and function in lipid bilayer membranes; Algorithm and parameter development for atomic detail molecular simulation; Synthetic biology and the de novo design of membrane active peptides and proteins

**Professor Emeritus**

Robert E. Green Jr.
Materials science, nondestructive characterization, ultrasonics, acoustic emission, X-ray diffraction, radiography, topography and tomography, synchrotron radiation, electro-optical systems, light-sound interactions, mechanical properties, thermography, sensors, process control.

**Research Professor**

Theodore O. Poehler
Electronically conducting polymers, organic charge transfer compounds, materials for optical Information processing, and semiconductors.

**Associate Research Professor**

Patricia M. McGuigan
Adhesion, tribology, tribocharging, atomic force microscopy, interfacial phenomena, wetting, interferometry, polymer and ceramic materials.

**Assistant Research Professor**

John Baty
Paper conservation, heritage science.

**Lecturer**

Orla Wilson

Synthesis of nanostructured materials, specifically metallic and bimetallic nanoparticles in the 2-20 nm size range; electron, confocal and scanning-probe microscopies as characterization tools; applications of nano-structured materials as homogeneous and heterogeneous catalysts, novel optical security devices, and nanovectors for targeted drug delivery.

**Joint, Part-Time, and Visiting Appointments**

Kit Bowen
E. Emmet Reid Professor (Chemistry): experimental chemical physics-photoclectron spectroscopy of negative ions, structure and dynamics of gas phase, weakly bound molecular clusters.

Collin Broholm
Gerhard H. Dieke Professor (Director, Institute for Quantum Matter)
Physics & Astronomy: experimental condensed matter physics

Chia-Ling Chien
Jacob L. Hain Professor of Physics (Physics & Astronomy): Fabrication of experimental studies of structural, electronic, magnetic, and superconducting properties of nanostructured solids; magneto-electronics, manipulation of small entities in low Reynolds number regime, biosensing.

Michael Edidin
Professor (Biology): membrane organization and dynamics, immunology studied with nanoparticles and advanced microscopy.

Jaafar El-Awady
Assistant Professor: Multiscale materials modeling, damage and fracture mechanisms of materials in mechanical design, material degradation in extreme environments, nano-materials and structures, impact dynamics and wave propagation.

Jennifer H. Elisseeff
Professor (Biomedical Engineering): tissue engineering, biomaterials, cartilage regeneration.

D. Howard Fairbrother
Professor (Chemistry): surface chemistry, electron induced deposition of nanostructured materials, environmental health and safety of nanomaterials.

Sharon Gerecht
Associate Professor (Chemical and Biomolecular Engineering): biomaterials, stem cells, biomimetic hydrogels, vascular differentiation, angiogenesis, regenerative medicine, hypoxia, microfluidics.

Somnath Ghosh
Professor (Civil Engineering): computational mechanics with focus on materials analysis, characterization and processing, including simulation and design.

David Gracias
Professor (Chemical & Biomolecular Engineering): micro and nanotechnology, surface science, metamaterials, complex systems, nanoelectrics, nanomedicine, regenerative medicine, drug delivery and microfluidics.

Warren Grayson
Assistant Professor (Biomedical Engineering): Tissue engineering, stem cells, bioreactors, biomaterials, orthopaedics

Jordan Green
Assistant Professor (Biomedical Engineering): cellular engineering, nanobiotechnology, biomaterials, controlled drug delivery and gene delivery.

Kevin J. Hemker
Professor (Mechanical Engineering): mechanical behavior of materials, transmission on electron microscopy, high temperature alloys, thermal barrier coatings, nanocrystalline materials and materials for MEMS.

Robert Ivkov
Visiting Assistant Professor, Radiation Oncology (JHU School of Medicine): development, characterization, and use of nanomaterials to target cancer and to enhance the effectiveness of other therapies such as radiation. A specific area of research includes the study and development of selective heating with magnetic nanoparticles

Lynne Jones
Associate Professor (Orthopaedic Surgery, School of Medicine): biomaterials, osteonecrosis pathogenesis and treatment, total joint arthroplasty, bone graft materials

Thao (Vicky) Nguyen

K.T. Ramesh
Alonzo G. Decker Jr. Professor of Science and Engineering (Mechanical Engineering): Nanomaterials, planetary impact, dynamic failure mechanisms, shock, impact, and wave propagation, high-strain-rate behavior of materials, injury biomechanics, constitutive and failure modeling.

John D. Tovar
Professor (Chemistry): materials-oriented synthetic organic chemistry, electrochemistry, pi-conjugated and conducting polymers, supramolecular chemistry, organic electronics, biomimetic electronic materials.

Tza-Huei (Jeff) Wang
Professor (Mechanical Engineering): BioMEMS and microfluidics, single molecule manipulation and detection, nano/micro scale fabrication, conformational dynamics of biomolecules.

Denis Wirtz
Theophilus Halley Smoot Professor (Chemical and Biomolecular Engineering): cell adhesion and migration, cell mechanics, cysto-
skeleton physics, receptor-ligand interactions, cancer bioengineering, progeria, particle tracking methods.

For current course information and registration go to https://isis.jhu.edu/classes

Courses

Basic principles of chemistry and how they apply to the behavior of materials in the solid state. The relationship between electronic structure, chemical bonding, and crystal structure is developed. Attention is given to characterization of atomic and molecular arrangements in crystalline and amorphous solids: metals, ceramics, semiconductors, and polymers (including proteins). Examples are drawn from industrial practice (including the environmental impact of chemical processes), from energy generation and storage (such as batteries and fuel cells), and from emerging technologies (such as biomaterials). Students may receive credit for AS.030.103 or EN.510.101, but not both.
Prerequisites: Students may receive credit for AS.030.103 or EN.510.101, but not both.
Instructor(s): P. Mcguiggan
Area: Natural Sciences.

EN.510.103. Foundations of Nanotechnology.
This course will be a survey of the rapidly developing field of nanotechnology from an interdisciplinary point of view. Topics covered will include a general introduction to the nanoworld, fabrication, characterization and applications of hard and soft nanomaterials, as well as examining nanotechnology in terms of its societal, ethical, economic and environmental impact.
Instructor(s): O. Wilson
Area: Engineering, Natural Sciences.

This course will introduce students to some basic concepts in materials science including phase diagrams, crystallization, and various characterization techniques, all through the close examination of chocolate. Students will have the opportunity to try some of their own experiments to see these processes in action. This course is directed toward freshman or sophomore engineering and natural science students with no background in these topics. Love of chocolate is a must.
Instructor(s): J. Dailey
Area: Natural Sciences.

Can you really turn lead into gold? Converting common substances into useful materials that play important roles in today’s technologies is the goal of many modern scientists and engineers. In this course, we will survey selected topics related to modern materials, the processes that are used to make them as well as the inspiration that led to their development. Topics will include the saga of electronic paper, the sticky stuff of gecko feet and the stretchy truth of metal rubber.
Instructor(s): J. Spicer
Area: Engineering, Natural Sciences.
Through this course, students are introduced to the basic tenants of the field of materials science and engineering and important aspects of career development. Discussions will cover the range of career options in the field, the opportunities to engage with cutting edge research and technology at JHU, the skills that practitioners require and the ethical conundrums that engineering professionals navigate. Only available to Materials Science & Engineering freshmen and engineering undecided freshmen.
Instructor(s): O. Wilson
Area: Engineering, Natural Sciences.

EN.510.201. Introductory Materials Science for Engineers.
An introduction to the structure, properties, and processing of materials used in engineering applications. After beginning with the structure of materials on the atomic and microscopic scales, this course explores defects and their role in determining materials properties, the thermodynamics and kinetics of phase transformations, and ways in which structure and properties can be controlled through processing. Previously: Introduction to Engineering Materials.
Instructor(s): E. Ma
Area: Engineering, Natural Sciences.

This course will introduce students to the basics of programming in the MATLAB environment. Students will build skills in algorithmic problem solving by programming assignments regarding a range of biological and non-biological materials systems. Students will learn to write function definitions and deploy basic operations of selection and iteration as well as MATLAB specific vectorization methods and the construction of graphical user interfaces. Applications may include materials structure, phase equilibrium, propagating reactions, and other relevant scientific and engineering applications.
Instructor(s): M. Ulmschneider
Area: Engineering, Natural Sciences.

EN.510.311. Structure of Materials.
First of the Introduction to Materials Science series, this course seeks to develop an understanding of the structure of materials starting at the atomic scale and building up to macroscopic structures. Topics include bonding, crystal structures, crystalline defects, symmetry and crystallography, microstructure, liquids and amorphous solids, diffraction, molecular solids and polymers, liquid crystals, amphiphilic materials, and colloids.
Prerequisites: ( ( AS.110.106 AND AS.110.107 ) OR ( AS.110.108 AND AS.110.109 ) ) AND ( ( EN.510.101 ) OR ( AS.030.101 AND AS.030.102 ) ) AND ( ( AS.171.101 AND AS.171.102 ) OR ( AS.171.103 AND AS.171.104 ) ) AND EN.510.202 or another programming course or permission of instructor.
Instructor(s): J. Erlebacher
Area: Engineering, Natural Sciences.

EN.510.312. Thermodynamics/Materials.
Second of the Introduction to Materials Science series, this course examines the principles of thermodynamics as they apply to materials. Topics include fundamental principles of thermodynamics, equilibrium in homogeneous and heterogeneous systems, thermodynamics of multicomponent systems, phase diagrams, thermodynamics of defects, and elementary statistical thermodynamics.
Prerequisites: ( ( AS.110.106 AND AS.110.107 ) OR ( AS.110.108 AND AS.110.109 ) ) AND ( ( EN.510.101 ) OR ( AS.030.101 AND AS.030.102 ) ) AND ( ( AS.171.101 AND AS.171.102 ) OR ( AS.171.103 AND AS.171.104 ) ) AND EN.510.202
Instructor(s): M. Ulmschneider
Area: Engineering, Natural Sciences.

Third of the Introduction to Materials Science series, this course is devoted to a study of the mechanical properties of materials. Lecture topics include elasticity, anelasticity, plasticity, and fracture. The concept of dislocations and their interaction with other lattice defects is introduced.
Prerequisites: EN.510.311 AND EN.510.202 or another programming course, or permission of instructor.
Instructor(s): T. Weihl
Area: Engineering, Natural Sciences.

Fourth of the Introduction to Materials Science series, this course is devoted to a study of the electronic, optical and magnetic properties of materials. Lecture topics include electrical and thermal conductivity, thermoelectricity, transport phenomena, dielectric effects, piezoelectricity, and magnetic phenomena.
Prerequisites: EN.510.311 AND EN.510.202 or another programming course, or permission of instructor.
Instructor(s): T. Poehler
Area: Engineering, Natural Sciences.

EN.510.315. Physical Chemistry of Materials II.
Fifth of the Introduction to Materials Science series, this course covers diffusion and phase transformations in materials. Topics include Fick’s laws of diffusion, atomic theory of diffusion, diffusion in multicomponent systems, solidification, diffusional and diffusionless transformations, and interfacial phenomena.
Prerequisites: EN.510.311 AND EN.510.312 AND EN.510.202 or another programming course, or permission of instructor.
Instructor(s): T. Mueller
Area: Engineering, Natural Sciences.

EN.510.316. Biomaterials I.
Sixth of the Introduction to Materials Science series, this course offers an overview of principles and properties of biomedical materials. Topics include properties of materials used in medicine, synthesis and properties of polymeric materials, polymeric biomaterials, natural and recombinant biomaterials, biodegradable materials, hydrogels, stimuli-sensitive materials, and characterizations of biomaterials.
Prerequisites: Prereqs: AS.030.205 AND (EN.510.202 OR EN.580.200) or permission of instructor.
Instructor(s): H. Mao
Area: Engineering, Natural Sciences.
EN.510.335. MSE Design Team I.
This course is the first half of a two-semester course sequence for freshmen, sophomores, and juniors majoring or double majoring in materials science and engineering (MSE). This course provides a broad exposure to various aspects of planning and conducting independent research in a team setting (3 to 6 students on each team). In this course, MSE freshmen, sophomores, and juniors, working with a team leader and seniors on the team, apply their general knowledge in MSE to develop the solution to open-ended problems. *The team will meet 150 minutes per week at a time to be designated by the instructor. Recommended Course Background: EN.510.101, EN.510.109, or equivalent courses.
Instructor(s): H. Mao; O. Wilson; P. Searson
Area: Engineering, Natural Sciences.

EN.510.336. MSE Design Team II.
This course is the second half of a two-semester course sequence for freshmen, sophomores, and juniors majoring or double majoring in materials science and engineering (MSE). This course provides a broad exposure to various aspects of planning and conducting independent research in a team setting (3 to 6 students on each team). In this course, MSE freshmen, sophomores, and juniors, working with a team leader and seniors on the team, apply their general knowledge in MSE to develop the solution to open-ended problems. Materials Science & Engineering Freshman, Sophomore & Juniors Only. Recommended Course Background: EN.510.101, EN.510.109, or equivalent courses.
*The team will meet 150 minutes per week at a time to be designated by the instructor.
Prerequisites: EN.510.335
Instructor(s): H. Mao; J. Spicer; O. Wilson; P. Searson
Area: Engineering, Natural Sciences.

This course examines the science and engineering of contemporary and cutting-edge energy technologies. Materials Science and Mechanical Engineering fundamentals in this area will be complemented by case studies that include fuel cells, solar cells, lighting, thermoelectrics, wind turbines, engines, nuclear power, biofuels, and catalysis. Students will consider various alternative energy systems, and also to research and engineering of traditional energy technologies aimed at increased efficiency, conservation, and sustainability. Recommended Course Background: undergraduate course in thermodynamics.
Instructor(s): J. Erlebacher
Area: Engineering, Natural Sciences.

EN.510.407. Biomaterials II: Host response and biomaterials applications.
This course focuses on the interaction of biomaterials with the biological system and applications of biomaterials. Topics include host reactions to biomaterials and their evaluation, cell-biomaterials interaction, biomaterials for tissue engineering applications, biomaterials for controlled drug and gene delivery, biomaterials for cardiovascular applications, biomaterials for orthopedic applications, and biomaterials for artificial organs. Also listed as EN.510.607.
Instructor(s): H. Mao
Area: Engineering, Natural Sciences.

EN.510.409. Melting, Smelting, Refining and Casting.
This is a laboratory class on metal formation, an area that underlies almost all other technologies. We will examine extraction of metals from ore, refining of metals. The kinetics of melting and solidification will be explored in the context of casting and forming.
Prerequisites: EN.510.311 AND EN.510.312 AND EN.510.313 AND EN.510.315
Instructor(s): T. Hufnagel
Area: Engineering, Natural Sciences.

EN.510.412. Introduction to and Application of Scanning Probe Microscopy.
Scanning Probe Microscopy has emerged as one of the premier techniques to characterize surfaces. This course will give an overview of the family of SPM techniques including scanning tunneling microscopy (STM), atomic force microscopy (AFM), scanning near field optical microscopy (SNOM) and Kelvin probe microscopy. In each of these applications, the theory of operation, measurement and imaging techniques, and experimental limitations will be discussed. Also listed as 510.632.
Instructor(s): P. Mcguiggan
Area: Engineering, Natural Sciences.

This course will present the basic principles of statistical mechanics and apply them to problems concerning the behavior of materials. Topics include: basic principles of statistical mechanics; time averages and ensembles; connection to macroscopic thermodynamics; fluctuations; classical and quantum particles statistics; lattice statistics; statistical thermodynamic models of gases, liquids, crystals, crystalline defects, linear chain polymers, and surfaces; phase transitions and critical phenomena; kinetic and transport phenomena; thermodynamics of irreversible processes. Recommended Course Background: EN.510.312 or undergraduate course in thermodynamics. Also listed as EN.510.613
Instructor(s): R. Cammarata
Area: Engineering, Natural Sciences.
EN.510.415. The Chemistry of Materials Synthesis.
Many of the latest breakthroughs in materials science and engineering have been driven by new approaches to their synthesis, which has allowed the preparation of materials with fanciful structures and fascinating properties. This advanced course will explore synthetic approaches to multifunctional and nanostructured materials, ranging from opals to complex polymers to nanowires and quantum dots. Applications include electronics, energetics, and drug delivery. Participants will gain sufficient familiarity with synthesis options to be able to design research programs that rely on them. Emphasis will be placed on broad strategies that lead to material functionality, rather than detailed step-by-step sequences. Some topics will be selected "on the fly" from the most exciting current literature.
Prerequisites: Prereq:: AS.030.205 AND ( EN.510.312 or EN.580.321 or equivalent Thermodynamics course.)
Instructor(s): T. Poehler
Area: Engineering, Natural Sciences.

EN.510.418. Electronic and Photonic Processes and Devices.
This course is intended for advanced undergraduates and graduate students and will cover the fundamentals and properties of electronic and optical materials and devices. Subject matter will include a detailed and comprehensive discussion of the physical processes underlying modern electronic and optical devices. Detailed descriptions of modern semiconductor devices such as lasers and detectors used in optical communications and information storage and processing will be presented. Also listed as EN.510.618/EN.510.418.
Instructor(s): T. Poehler
Area: Engineering, Natural Sciences.

EN.510.419. Physical Metallurgy.
This course examines the relationship between microstructure and mechanical properties of metals and alloys. Starting from fundamentals (phase diagrams and phase transformation kinetics), we will explore how the structure of metals and alloys can be manipulated by thermomechanical processing to achieve desired properties. Detailed examples will be drawn from several alloy systems, including steels, aluminum, and titanium. A theme of the course will be the impact of materials processing and materials selection on the environment, including considerations of lightweight materials and processing techniques for minimizing energy consumption.
Instructor(s): E. Ma
Area: Engineering, Natural Sciences.

The goal of stealth engineering is the creation of objects that are not easily detected using remote sensing techniques. To achieve this end, engineered systems of materials are arrayed to alter the signature of objects by reducing energy returned to remote observers. This course will provide an introduction to the general principles behind signature reduction by examining the mathematics and science behind basic electromagnetic and acoustic transport processes. Specific topics will include energy absorbing materials, anti-reflection coatings, wave guiding and scattering, metamaterials and adaptive screens.
Instructor(s): J. Spicer
Area: Engineering, Natural Sciences.

Nanoparticles - one-dimensional materials with diameters of nearly atomic dimension - are one of the most important classes of nanostructured materials because their unusual properties that often differ significantly from bulk materials. This course will explore the synthesis, structure and properties of nanoparticles. Applications of nanoparticles in medicine, optics, sensing, and catalysis will be discussed, with an emphasis on metal nanoparticles and semiconductor quantum dots.
Instructor(s): O. Wilson
Area: Engineering, Natural Sciences.

Almost every material's property changes with scale. We will examine ways to make micro- and nano-structured materials and discuss their mechanical, electrical, and chemical properties. Topics include the physics and chemistry of physical vapor deposition, thin film patterning, and microstructural characterization. Particular attention will be paid to current technologies including computer chips and memory, thin film sensors, diffusion barriers, protective coatings, and microelectromechanical (MEMS) devices.
Instructor(s): H. Katz
Area: Engineering, Natural Sciences.

An exploration of paper's past, present, and possible future from the physical science and engineering perspectives. Includes an in-depth analysis of the defining physical, chemical, and electronic properties of paper since its origins in China as early as 202 BCE and the periodic technological innovations that improved quality, lowered price, and expanded use. Applications include paper as a medium for historic and artistic works, packaging, transformer insulation, architectural elements, medical diagnostics, and printed sensors. Topics include technologies such as email and e-books which may disrupt traditional paper formats, environmental concerns of industrial manufacture, transferrable knowledge from pulping such as the manufacture of feeds and fuels from cellulosic biomass, and paper's legacy as found in cultural heritage artifacts and their conservation. Recommended: AS.030.205 Organic Chemistry I
Prerequisites: EN.510.101 OR (AS.030.101 AND AS.030.102)
Instructor(s): J. Baty
Area: Engineering, Natural Sciences.

This course will examine the fundamental structure, interactions, and function relationship for biological macromolecules. The course will emphasize experimental methods and experimental design, and the physics behind human disease. Topics will include micellization, protein folding and misfolding, and macromolecular interactions. Recommended Course Background: EN.580.221 Co-listed with EN.510.621
Instructor(s): K. Hristova; M. Herrera-Alonso
Area: Engineering, Natural Sciences.
EN.510.428. Material Science Laboratory I.
This course focuses on characterizing the microstructure and mechanical properties of structural materials that are commonly used in modern technology. A group of Al alloys, Ti alloys, carbon and alloy steels, and composite materials that are found, for example, in actual bicycles will be selected for examination. Their microstructures will be studied using optical metallography, scanning electron microscopy, X-ray diffraction, and transmission electron microscopy. The mechanical properties of these same materials will be characterized using tension, compression, impact, and hardness tests. The critical ability to vary microstructure and therefore properties through mechanical and heat treatments will also be demonstrated and investigated in the above materials.
Prerequisites: EN.510.311 and EN.510.313
Instructor(s): O. Wilson
Area: Engineering, Natural Sciences.

EN.510.429. Materials Science Laboratory II.
This laboratory concentrates on the experimental investigation of electronic properties of materials using basic measurement techniques. Topics include thermal conductivity of metal alloys, electrical conductivity of metals/metal alloys and semiconductors, electronic behavior at infrared wavelengths, magnetic behavior of materials, carrier mobility in semiconductors and the Hall effect in metals and semiconductors. Lab Assignment is by Professor. Recommended Course Background: EN.510.311 or Permission Required.
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): O. Wilson
Area: Engineering, Natural Sciences.

EN.510.430. Biomaterials Lab.
This laboratory course concentrates on synthesis, processing and characterization of materials for biomedical applications, and characterization of cell-materials interaction. Topics include synthesis of biodegradable polymers and degradation, electrospinning of polymer nanofibers, preparation of polymeric microspheres and drug release, preparation of plasmid DNA, polymer-mediated gene delivery, recombinant protein synthesis and purification, self-assembly of collagen fibril, surface functionalization of biomaterials, cell culture techniques, polymer substrates for cell culture, and mechanical properties of biological materials. Recommended Course Background: EN.510.407
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): K. Hristova
Area: Engineering, Natural Sciences.

EN.510.433. Senior Design Research.
This course is the first half of a two-semester sequence required for seniors majoring or double majoring in materials science and engineering. It is intended to provide a broad exposure to many aspects of planning and conducting independent research. During this semester, students join ongoing graduate research projects for a typical 10-12 hours per week of hands-on research. Classroom activities include discussions, followed by writing of research pre-proposals (white papers), proposals, status reports and lecture critiques of the weekly departmental research seminar. Co-listed with EN.510.438 and EN.510.440
Prerequisites: Prereq: EN.510.311 and 510.312 and EN.510.428 and 510.429
Instructor(s): O. Wilson
Area: Engineering.

EN.510.434. Senior Design/Research II.
This course is the second half of a two-semester sequence required for seniors majoring or double majoring in materials science and engineering. It is intended to provide a broad exposure to many aspects of planning and conducting independent research. Recommended Course Background: EN.510.311-EN.510.312, EN.510.428-EN.510.429, and EN.510.433 Meets with EN.510.439, EN.510.441, EN.510.446, and EN.510.448
Instructor(s): O. Wilson
Area: Engineering, Natural Sciences.

EN.510.435. Mechanical Properties of Biomaterials.
This course will focus on the mechanical properties of biomaterials and the dependence of these properties on the microstructure of the materials. Organic and inorganic systems will be considered through a combination of lectures and readings and the material systems will range from cells to bones to artificial implants. Same course as 510.635.
Instructor(s): T. Welsh
Area: Engineering, Natural Sciences.

Recent advances in biosensor technology are poised to revolutionize health care, enabling faster and more personalized diagnoses and recommendations. Biosensors are also increasingly important to public health, security, industry, and environmental science. This course will cover the materials, processes, and signaling mechanisms in use and anticipated for future developments in biosensors. Techniques such as electrochemistry, fluorescence, plasmonics, and enzymatic amplification will be discussed, and materials including nanowires, nanoparticles, organic semiconductors, and templated materials will be covered. Detection of nucleic acid sequences, proteins, carbohydrates, and microorganisms will be emphasized. Same course as EN.510.637.
Instructor(s): H. Katz
Area: Engineering, Natural Sciences.

EN.510.438. Biomaterials Senior Design I.
This course is the first half of a two-semester sequence required for seniors majoring in materials science and engineering with the Biomaterials Concentration. It is intended to provide a broad exposure to many aspects of planning and conducting independent research with a focus on biomaterials. During this semester, students join ongoing graduate research projects for a typical 10-12 hours per week of hands-on experiences in design and research. Classroom activities include discussions, followed by writing of research pre-proposals (white papers), proposals, status reports and lecture critiques of departmental research seminars. Co-listed with EN.510.440 and EN.510.433
Instructor(s): O. Wilson
Area: Engineering, Natural Sciences.
EN.510.439. Biomaterials Senior Design II.
This course is the second half of a two-semester sequence required for seniors majoring in materials science and engineering with the Biomaterials Concentration. It is intended to provide a broad exposure to many aspects of planning and conducting independent research with a focus on biomaterials. During this semester, verbal reporting of project activities and status is emphasized, culminating in student talks presented to a special session of students and faculty. Students also prepare a poster and a written final report summarizing their design and research results. Recommended Course Background: EN.510.311-EN.510.312, EN.510.428-EN.510.429, and EN.510.433 or 510.438 or 510.440 Meets with EN.510.434, EN.510.441, EN.510.446, and EN.510.448
Instructor(s): O. Wilson
Area: Engineering, Natural Sciences.

EN.510.440. Nanomaterials Senior Design I.
This course is the first half of a two-semester sequence required for seniors majoring in materials science and engineering with the Nanotechnology Concentration. It is intended to provide a broad exposure to many aspects of planning and conducting independent research with a focus on nanotechnology and nanomaterials. During this semester, students join ongoing graduate research projects for a typical 10-12 hours per week of hands-on experiences in design and research. Classroom activities include discussions, followed by writing of research pre-proposals (white papers), proposals, status reports and lecture critiques of departmental research seminars. Co-listed with EN.510.433 and EN.510.438
Instructor(s): O. Wilson
Area: Engineering, Natural Sciences.

EN.510.441. Nanomaterials Senior Design II.
This course is the second half of a two-semester sequence required for seniors majoring in materials science and engineering with the Nanotechnology Concentration. It is intended to provide a broad exposure to many aspects of planning and conducting independent research with a focus on nanotechnology and nanomaterials. During this semester, verbal reporting of project activities and status is emphasized, culminating in student talks presented to a special session of students and faculty. Students also prepare a poster and a written final report summarizing their design and research results. Recommended Course Background: EN.510.311-EN.510.312, EN.510.428-EN.510.429, and EN.510.433 or 510.438 or 510.440 Meets with EN.510.434, EN.510.439, EN.510.446, and EN.510.448
Instructor(s): O. Wilson
Area: Engineering, Natural Sciences.

EN.510.442. Nanomaterials Lab.
The objective of the laboratory course will be to give students hands on experience in nanotechnology based device fabrication through synthesis, patterning, and characterization of nanoscale materials. The students will use the knowledge gained from the specific synthesis, characterization and patterning labs to design and fabricate a working nanoscale/nanostructured device. The course will be augmented with comparisons to microscale materials and technologies. These comparisons will be key in understanding the unique phenomena that enable novel applications at the nanoscale. DMSE Seniors or permission of the instructor.
Instructor(s): E. Ma; J. Erlebacher; O. Wilson; P. Mcguiggan
Area: Engineering, Natural Sciences.

EN.510.443. Chemistry and Physics of Polymers.
The course will describe and evaluate the synthetic routes, including condensation and addition polymerization, to macromolecules with varied constituents and properties. Factors that affect the efficiencies of the syntheses will be discussed. Properties of polymers that lead to technological applications will be covered, and the physical basis for these properties will be derived. Connections to mechanical, electronic, photonic, and biological applications will be made. Also listed as EN.510.643. Recommended Course Background: Organic Chemistry I and one semester of thermodynamics.
Instructor(s): H. Katz
Area: Engineering, Natural Sciences.

EN.510.445. MSE Design Team II.
This course is the first half of a two-semester course sequence for senior students majoring or double majoring in MSE. This course provides a broad experience to various aspects of planning and conducting independent research in a team setting (3 to 6 students on each team). In this course, MSE seniors, working with a team leader and a group of freshmen, sophomores, and seniors, apply their knowledge in their track area to generate the solution to open-ended problems encountered in MSE. Recommended Course Background: EN.510.101, EN.510.311, EN.510.312, EN.510.428, EN.510.429.
Instructor(s): H. Mao; O. Wilson; P. Searson
Area: Engineering, Natural Sciences.

EN.510.446. MSE Design Team II.
This course is the second half of a two-semester course sequence for senior students majoring or double majoring in MSE. This course provides a broad experience to various aspects of planning and conducting independent research in a team setting (3 to 6 students on each team). In this course, MSE seniors, working with a team leader and a group of freshmen, sophomores, and seniors, apply their knowledge in their track area to generate the solution to open-ended problems encountered in MSE. Materials Science & Engineering Seniors Only. Recommended Course Background: EN 510.101, EN 510.311, EN 510.312, EN 510.428, EN 510.429. Meets with EN.510.434, EN.510.439, EN.510.441 and EN.510.448.
Prerequisites: EN.510.445
Instructor(s): H. Mao; J. Spicer; O. Wilson; P. Searson
Area: Engineering, Natural Sciences.

EN.510.447. MSE Design Team Leader.
This course is the first half of a two-semester course sequence for students majoring or double majoring in MSE. This course provides a leadership experience to various aspects of planning and conducting independent research in a team setting. In this course, MSE seniors assemble and lead a student team consisting of 3 to 6 students, apply their knowledge in their track area, and develop leadership skills to generate the solution to open-ended problems encountered in MSE. Recommended Course Background: EN.510.101, EN.510.311, EN.510.312, EN.510.428, EN.510.429.
Instructor(s): H. Mao; O. Wilson; P. Searson
Area: Engineering, Natural Sciences.
EN.510.448. MSE Design Team Leader.
This course is the second half of a two-semester course sequence for students majoring or double majoring in MSE. This course provides a leadership experience to various aspects of planning and conducting independent research in a team setting. In this course, MSE seniors assemble and lead a student team consisting of 3 to 6 students, apply their knowledge in their track area, and develop leadership skills to generate the solution to open-ended problems encountered in MSE.
Prerequisites: EN.510.447
Instructor(s): H. Mao; J. Spicer; O. Wilson; P. Searson
Area: Engineering, Natural Sciences.

EN.510.456. Introduction to Surface Science.
Introduction to the structure and properties of solid surfaces. Topics include Gibbsian and gradient thermodynamics of surfaces; crystallography and structure of free solid surfaces; characterization methods; surface mobility and phase transitions; gas-solid interactions; crystal growth; electronic structure; solid-solid surfaces; thin film epitaxy. Co-listed with EN.510.656. Recommended course background: EN.510.311, EN.510.312, EN.510.313, EN.510.314, EN.510.315 or instructor permission.
Instructor(s): R. Cammarata
Area: Engineering, Natural Sciences.

The processing, structure, and properties of thin films are discussed emphasizing current areas of scientific and technological interest. Topics include elements of vacuum science and technology; chemical and physical vapor deposition processes; film growth and microstructure; chemical and microstructural characterization methods; epitaxy; mechanical properties such as internal stresses, adhesion, and strength; and technological applications such as superlattices, diffusion barriers, and protective coatings. Co-listed with EN.510.657
Instructor(s): R. Cammarata
Area: Engineering, Natural Sciences.

This course is intended for advanced undergraduates and graduate students and will cover the fundamentals and properties of low dimensional nanomaterials. Subject matter will include a detailed and comprehensive discussion of the physics and physical properties of solids confined in either one, two or three directions. Features examined for these low dimensional materials will include electronic structure, electrical transport, vibrational and thermal transport in low dimensional systems such as graphene, carbon nanotubes, quantum wires, semiconductor and metal nanoparticles. Co-listed with EN.510.659.
Instructor(s): T. Poehler
Area: Engineering, Natural Sciences.

Student participation in ongoing research activities. Research is conducted under the supervision of a faculty member and often in conjunction with other members of the research group.
Instructor(s): Staff.

Student participation in ongoing research activities. Research is conducted under the supervision of a faculty member and often in conjunction with other members of the research group.
Instructor(s): Staff.

EN.510.503. Independent Study/Materials Science.
Individual programs of study are worked out between students and the professor supervising their independent study project. Topics selected are those not formally listed as regular courses and include a considerable design component.
Instructor(s): R. Cammarata; Staff.

EN.510.504. Independent Study.
Individual programs of study are worked out between students and the professor supervising their independent study project. Topics selected are those not formally listed as regular courses and include a considerable design component.
Instructor(s): P. Searson; R. Cammarata; T. Hufnagel
Area: Engineering, Natural Sciences.

EN.510.511. Research/Materials Science.
Student participation in ongoing research activities. Research is conducted under the supervision of a faculty member and often in conjunction with other members of the research group. This section has a weekly research group meeting that students are expected to attend.
Instructor(s): Staff.

EN.510.574. Research-Intersession.
Instructor(s): Staff.


EN.510.597. Research-Summer.
Instructor(s): Staff.

An introduction to the structure of inorganic and polymeric materials. Topics include the atomic scale structure of metals, alloys, ceramics, and semiconductors; structure of polymers; crystal defects; elementary crystallography; tensor properties of crystals; and an introduction to the uses of diffraction techniques (including X-ray diffraction and electron microscopy) in studying the structure of materials. Recommended Course Background: undergraduate chemistry, physics, and calculus or permission of instructor.
Instructor(s): T. Hufnagel.

An introduction to the classical and statistical thermodynamics of materials. Topics include the zeroth law of thermodynamics; the first law (work, internal energy, heat, enthalpy, heat capacity); the second law (heat engines, Carnot cycle, Clausius inequality, entropy, absolute temperature); equilibrium of single component systems (free energy, thermodynamic potentials, virtual variations, chemical potential, phase changes); equilibrium of multicomponent systems and chemical thermodynamics; basics of statistical physics (single and multiple particle partition functions, configurational entropy, third law; statistical thermodynamics of solid solutions); and equilibrium composition-temperature phase diagrams. Recommended Course Background: undergraduate calculus, chemistry, and physics or permission of instructor.
Instructor(s): M. Falk.
This course presents a unified treatment of the thermodynamics and kinetics of phase transformations from phenomenological and atomistic viewpoints. Phase transformations in condensed metal and nonmetal systems are discussed. Recommended Course Background: EN.510.601 and EN.510.602
Instructor(s): J. Erlebacher.

An introduction to the properties and mechanisms that control the mechanical performance of materials. Topics include mechanical testing, tensor description of stress and strain, isotropic and anisotropic elasticity, plastic behavior of crystals, dislocation theory, mechanisms of microscopic plasticity, creep, fracture, and deformation and fracture of polymers. Recommended Course Background: EN.510.601
Instructor(s): T. Hufnagel.

An overview of electrical, optical and magnetic properties arising from the fundamental electronic and atomic structure of materials. Continuum materials properties are developed through examination of microscopic processes. Emphasis will be placed on both fundamental principles and applications in contemporary materials technologies. Recommended Course Background: EN.510.601
Instructor(s): J. Spicer.

EN.510.606. Polymer Chemistry & Biology.
An introduction to the chemical and biological properties of organic and inorganic materials. Topics include an introduction to polymer science, polymer synthesis, chemical synthesis, and modification of inorganic materials, biomineralization, biosynthesis, and properties of natural materials (proteins, DNA, and polysaccharides), structure-property relationships in polymeric materials (synthetic polymers and structural proteins), and materials for biomedical applications. Recommended Course Background: undergraduate chemistry and biology or permission of instructor.
Instructor(s): M. Herrera-Alonso.

EN.510.607. Biomaterials II: Host response and biomaterials applications.
This course focuses on the interaction of biomaterials with the biological system and applications of biomaterials. Topics include host reactions to biomaterials and their evaluation, cell-biomaterials interaction, biomaterials for tissue engineering applications, biomaterials for controlled drug and gene delivery, biomaterials for cardiovascular applications, biomaterials for orthopedic applications, and biomaterials for artificial organs. Recommended Course Background: EN.510.606. Also listed as EN.510.407
Instructor(s): H. Mao.

EN.510.608. Electrochemistry.
Thermodynamics of electrochemical interfaces, including electrochemical potential, the Nernst equation, ion-solvent interactions, and double layer theory. Charge transfer kinetics for activation and diffusion controlled processes. Analysis of kinetics at various electrodes, including redox reactions, metal-ion electrodes, and semiconductor electrodes. Electroanalytical techniques are discussed, including those related to bioelectrochemistry and semiconductor electrochemistry. Selected reactions of technological importance are evaluated, including the hydrogen evolution reaction, oxygen reduction, electrodeposition, and energy generation and storage. Recommended Course Background: introductory chemistry or permission of instructor.
Instructor(s): P. Searson.

An introduction to solid state physics for advanced undergraduates and graduate students in physical science and engineering. Topics include crystal structure of solids; band theory; thermal, optical, and electronic properties; transport and magnetic properties of metals, semiconductors, and insulators. The concepts of solid state principles in modern electronic, optical, and structural materials are discussed. Cross-listed with Electrical and Computer Engineering.
Instructor(s): T. Poehler.

Basic solid state physics principles applied to modern electronic, optical, and structural materials. Topics discussed will include magnetism, superconductivity, polymers, nano-structured materials, electronic effects, and surface physics. For advanced undergraduates and graduate students in physical science and engineering. Recommended Course Background: EN.510.611
Instructor(s): T. Poehler.

This course will present the basic principles of statistical mechanics and apply them to problems concerning the behavior of materials. Topics include: basic principles of statistical mechanics; time averages and ensembles; connection to macroscopic thermodynamics; fluctuations; classical and quantum particles statistics; lattice statistics; statistical thermodynamic models of gases, liquids, crystals, crystalline defects, linear chain polymers, and surfaces; phase transitions and critical phenomena; kinetic and transport phenomena; thermodynamics of irreversible processes. Recommended Course Background: EN.510.312 or undergraduate course in thermodynamics. Also listed as EN.510.413
Instructor(s): R. Cammarata.

A detailed survey of the relationship between materials properties and underlying microstructure. Structure/property/processing relationships will be examined across a wide spectrum of materials including metals, ceramics, polymers and biomaterials, and properties including electrical, magnetic, optical, thermal, mechanical, chemical and biocompatibility.
Instructor(s): P. Mcguiggan
Area: Engineering, Natural Sciences.

EN.510.618. Electronic and Photonic Processes and Devices.
This course is intended for advanced undergraduates and graduate students and will cover the fundamentals and properties of electronic and optical materials and devices. Subject matter will include a detailed and comprehensive discussion of the physical processes underlying modern electronic and optical devices. Detailed descriptions of modern semiconductor devices such as lasers and detectors used in optical communications and information storage and processing will be presented. Also listed as EN.510.618/EN.510.418.
Instructor(s): T. Poehler.

In this course, we will review the current synthetic methods for preparing biopolymers of both synthetic and natural origin. The class will focus mainly on polypeptides and polysaccharides, but natural polysters and polynucleotides (DNA and RNA) will be covered as well. Some of the main topics are; solid phase peptide synthesis, ring-opening polymerization for polypeptide synthesis, recombinant DNA and bacterial protein synthesis, bacterial production of biodegradable polyester, and chemical and biological engineering of polysaccharides.
Instructor(s): M. Yu
Area: Engineering, Natural Sciences.

EN.510.624. X-Ray Scattering, Diffraction and Imaging.
An introduction to the uses of X-rays for structural characterization of materials. Topics include: X-ray scattering by atoms; kinematic and dynamical theories of diffraction; Fourier series and transform methods; scattering by liquids and amorphous solids; coherent X-ray diffraction, scattering, and imaging; and modern X-ray sources (synchrotron radiation and X-ray free-electron lasers). Recommended Course Background: EN.510.601 or permission of the instructor. Instructor(s): T. Hufnagel.

Learn the fundamentals necessary to design and implement computer simulations on the molecular level. This course focuses on two widely used techniques: molecular-dynamics and Monte Carlo simulation. Both are introduced in the context of a review of the basic theoretical background. This class will cover the specifics of handling molecular interactions using empirical potentials, applying proper boundary conditions and simulating various equilibrium ensembles and non-equilibrium systems. Lectures will address how to extract transport coefficients, atomic scale correlations and local stresses and strains from simulation data, and computational issues such as algorithmic complexity and efficiency. The final weeks of the course will focus on new and cutting-edge advances in these methods. Instructor(s): M. Falk Area: Engineering, Natural Sciences.

This course examines the relationship between microstructure and mechanical properties of metals and alloys. Starting from fundamentals (phase diagrams and phase transformation kinetics), we will explore how the structure of metals and alloys can be manipulated by thermomechanical processing to achieve desired properties. Detailed examples will be drawn from several alloy systems, including steels, aluminum, and titanium. A theme of the course will be the impact of materials processing and materials selection on the environment, including considerations of lightweight materials and processing techniques for minimizing energy consumption. Prerequisite: EN.510.311-312 Same course as EN.510.419. Instructor(s): E. Ma.

EN.510.632. Introduction to and Applications of Scanning Probe Microscopy.
Scanning Probe Microscopy has emerged as one of the premier techniques to characterize surfaces. This course will give an overview of the family of SPM techniques including scanning tunneling microscopy (STM), atomic force microscopy (AFM), scanning near field optical microscopy (SNOM) and Kelvin probe microscopy. In each of these applications, the theory of operation, measurement and imaging techniques, and experimental limitations will be discussed. Also listed as EN.510.412 Instructor(s): P. Mcguiggan Area: Engineering, Natural Sciences.

This course will cover the use of computational methods to discover and design materials for new technologies. Topics addressed will include structure prediction, materials informatics, and the calculation of material properties from first principles using methods such as density functional theory. Participants will gain hands-on experience with modern computational techniques. Instructor(s): T. Mueller Area: Engineering, Natural Sciences.

EN.510.634. Simulation of Biomolecules and Membranes.
This class will provide an overview of methods for molecular simulation of biomolecules and membranes. We will study methods for atomic detail molecular dynamics and Monte Carlo simulations. After discussing basic algorithms such as integrators, thermostats, and barostats, we will study how biomolecules are chemically parameterized to accurately capture their conformational equilibria. This knowledge will then be used to build, simulate, and analyse a molecular model of a membrane protein embedded in a lipid bilayer. The simulation will be used to understand how these methods can be used to obtain insights into the molecular mechanisms of protein function. Instructor(s): M. Ulmschneider Area: Engineering, Natural Sciences.

EN.510.635. Mechanical Properties of Biomaterials.
This course will focus on the mechanical properties of biomaterials and the dependence of these properties on the microstructure of the materials. Organic and inorganic systems will be considered through a combination of lectures and readings and the material systems will range from cells to bones to artificial implants. Same course as 510.435 Instructor(s): T. Weihl Area: Engineering, Natural Sciences.

Recent advances in biosensor technology are poised to revolutionize health care, enabling faster and more personalized diagnoses and recommendations. Biosensors are also increasingly important to public health, security, industry, and environmental science. This course will cover the materials, processes, and signaling mechanisms in use and anticipated for future developments in biosensors. Techniques such as electrochemistry, fluorescence, plasmonics, and enzymatic amplification will be discussed, and materials including nanowires, nanoparticles, organic semiconductors, and templated materials will be covered. Detection of nucleic acid sequences, proteins, carbohydrates, pharmaceuticals, and microorganisms will be emphasized. Same course as EN.510.437. Instructor(s): H. Katz Area: Engineering, Natural Sciences.
EN.510.643. Chemistry and Physics of Polymers.
The course will describe and evaluate the synthetic routes, including condensation and addition polymerization, to macromolecules with varied constituents and properties. Factors that affect the efficiencies of the syntheses will be discussed. Properties of polymers that lead to technological applications will be covered, and the physical basis for these properties will be derived. Connections to mechanical, electronic, photonic, and biological applications will be made. Also listed as EN.510.443. Recommended Course Background: Organic Chemistry I and one semester of thermodynamics. Instructor(s): H. Katz
Area: Engineering, Natural Sciences.

EN.510.656. Introduction to Surface Science.
Introduction to the structure and properties of solid surfaces. Topics include Gibbsonian and gradient thermodynamics of surfaces; crystallography and structure of free solid surfaces; characterization methods; surface mobility and phase transitions; gas-solid interactions; crystal growth; electronic structure; solid-solid surfaces; thin film epitaxy. Co-listed with EN.510.456. Recommended course background: EN.510.311, EN.510.312, EN.510.313, EN.510.314, EN.510.315 or instructor permission. Instructor(s): R. Cammarata.

The processing, structure, and properties of thin films are discussed emphasizing current areas of scientific and technological interest. Topics include elements of vacuum science and technology; chemical and physical vapor deposition processes; film growth and microstructure; chemical and microstructural characterization methods; epitaxy; mechanical properties such as internal stresses, adhesion, and strength; and technological applications such as superlattices, diffusion barriers, and protective coatings. Co-listed with EN.510.457
Instructor(s): R. Cammarata.

This course is intended for advanced undergraduates and graduate students and will cover the fundamentals and properties of low dimensional nanomaterials. Subject matter will include a detailed and comprehensive discussion of the physics and physical properties of solids confined in either one, two or three directions. Features examined for these low dimensional materials will include electronic structure, electrical transport, vibrational and thermal transport in low dimensional systems such as graphene, carbon nanotubes, quantum wires, semiconductor and metal nanoparticles. Co-listed with EN.510.459
Instructor(s): T. Poehler
Area: Engineering, Natural Sciences.

The Graduate Research Seminar in the Department of Materials Science and Engineering provides a forum for students to present their latest research results in a formal seminar setting. The course encourages discussion between students in varying disciplines in order to establish new collaborations and develop the shared vocabulary required for interdisciplinary materials science research. Permission Required. Instructor(s): J. Erlebacher.

Instructor(s): J. Erlebacher.

The Materials Science Seminar exposes students to a wide array of internationally recognized speakers who discuss topics of cutting-edge Materials Science research. Speakers are selected both to overlap research interests within the department and to expose students to broader trends in contemporary Materials Science. Instructor(s): J. Erlebacher.

Meets with EN.510.434, EN.510.439, EN.510.441, EN.510.446, and EN.510.448. Instructor(s): J. Erlebacher.

EN.510.807. Graduate Research In Materials Science.
Individual programs of study are worked out between students and the professor supervising their independent study project. Topics selected are those not formally listed as regular courses and include a considerable design component. Instructor(s): J. Erlebacher.

EN.510.808. Graduate Research.
Instructor(s): J. Erlebacher.

Cross Listed Courses

Physics Astronomy
Topics include space astronomy, remote observing of the earth, space physics, planetary exploration, human space flight, space environment, orbits, propulsion, spacecraft design, attitude control and communication. Crosslisted by Departments of Earth and Planetary Sciences, Materials Science and Engineering and Mechanical Engineering. Recommended Course Background: AS.171.101-AS.171.102 or similar; AS.110.108-AS.110.109.
Instructor(s): J. MacKenty; S. McCandliss
Area: Engineering, Natural Sciences.

Electrical Computer Engineering
EN.520.627. Photovoltaics and Energy Devices.
This course provides an introduction to the science of photovoltaics and related energy devices. Topics covered include basic concepts in semiconductor device operation and carrier statistics; recombination mechanisms; p-n junctions; silicon, thin film, and third generation photovoltaic technologies; light trapping; and detailed balance limits of efficiency. Additionally, thermophotovoltaics and electrical energy storage technologies are introduced. A background in semiconductor device physics (EN.520.485, or similar) is recommended. Instructor(s): S. Thon.

Institute for NanoBio Technology
This course will cover the physics and chemistry relevant to the design, synthesis, and characterization of nanoparticles. Topics include nanoparticle synthesis, functionalization, surface engineering, and applications in diagnostics and therapeutics. The properties of semiconductor quantum dots and magnetic nanoparticles will be reviewed along with techniques for nanoparticle manipulation, particle tracking, and bio-microrheology. Patterning tools including soft lithography, optical lithography, e-beam lithography, and template lithography will be discussed. Electron and scanning probe microscopy will be reviewed. Cross-listed with Materials Science & Engineering and Chemical & Biomolecular Engineering.
Instructor(s): Staff.


**Mechanical Engineering**

The Department of Mechanical Engineering offers undergraduate and graduate programs of instruction and research. Undergraduate programs are offered in Mechanical Engineering and in Engineering Mechanics. The B.S. in the Mechanical Engineering and Engineering Mechanics degree programs are accredited by the Engineering Accreditation Commission of ABET, [http://www.abet.org](http://www.abet.org). Graduate programs are offered leading to the M.S.E. and the Ph.D. degrees. A five-year accelerated B.S./M.S.E. program is also available.

Mechanical Engineering is of great importance in most contemporary technologies. Examples include aerospace, power generation and conversion, fluid machinery, design and construction of mechanical systems, transportation, manufacturing, production, biomechanics, and others. This wide range of applications is reflected in the four main stems of the undergraduate curriculum-thermal and fluid systems, mechanics and materials, robotics and control systems, and biomechanics. Engineering Mechanics is a more flexible program that enables students to pursue particular interests while centering on a smaller core of courses. Students may use this flexibility to follow specific interests in physics, mathematics, economics, biology, and other disciplines while receiving an engineering degree.

Design is a major component of both undergraduate programs. In the two-semester Engineering Design Project course taken by undergraduates during their senior year, students work in teams of three or four to design, construct, and test a mechanical device or system for an industrial sponsor.

A major effort of the department is directed toward the creation of a stimulating intellectual environment in which both undergraduate and graduate students can develop to their maximum potential. Faculty members encourage undergraduate students to participate in both fundamental and applied research along with the graduate students. In most junior and senior undergraduate classes, and in graduate classes, small enrollments permit close contact with faculty members. Students have excellent opportunities to participate actively in the classroom and laboratories and to follow special interests within a subject area.

**Facilities**

Most teaching and research facilities of the department, as well as the departmental office, are located in Latrobe, Krieger, Wyman, Maryland, and Hackerman Halls. The undergraduate laboratories are equipped with sophisticated data acquisition and analysis systems. Students have access to a manual machine shop, which includes a wire EDM for the purpose of fabricating parts for special projects, a computer-controlled CO₂ laser cutter, and 3-D printers. The Mechatronics laboratory allows students to design and build their own robots for a class competition. The Senior Design laboratories are used by seniors to construct and test their prototypes in the yearlong design project course. Computer facilities are readily available throughout the department and the Whiting School.

Research facilities include laboratories in several disciplines. The Laboratory for Impact Dynamics and Rheology includes facilities for the study of failure, instabilities, impact and dynamic phenomena. The Hopkins Extreme Materials Institute addresses fundamental science issues associated with materials under extreme conditions, such as dynamic environments, human tissues, and impacts on planets and asteroids. The Laboratory for Active Materials and Biomimetics contains facilities for the characterization of tissues, active materials and biomaterials. These, coupled with electron microscopy facilities, enable innovative research on the mechanical properties of materials.

The Microspecimen Testing Laboratory has special tensile test machines for specimens as thin as 60 nanometers. The Computational Solid Mechanics Laboratory uses state-of-the-art finite-element techniques to study the physics of impact, wear, and more generally, the behavior of materials under high deformation and high-deformation rates. The calculations are conducted at length scales ranging from the nanoscale up to the macroscale.

A large hydrodynamics laboratory is the home of laser-based flow simulation and analysis research, and the Corsin Wind Tunnel is equipped with modern instrumentation for turbulence research. The heat transfer laboratory is equipped for research using holographic interferometry to study heat transfer in complex geometries with single- and two-phase flows.

The Photonics for Quantitative Biology and Medicine laboratory focuses diverse spectroscopic modalities that exploit intrinsic contrast in biological media to provide information on pathological conditions. In the BioMEMS and Single Molecule Dynamics Lab, engineering innovation in microfluidics, single molecule spectroscopy, and functional nanoparticles drive the development of biomarker-based diagnostics and monitoring of disease. The SXS Lab explores quantitative questions in cellular biomechanics to explain cell movement, cell division, and biological force generation.

The Laboratory for Computational Sensing and Robotics consists of numerous laboratories and collaborating research centers covering multiple domains. The robotics and mechatronics laboratory is fully equipped for the construction and testing of prototypes of novel robotic systems. The Dynamical Systems and Control laboratory is equipped for design, fabrication, and testing of advanced robotic arms and underwater robots. Experimental equipment includes a test-bed remotely operated underwater vehicle. The Locomotion in Mechanical and Biological Systems (LIMBS) laboratory is equipped with an industrial six-axis manipulator, and as well as the facilities for the development of mobile and medical robots.

**Financial Aid**

Scholarships and other forms of financial assistance for undergraduates are described under Admissions and Finances (p. 9). In addition, selected undergraduates may be employed as laboratory assistants on research projects. Assistance in various forms is available for graduate students, including tuition fellowships, fellowships with stipend, research assistantships, and competitively-awarded hourly teaching assistant positions. Applications for graduate study must be received by October 15 for the Spring semester and December 15 for the Fall semester for consideration.

Research assistantships support graduate students who work with professors on their research contracts and grants.

The Department of Mechanical Engineering offers two undergraduate programs: the Bachelor of Science in Mechanical Engineering and the Bachelor of Science in Engineering Mechanics. Both programs are accredited by ABET, the Accreditation Board for Engineering and Technology. The department offers concentrations in biomechanical engineering and aerospace engineering. For additional information regarding both the mechanical engineering and engineering mechanics academic programs, please consult the undergraduate advising
manuals which are available on the departmental website at http://www.me.jhu.edu/advise.html. For details and an explanation of ABET requirements, visit www.abet.org.

Requirements for the Bachelor’s Degree
See also General Requirements for Departmental Majors (p. 20); Writing Requirement, and the department’s undergraduate advising manuals.

The Mechanical Engineering Program
The mission of the B.S. in mechanical engineering degree program is to provide a rigorous educational experience that prepares a select group of students for leadership positions in the profession and a lifetime of learning. The faculty is committed to maintaining a modern and flexible curriculum which, building on a foundation of basic sciences and mathematics, develops a solid education in the mechanical engineering sciences. The aim of the Mechanical Engineering program is to build competence in the design and development of thermal, fluid, and mechanical systems, to promote a broad knowledge of the contemporary social and economic context, and to develop the communication skills necessary to excel.

The program provides a basic background in thermal and mechanical systems. Laboratory instruction, as well as the senior design project, gives the student hands-on experience. Each student’s program of study is planned in consultation with his or her faculty advisor. Students are encouraged to develop depth in one or two areas of focus within mechanical engineering chosen from fluid mechanics, mechanics of solids and design, heat transfer and energy, robotics, and biomechanics. The choice of focus is decided in the junior year after consultation with the student’s faculty advisor.

The objectives for the B.S. in mechanical engineering degree program are designed to provide a high-quality educational experience that is tailored to the needs and interests of the student. The program will educate an exceptional group of engineers who, after graduation, will be:

• ...successful and on track to become leaders among their peers in industry, government laboratories and other organizations, and
• ...advanced students in the best graduate programs.

Students graduating from the B.S. in mechanical engineering will have demonstrated the ability to:

• understand and apply the fundamentals of mathematics (through linear algebra and multivariate calculus), numerical methods, statistical analysis, and physical sciences (physics and chemistry) necessary to attain competence in the mechanical engineering disciplines.
• design, conduct, evaluate, and report experiments including analysis and statistical interpretation of data.
• identify, formulate, and solve engineering problems in the areas of thermo-fluid and mechanical systems.
• use basic concepts from the mechanical engineering sciences, modern engineering tools (machine-tools, laboratory instrumentation, and computer hardware and software), and related subjects to design mechanical engineering components and processes, taking into account constraints such as manufacturability, cost, safety, environmental, and socio-political impacts.
• enter professional practice and/or graduate school, with the recognition of the need for life-long learning and the ability to pursue it.
• use effective communication, multidisciplinary teamwork, and possess awareness of professional and ethical responsibilities, and an appreciation of the societal, economic, and environmental impacts of engineering.

The Mechanical Engineering Curriculum is Structured as Follows

Mathematics (19 credits)
(Grades below C- not accepted)
AS.110.108  Calculus I  4
AS.110.109  Calculus II (For Physical Sciences and Engineering)  4
AS.110.202  Calculus III  4
or AS.110.211  Honors Multivariable Calculus  4
EN.550.291  Linear Algebra and Differential Equations  4
or AS.110.211  Honors Multivariable Calculus  4
or AS.110.201  Linear Algebra & AS.110.302  and Diff Equations/Applic
Statistics Elective at 300-level or above:  3-4
EN.560.348  Probability & Statistics for Engineers
or EN.550.310  Probability & Statistics for the Physical and Information Sciences & Engineering
Other qualified statistics courses can be taken upon advisor’s approval.

Science (12 Credits)
(Grades below C- are not accepted)
EN.530.103  Introduction to Mechanics I  4
& EN.530.104  and Introduction to Mechanics II  4
AS.171.102  General Physics: Physical Science Majors II  4
or AS.171.108  General Physics for Physical Science Majors (AL)  4
AS.173.112  General Physics Laboratory II  1
EN.510.101  Introduction to Materials Chemistry  3
or AS.030.101  Introductory Chemistry I

Humanities (18 credits)
Six humanities and/or social science electives, of which one must specifically teach writing (either AS.220.105, AS.060.113 or AS.060.114).*

Required Engineering Courses (51 credits)
(Grades below C- are not accepted)
& EN.530.102  and Freshman Experiences in Mechanical Engineering  4
EN.530.105  Mechanical Engineering Freshman Laboratory I
& EN.530.106  and Mechanical Engineering Freshman Laboratory II  2
EN.530.201  Statics and Mechanics of Materials  4
EN.530.202  Mechanical Engineering Dynamics  4
EN.530.215  Mechanics-Based Design  3
EN.530.216  Mechanics Based Design Laboratory  1
EN.530.231  Mechanical Engineering Thermodynamics  3
EN.530.232  Mechanical Engineering Thermodynamics Laboratory  1
Elective requirements in the general Mechanical Engineering program:

A student may specialize in aerospace engineering once a solid background in the fundamentals of mechanical engineering has been developed through the basic Mechanical Engineering courses. This background in the fundamentals of mechanical engineering has been developed through the core Mechanical Engineering or Engineering Mechanics courses. The essence of mechanics is the interplay between forces and motion. In biology, mechanics is important at the macroscopic, cellular, and subcellular levels.

Biomechanics Track

A student may specialize in biomechanics once a solid background in the fundamentals of mechanical engineering has been developed through the core Mechanical Engineering or Engineering Mechanics courses. The essence of mechanics is the interplay between forces and motion. In biology, mechanics is important at the macroscopic, cellular, and subcellular levels.

Aerospace Track

A student may specialize in aerospace engineering once a solid background in the fundamentals of mechanical engineering has been developed through the basic Mechanical Engineering courses. This track requires knowledge and background in several fields including advanced dynamics, flight mechanics, propulsion, aerospace materials and structures, signal processing, control systems, astrophysics and space systems. Students pursuing the Aerospace Engineering Track are required to take at least five of the following courses (which can be counted toward the Mechanical Engineering elective and Technical Elective requirements in the general Mechanical Engineering program):

Any five of the courses listed below are required. A sixth course from this list, though not required is highly recommended.
### Sample Program

#### First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AS.110.108</strong>  Calculus I</td>
<td>4 <strong>AS.110.109</strong>  Calculus II (For Physical Sciences and Engineering)</td>
<td>4</td>
</tr>
<tr>
<td><strong>EN.510.101</strong>  Introduction to Materials Chemistry</td>
<td>3 <strong>EN.530.102</strong>  Freshman Experiences in Chemical Engineering</td>
<td>2</td>
</tr>
<tr>
<td><strong>EN.530.101</strong>  Freshman Experiences in Mech. Eng.</td>
<td>2 <strong>EN.530.104</strong>  Introduction to Mechanics II</td>
<td>2</td>
</tr>
<tr>
<td><strong>EN.530.103</strong>  Introduction to Mechanics I</td>
<td>2 <strong>EN.530.106</strong>  Mechanical Engineering Freshman Laboratory</td>
<td>1</td>
</tr>
<tr>
<td><strong>EN.530.105</strong>  Mechanical Engineering Freshman Laboratory I</td>
<td>1 <strong>Humanities/Social Sciences Elective</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

#### Second Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AS.110.202</strong>  Calculus III</td>
<td>3 <strong>EN.530.291</strong>  Linear Algebra and Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td><strong>EN.530.201</strong>  Statics and Mechanics of Materials</td>
<td>4 <strong>EN.530.202</strong>  Mechanical Engineering Dynamics</td>
<td>4</td>
</tr>
<tr>
<td><strong>EN.530.231</strong>  Mechanical Engineering Thermodynamics</td>
<td>3 <strong>EN.530.215</strong>  Mechanics-Based Design</td>
<td>3</td>
</tr>
<tr>
<td><strong>EN.530.232</strong>  Mechanical Engineering Thermodynamics Laboratory</td>
<td>1 <strong>EN.530.216</strong>  Mechanics Based Design Laboratory</td>
<td>1</td>
</tr>
<tr>
<td><strong>AS.171.102</strong>  General Physics: Physical Science Majors II</td>
<td>4 <strong>EN.530.241</strong>  Electronics &amp; Instrumentation</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Credits</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>AS.173.112</strong>  General Physics Laboratory II</td>
<td>1</td>
<td>16</td>
</tr>
</tbody>
</table>

#### Third Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EN.530.327</strong>  Introduction to Fluid Mechanics</td>
<td>3 <strong>EN.530.334</strong>  Heat Transfer</td>
<td>3</td>
</tr>
<tr>
<td><strong>EN.530.329</strong>  Introduction to Fluid Mechanics Laboratory</td>
<td>1 <strong>EN.530.335</strong>  Heat Transfer Laboratory</td>
<td>1</td>
</tr>
<tr>
<td><strong>EN.530.352</strong>  Materials Selection</td>
<td>4 <strong>EN.530.343</strong>  Design and Analysis of Dynamical Systems</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EN.530.414</strong>  Computer-Aided Design</td>
<td>3 <strong>Mechanical Engineering Elective</strong></td>
<td>3</td>
</tr>
<tr>
<td>Humanities/Social Sciences Elective</td>
<td>3 <strong>Technical Elective</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Statistics Elective</strong></td>
<td>3</td>
<td>14</td>
</tr>
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</table>

#### Fourth Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EN.530.403</strong>  MechE Senior Design Project I</td>
<td>4 <strong>EN.530.404</strong>  Engineering Design Project II</td>
<td>4</td>
</tr>
<tr>
<td><strong>EN.530.454</strong>  Manufacturing Engineering</td>
<td>3 <strong>Mechanical Engineering Elective</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>EN.660.461</strong>  Engineering Business and Management</td>
<td>3 <strong>Mechanical Engineering Elective</strong></td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technical Elective</strong></td>
<td>3 <strong>Technical Elective</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

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### Notes

- **x** Prerequisite: EN.530.101 Introductory Chemistry I
- **xx** Prerequisite: EN.580.221 Molecules and Cells, EN.580.222 Systems and Controls, and AS.110.302 Diff Equations/Applic

Students may not use the satisfactory/unsatisfactory option for required courses, including Humanities and Social Studies. Exceptions can be considered and approved by their faculty advisors. Further, the Department of Mechanical Engineering requires that grades of C- or better be obtained in all required engineering, mathematics, and science courses (i.e. grades of D, D+ or D-, or F will not be accepted). The department will accept D, D+ or D- grades only up to a maximum of 10 credits for Humanities and Social Sciences courses.
of mechanics or engineering science to more specialized programs in a variety of areas, such as robotics, fluid dynamics, environmental engineering, mechanics of solids, experimental mechanics, dynamical systems, mechanics of materials, or biomechanics.

This flexibility makes the program ideal for double-majors and for those wishing to tailor a strong foundation for graduate work in a wide range of disciplines. All mathematics elective and technical elective courses must be at the 300-level or higher, unless approved by their faculty advisor.

Mathematics (23 credits)
(grades below C- not accepted)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>AS.110.108</td>
<td>Calculus I</td>
</tr>
<tr>
<td>AS.110.109</td>
<td>Calculus II (For Physical Sciences and Engineering)</td>
</tr>
<tr>
<td>AS.110.202</td>
<td>Calculus III</td>
</tr>
<tr>
<td>or AS.110.211</td>
<td>Honors Multivariable Calculus</td>
</tr>
<tr>
<td>or AS.110.212</td>
<td>Honors Linear Algebra</td>
</tr>
<tr>
<td>Mathematics elective</td>
<td>4</td>
</tr>
<tr>
<td>EN.560.348</td>
<td>Probability &amp; Statistics for Engineers</td>
</tr>
<tr>
<td>EN.550.310</td>
<td>Probability &amp; Statistics for the Physical and Information Sciences &amp; Engineering</td>
</tr>
<tr>
<td>Other qualified statistics courses can be taken upon advisor's approval.</td>
<td></td>
</tr>
</tbody>
</table>

Basic Science (16–17 credits)
(Grades below C- are not accepted)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.530.103</td>
<td>Introduction to Mechanics I</td>
</tr>
<tr>
<td>EN.530.104</td>
<td>and Introduction to Mechanics II</td>
</tr>
<tr>
<td>or AS.171.101</td>
<td>General Physics:Physical Science Major I</td>
</tr>
<tr>
<td>&amp; AS.173.111</td>
<td>and General Physics Laboratory I</td>
</tr>
<tr>
<td>AS.171.102</td>
<td>General Physics: Physical Science Majors II</td>
</tr>
<tr>
<td>&amp; AS.173.112</td>
<td>and General Physics Laboratory II</td>
</tr>
<tr>
<td>EN.510.101</td>
<td>Introduction to Materials Chemistry</td>
</tr>
<tr>
<td>or AS.030.101</td>
<td>Introductory Chemistry I</td>
</tr>
<tr>
<td>Another basic science elective</td>
<td>4</td>
</tr>
</tbody>
</table>

Humanities (18 credits)

Six humanities and/or social science electives +

Introductory Engineering and Computing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>&amp; EN.530.102</td>
<td>and Freshman Experiences in Mechanical Engineering</td>
</tr>
<tr>
<td>EN.530.105</td>
<td>Mechanical Engineering Freshman Laboratory I</td>
</tr>
<tr>
<td>&amp; EN.530.106</td>
<td>and Mechanical Engineering Freshman Laboratory II (provide the necessary engineering and computing instruction for freshmen and are strongly recommended.)</td>
</tr>
</tbody>
</table>

Alternate introductory courses are available. If EN.530.101-EN.530.102 and EN.530.105-EN.530.106 are not taken, students must take one course from each of the engineering and computing course lists below:

Introductory Engineering:
EN.500.101  What Is Engineering?
EN.510.101  Introduction to Materials Chemistry
EN.520.137  Introduction To Electrical & Computer Engineering
EN.570.108  Introduction Environmental Engineering
EN.580.202  BME in the Real World

Computing:
EN.500.200  Computing for Engineers and Scientists (recommended)
EN.510.202  Computation and Programming for Materials Scientists and Engineers
EN.580.200  Introduction to Scientific Computing in BME using Python, Matlab, and R
EN.600.112  Introductory Programming for Scientists and Engineers
EN.600.107  Introductory Programming in Java

Any other computing course approved by the faculty advisor. EN.600.107 should be taken as a last resort if none of the other computing options fits the student’s schedule, as it is important to learn MATLAB and Intro to Java does not offer that program.

Other Required Engineering Courses
EN.530.201  Statics and Mechanics of Materials 4
EN.530.231  Mechanical Engineering Thermodynamics 3
EN.530.327  Introduction to Fluid Mechanics 3
EN.530.405  Mechanics of Advanced Engineering Structures 3 or EN.530.215  Mechanics-Based Design
EN.560.202  Dynamics 4

Capston Design (8 credits)
(Grades below C- are not accepted)
EN.530.403  MechE Senior Design Project I 8
& EN.530.404  Engineering Design Project II

Engineering Science Electives (12 credits)
(Grades below C- are not accepted)
12
One course in the mechanics of solids (see below)
One course in the mechanics of fluids (see below)
One additional course in the mechanics of either solids or fluids (see below)
One course in either materials or dynamics (see below)

Engineering Mechanics Electives (6 credits)
(Grades below C- are not accepted)
6
Two additional elective courses in the same area of engineering mechanics (solid mechanics, fluid mechanics, or dynamics, see below).

Technical Electives (minimum of 18 credits) ++
(Grades below C- are not accepted)
18
Engineering, Quantitative Studies, or Natural Science courses at or above the 300-level, chosen in consultation with the student’s advisor from any combination of courses in engineering, basic sciences, or mathematics.

Total Credits 116-118

Fluid mechanics courses may be chosen from courses such as:
EN.530.328  Fluid Mechanics II
EN.530.425  Mechanics of Flight
EN.530.426  Biofluid Mechanics
EN.530.444  Computer-Aided Fluid Mechanics and Heat Transfer
EN.570.301  Environmental Engineering Fundamentals I

Dynamics courses may be chosen from courses such as:
EN.530.343  Design and Analysis of Dynamical Systems
EN.530.420  Robot Sensors/Actuators
EN.530.424  Dynamics of Robots and Spacecraft
EN.550.391  Dynamical Systems

Solid mechanics courses may be chosen from courses such as:
EN.530.215  Mechanics-Based Design
EN.530.405  Mechanics of Advanced Engineering Structures
EN.530.414  Computer-Aided Design
EN.530.416  Advanced Mechanical Design
EN.530.448  Biosolid Mechanics
EN.530.730  Finite Element Methods
EN.560.320  Structural Design I
EN.560.330  Foundation Design

Students may not use the satisfactory/unsatisfactory option for required courses, including Humanities and Social Sciences, unless approved by their faculty advisor. The department will accept D or D+ grades only up to a maximum of 10 credits except where indicated. All undergraduate students must follow a program approved by a faculty member in the department who is selected as the student’s advisor.

Biomechanics Track

Engineering Mechanics (EM) is a highly flexible program offered by the Department of Mechanical Engineering, which is ideal for students who want to specialize in any area of mechanics, including biomechanics. The essence of mechanics is the interplay between forces and motion.

In biology, mechanics is important at the macroscopic, cellular, and subcellular levels. At the macroscopic length scale biomechanics of both soft and hard tissues plays an important role in computer-integrated surgical systems and technologies (e.g., medical robotics). At the cellular level, issues such as cell motility and chemotaxis can be modeled as mechanical phenomena. At the subcellular level, conformational transitions in biological macromolecules can be modeled using molecular dynamics simulation (which is nothing more than
computational Newtonian mechanics), statistical mechanics, or using coarse-grained techniques that rely on principles from the mechanics of materials. In addition, much of structural biology can be viewed from the perspective of Kinematics (e.g., finding spatial relationships in data from the Protein Data Bank).

Each student who pursues the biomechanics track within the EM major will, in consultation with his or her EM advisor, choose the set of technical and EM electives that best matches the student’s interests. Many electives from other departments are acceptable. The electives for the EM major are structured as follows:

**Engineering Science Electives (12 credits)**
One course in solid mechanics
One course in fluid mechanics
One additional course in mechanics of either solids or fluids
One course in either materials or dynamics

**Engineering Mechanics Electives (6 credits)**
Two additional courses in the same area of mechanics (i.e., fluids, solids, or dynamics)

**Technical Electives (18 credits)**
Chosen from 300-level courses in engineering and the sciences in consultation with the student’s faculty advisor.

Examples of bio-oriented courses which can be applied to the above three categories include (but are not limited to):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.020.346</td>
<td>Immunology</td>
<td></td>
</tr>
<tr>
<td>AS.020.363</td>
<td>Developmental Biology</td>
<td></td>
</tr>
<tr>
<td>AS.020.380</td>
<td>Molecular Biology</td>
<td></td>
</tr>
<tr>
<td>AS.250.353</td>
<td>Computational Biology</td>
<td></td>
</tr>
<tr>
<td>EN.530.426</td>
<td>Biofluid Mechanics</td>
<td></td>
</tr>
<tr>
<td>EN.530.445</td>
<td>Introduction to Biomechanics</td>
<td></td>
</tr>
<tr>
<td>EN.530.446</td>
<td>Experimental Methods in Biomechanics</td>
<td></td>
</tr>
<tr>
<td>EN.530.448</td>
<td>Biosolid Mechanics</td>
<td></td>
</tr>
<tr>
<td>EN.530.495</td>
<td>Microfabrication Laboratory</td>
<td></td>
</tr>
<tr>
<td>EN.530.671</td>
<td>Statistical Mechanics in Biological Systems</td>
<td></td>
</tr>
<tr>
<td>EN.540.409</td>
<td>Dynamic Modeling and Control</td>
<td></td>
</tr>
</tbody>
</table>

This is not a complete list of possible courses that can be taken, and not all of these courses must be taken. Rather, students who wish to pursue the biomechanics track will take at least five courses such as those listed above. These five should be concentrated either at the cellular/subcellular length scale or in macroscopic biomechanics. Note that given the flexibility of the EM program, it would be possible for students to satisfy both of these kinds of tracks simultaneously if they apply all 12 of their elective courses toward this end.

**Sample Program**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>AS.110.108 Calculus I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EN.510.101 Introduction to Materials Chemistry</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>AS.110.109 Calculus II (For Physical Sciences and Engineering)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EN.531.232 Mechanical Engineering Thermodynamic Laboratory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>AS.171.102 General Physics: Physical Science Majors II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EN.530.201 Statics and Mechanics of Materials</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EN.530.231 Mechanical Engineering Thermodynamic</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EN.530.327 Introduction to Fluid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EN.530.403 MechE Senior Design Project I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EN.530.412 Mechanical Engineering (solids, fluids, dynamics)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EN.530.431 Engineering Science elective (materials/dynamics)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EN.530.329 Introduction to Fluid Mechanics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>EN.530.401 Introduction to Engineering Elective</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>EN.530.402 Engineering Design Project II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Engineering Mechanics elective (solids, fluids, dynamics)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Engineering Science elective (materials/dynamics)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities/Social Sciences Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EN.530.329 Introduction to Fluid Mechanics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>EN.530.401 Introduction to Engineering Elective</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>EN.530.402 Engineering Design Project II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Engineering Mechanics elective (solids, fluids, dynamics)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Engineering Science elective (materials/dynamics)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities/Social Sciences Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EN.530.329 Introduction to Fluid Mechanics Laboratory</td>
<td>1</td>
</tr>
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<td></td>
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<td></td>
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<td>Engineering Mechanics elective (solids, fluids, dynamics)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Engineering Science elective (materials/dynamics)</td>
<td>3</td>
</tr>
</tbody>
</table>
The Mechanical Engineering Department offers a concurrent five-year bachelor’s/master’s program for mechanical engineering and engineering mechanics majors. Applications to the B.S./M.S.E. program should be submitted by December 15 for consideration of spring admission and June 15 for possible fall admission, during applicant’s junior (third) year.

To apply for admission, students must submit an application, plus a statement of purpose, college transcript, and three letters of recommendation, two of which should be from Mechanical Engineering faculty.

Upon acceptance into the program, students will be asked to develop an outline of their proposed academic program with their advisor.

Admission and Advising

To be admitted to graduate study in the Department of Mechanical Engineering, applicants must submit credentials sufficient to convince the faculty that they will thrive in a program of advanced course work and/or research. No academic degree is required, but the applicant should have at least two years of relevant undergraduate training, or the equivalent, and should have achieved very high marks or have given other evidence of outstanding ability. Graduate Record Examination scores must be submitted.

Upon arrival, each graduate student is assigned to a faculty advisor to help map a tentative program for the first year and enter the intellectual life of the department. The student will remain in regular communication with the advisor. The advisor may use a variety of methods to assess the student’s progress, sometimes including special oral or written examinations. It is not necessary that a student have the same advisor in successive years. After serious research for a dissertation has begun, the research supervisor will automatically function as advisor. All Ph.D. students are required, and master’s students are strongly encouraged to attend the weekly Mechanical Engineering Graduate Seminars.

Requirements for the M.S.E. Degree

**Essay Option**: For the Master of Science in Engineering degree at least eight one-semester courses are required. At least half of them must be selected among those listed as graduate courses in this catalog. The remaining courses can be chosen from 300- and 400-level courses in this catalog, with the advisor’s approval. 50% of all substantive courses must be offered by Mechanical Engineering (EN.530.xxx), including at least two courses at the 600-level or 700-level. A completed piece of research conducted under the guidance of a full-time faculty member of the department and reported as a master’s essay is required. All students must follow a course of study approved by their individual advisor.

**Non-Essay Option**: The student must successfully complete a coordinated sequence of ten courses, which requires one year of full-time resident graduate study. At least six of the ten courses must be selected amongst the graduate courses of this catalog. 50% of all substantive courses must be offered by Mechanical Engineering (EN.530.xxx), including at least two courses at the .600-level or .700-level. The intent of this program is to provide the student with an intensive exposure to fundamental and advanced topics within mechanical engineering and engineering mechanics. Students must follow a course of study approved by their individual advisor.

Details on grade requirements and other departmental academic policy for the M.S.E. degree can be found here: http://me.jhu.edu/wp-content/uploads/sites/38/2015/07/GradAdvMnl2015-16-MSE.pdf.

Requirements for the Ph.D. Degree

As soon as the student is prepared to do so, he/she should fulfill the requirements for candidacy. In addition to general university requirements, the student must pass two exams. The first is an oral Departmental Qualifying Exam based on core courses. This exam is usually taken after the third semester. The second is a preliminary Graduate Board Oral examination satisfying the Graduate Board requirements. This is a comprehensive examination in which students must demonstrate proficiency at the graduate level in their field of specialization.

Although there are no formal course requirements, students are presumed to be prepared by studies equal to six 600-level courses in their field of specialization and six courses in related fields. All candidates for the doctorate must complete two semesters as a teaching assistant as part of their training. All students are required to follow a course of study approved by their individual advisor.

The final and principal requirement for the doctorate is a piece of original research worthy of publication. Candidates must write a dissertation describing their work in detail and successfully defend it in a final oral presentation and examination.

Additional details on Ph.D. requirements and departmental academic policy for the Ph.D. degree can be found here: http://me.jhu.edu/wp-content/uploads/sites/38/2015/07/GradAdvMnl2015-16-PhD.pdf

For current faculty and contact information go to http://www.me.jhu.edu/faculty.html

Faculty

**Chair**

Louis L. Whitcomb
Professor: Control Systems: adaptive and model-based control of linear and nonlinear systems, observers, nonlinear systems analysis, with focus on problems arising in mechanical systems, robots, and robotic vehicles. Underwater Robotics: dynamics, control, instrumentation, and navigation of underwater vehicles and inhabited submersibles—with focus on deep submergence oceanographic vehicles. Industrial and Medical Robotics: dynamics, control, instrumentation, and operation of precision robotics for novel medical and industrial applications.

**Full Time Professors**

Ishan Barman
Assistant Professor: elucidation of morphological and chemical information of different patho-physiological states through an
interdisciplinary approach featuring novel optical, spectroscopic and
to microfluidic measurements, mechanistic modeling and advanced
numerical methods for analysis and interpretation of the acquired data.

Gregory S. Chirikjian
Professor: computational structural biology (in particular, computational
mechanics of large proteins), conformational statistics of biological
macromolecules, developed theory for ‘hyper-redundant’ (snakelike)
robot motion planning, designs and builds hyper-redundant robotic
manipulator arms, applied mathematics (applications of group theory in
engineering), self-replicating robotic systems.

Noah J. Cowan
Associate Professor: robot dynamics, animal biomechanics, and
sensorimotor control; theory and application of control systems
and system identification techniques for closed-loop systems
-especially biological systems); biological motor control and systems
neuromechanics; medical robotics.

Andrew S. Douglas
Professor (Vice Dean for Academic Affairs, Whiting School of
Engineering): nonlinear mechanics of solids, mechanical response of
compliant biological tissues, finite deformation elasticity, Static and
dynamic fracture of ductile materials.

Jaafar El-Awady
Assistant Professor: multiscale materials modeling, damage and fracture
mechanisms of materials in mechanical design, material degradation in
extreme environments, nano-materials and structures, impact dynamics
and wave propagation.

 Dennice Gayme
Assistant Professor: Dynamics and control of nonlinear, networked
and spatially distributed systems such as the electric power grid, and
wind farms. Modeling of turbulence and transition to turbulence in wall
bounded shear flows and wind farms. Grid integration of renewable
energy sources.

Kevin J. Hemker
Professor, Alonzo G. Decker, Jr. Chair in Mechanical Engineering:
Professor Hemker and his students seek to identify the underlying
atomic-scale processes that govern the mechanical behavior of
advanced material systems. They are making key observations and
discoveries that define the way the mechanics and materials community
thinks about and understands the properties of: nanocrystalline
materials, MEMS and micro-lattice materials, thermal barrier coatings,
armor ceramics, and high temperature structural materials.

Cila Herman
Professor: experimental heat transfer and fluid mechanics, optical
measurement techniques, image processing. Thermoacoustic
refrigeration, influence of electric fields on boiling in terrestrial
conditions and microgravity, heat exchangers, heat transfer in boiling,
optical tomography, holographic interferometry, cooling of electronic
equipment, digital image processing, heat transfer augmentation.

Sung Hoon Kang
Assistant Professor: Complex behaviors of material systems and
structures with novel properties based on inspiration from nature;
rational design followed by rapid prototyping using a 3D printer;
designing experimental model systems and/or using computational
models to identify key design parameters of systems to make desired
structures and properties by tailoring behaviors of systems.

Joseph M. Katz
Professor, Whiting School Mechanical Engineering Chaired Professor,
Gilman Scholar: cavitation phenomena, attached partial cavitation,
cavitation in turbulent shear flows, jets and wakes. Multiphase flows:
interaction between bubbles and flow structure, mixing mechanisms
and droplet formation in water-fuel stratified shear flows, transport
of microscopic particles and droplets in turbulent flows. Development
of optical flow diagnostics techniques, including Particle Image
Velocimetry (PIV) and Holographic Particle Image Velocimetry (HPIV).
Applications of PIV and HPIV for measuring the characteristics of
turbulence and addressing turbulence modeling issues. Complex flow
structure and turbulence within turbo-machines: Wake-wake and
blade-wake interactions in multistage axial turbomachines, flow and
rotating stall in centrifugal pumps, development of optical diagnostics
techniques for measurements in turbomachines. Oceanography: flow
structure and turbulence in the bottom boundary layer of the coastal
ocean; measurement of spatial distributions of plankton, particles
and bubbles in the ocean; development of optical instrumen-tation,
including submersible holography and PIV systems. Prevention of
nozzle wear in abrasive water suspension jets (AWSJ) using porous
lubricated nozzles. Flow-induced vibrations and noise, mechanisms of
noise generation in turbulent separated flows and in turbomachines.

Marin Kobilarov
Assistant Professor: developing intelligent robotic vehicles that can
perceive, navigate, and accomplish challenging tasks in uncertain,
dynamic, and highly constrained environments. Performing research in
analytical and computational methods for mechanics, control, motion
planning, and reasoning under uncertainty, and in the design and
integration of novel mechanisms and embedded systems. Application
areas include mobile robots, aerial vehicles, and nanosatellites.

Charles Meneveau
Professor, Louis M. Sardella Chair in Mechanical Engineering, Director of
the Center for Environmental and Applied Fluid Mechanics: theoretical,
experimental, and numerical studies in turbulence, large-eddy-
simulation, turbulence modeling, fractals and scaling in complex
systems, small-scale structure of turbulence and velocity gradient
dynamics, applications of LES to environmental flows, wind energy,
development of data-intensive science tools to study turbulence.

Rajat Mittal
Professor: computational fluid dynamics, low Reynolds number
aerodynamics, biomedical flows, active flow control, LES/DNS, immersed
boundary methods, fluid dynamics of locomotion (swimming and flying),
biomimetics and bioinspired engineering, turbomachinery flows.

Andrea Prosperetti
Professor, Charles A. Miller Jr. Chair in Mechanical Engineering:
multiphase flow: theoretical and computational fluid mechanics and
acoustics; gas and vapor bubbles.

K. T. Ramesh
 Professor, Alonzo G. Decker, Jr. Professor of Science and Engineering,
Director of the Center for Advanced Metallic and Ceramic Systems
(CAMCS) and the Hopkins Extreme Materials Institute (HEMI):
Nanomaterials, planetary impact, dynamic failure mechanisms, shock,
impact, and wave propagation, high-strain-rate behavior of materials,
injury biomechanics, constitutive and failure modeling.

Sean Sun
Vice Chair, Associate Professor: mechanobiology of the cell, molecular biomechanics and biophysics, molecular motors and muscle, statistical mechanics and nonlinear phenomena.

Jeff Tza-Huei Wang
Associate Professor: bioMEMS and microfluidics, single molecule manipulation and detection, nano/micro scale fabrication, conformational dynamics of biomolecules.

Tamer Zaki
Associate Professor: Transitional and turbulent shear flows: receptivity, linear and non-linear instability waves, secondary instability, breakdown to turbulence, direct numerical simulations, transition modelling. Two-fluid shear flows: linear and non-linear instability methods, interface tracking, the interaction of vortical disturbances with interfaces, direct numerical simulations, laminar-to-turbulence transition. Turbulence: boundary layer turbulence, separation, stratification, drag reduction, turbulence structures, direct numerical simulations, large-scale high-performance computing.

Secondary Faculty Appointments

Stephen Belkoff
Joint, Part-Time, and Research Appointments: Associate Professor (Orthopedic Surgery): biomechanics, orthopaedic implants, fracture fixation in osteoporotic bone, mechanism of injury, vertebroplasty.

Robert C. Cammarata
Joint, Part-Time, and Research Appointments: Professor (Materials Science and Engineering): structure, properties, and processing of thin films and nanostructured materials, thermodynamics and mechanics of surfaces, mechanical behavior of materials, nonindentation testing, stresses in thin films, novel electrochemical deposition methods, computer simulations.

Gregory L. Eyink

Lori Graham-Brady
Professor, Civil Engineering: stochastic finite element methods, probabilistic mechanics, stochastic simulation of material properties, micromechanics.

Daniel Naiman

Mark Robbins
Joint, Part-Time, and Research Appointments: Professor (Physics and Astronomy): Connecting and contrasting atomistic and macroscopic descriptions of non-equilibrium processes including friction, adhesion, large-strain mechanical deformation, fracture, heat flow, fluid flow, and boundary conditions at interfaces between different materials. Techniques include molecular simulations, continuum calculations and multiscale modeling approaches that bridge the two.

Dan Stojanovici
Joint, Part-Time, and Research Appointments: Professor (Brady Urological Institute): urology, medical robotics.

Russell H. Taylor
Joint, Part-Time, and Research Appointments: Professor (Computer Science): medical robotics, computer-assisted surgery.

Nitish V. Thakor
Joint, Part-Time, and Research Appointments: Professor (Biomedical Engineering): medical instrumentation and medical micro and nanotechnologies, neurological instrumentation, signal processing, computer applications.

Rene Vidal
Joint, Part-Time, and Research Appointments: Associate Professor (Biomedical Engineering): biomedical image analysis, computer vision, machine learning, dynamical systems, signal processing.

Senior Lecturer

David Kraemer
Associate Teaching Professor: Fluid-structure interaction; dynamic systems; ocean wave energy conversion, engineering pedagogy.

Steven Marra
Senior Lecturer: Soft and hard tissue biomechanics, nonlinear mechanics of solids, mechanics of tissue damage.

Nathan Scott
Senior Lecturer: Principles and practice of engineering design education.

Professor emeritus

William N. Sharpe Jr.
Professor Emeritus: experimental solid mechanics; microelectromechanical systems (MEMS), microsample testing.

Associate Research Professor

Mehran Armand
Associate Research Professor (Applied Physics Laboratory).

Juan I. Arvelo Jr.
Assistant Research Professor (Applied Physics Laboratory).

Lester Su
Associate Research Professor: (Stanford University).

Liming Voo
Associate Research Professor (Applied Physics Laboratory).

Research Scientist

Alan Brandt

Research Professor

Ilene Busch-Vishniac
Research Professor (University of Saskatchewan).

Shiyi Chen
Research Professor (Peking University).

Allison Okamura
Research Professor (Stanford University).

Alexander Spector
Research Professor, Biomedical Engineering: biosolid mechanics, cell mechanics and biophysics, molecular motors, mathematical and computational modeling.

Pazhayannur Swaminathan
Research Professor (Applied Physics Laboratory).

David Van Wie
Research Professor (Applied Physics Laboratory).

Assistant Research Professor

Nitin Daphalapurkar
Assistant Research Professor.

Iulian Iordachita
Assistant Research Professor: robotics, medical robotics and instrumentation, mechanisms and mechanical transmissions for robots, advance electro-mechanical design, biologically-inspired mechanisms.

John Thomas
Assistant Research Professor (Applied Physics Laboratory).

Adjunct Associate Professor

Thomas Dragone
Adjunct Associate Professor: aerospace structures and materials, airframe structure design and development, materials science.

Adjunct Assistant Professors

Ryan Eustice
Adjunct Assistant Professor (Department of Naval Architecture and Marine Engineering, University of Michigan).

Jian Sheng
Adjunct Assistant Professor (University of Minnesota).

Adjunct Professor

Gabor Fichtinger
Adjunct Professor, Computer Science and Radiology: Director of Computer Integrated Surgical Systems and Technology (CISST).

Associate Research Scientist

Tihomir Hristov
Associate Research Scientist.

Xiaofeng Liu
Assistant Research Scientist.

Adjunct Associate Research Scientist

Edwin Malkiel
Adjunct Associate Research Scientist.

Adjunct Research Professor

Thomas Wright
Adjunct Research Professor: theoretical solid mechanics, wave propagation, dynamic failure, adiabatic shear localization, instabilities.

Lecturer

Yury Ronzhes
Joint, Part-Time, and Research Appointments: Lecturer.

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

An overview of the field of mechanical engineering along with topics that will be important throughout the mechanical engineering program. This one-year course includes applications of mechanics, elementary numerical analysis, programming in Matlab, use of computer in data acquisition, analysis, design, and visualization, technical drawing, the design process and creativity, report preparation, teamwork, and engineering ethics. Corequisites: EN.530.103 and EN.530.105.
Instructor(s): S. Marra
Area: Engineering.

EN.530.102. Freshman Experiences in Mechanical Engineering.
An overview of the field of mechanical engineering along with topics that will be important throughout the mechanical engineering program. This is the second half of a one-year course that includes applications of mechanics, elementary numerical analysis, programming in Matlab, use of computer data acquisition, analysis, design, and visualization; technical drawing, the design process and creativity, report preparation, teamwork, and engineering ethics.
Prerequisites: EN.530.101
Instructor(s): S. Belkoff
Area: Engineering.

EN.530.103. Introduction to Mechanics I.
This is the first half of a one-year course offering in-depth study of elements of mechanics, including linear statics and dynamics, rotational statics and dynamics, thermodynamics, fluids, continuum mechanics, transport, oscillations, and waves. This is an alternate to AS.171.101, designed specifically for Mechanical Engineering and Engineering Mechanics students taking EN.530.101 concurrently. Restricted to Mechanical Engineering, Engineering Mechanics, Civil Engineering, Undecided Engineering Majors, or permission of instructor.
Instructor(s): J. Thomas
Area: Engineering, Natural Sciences.

EN.530.104. Introduction to Mechanics II.
This is the second half of a one-year course offering in-depth study of elements of mechanics, including linear statics and dynamics, rotational statics and dynamics, thermodynamics, fluids, continuum mechanics, transport, oscillations, and waves. This is an alternate to AS.171.101, designed specifically for Mechanical Engineering and Engineering Mechanics students taking EN.530.102 concurrently.
Prerequisites: EN.530.103
Instructor(s): J. Thomas
Area: Engineering, Natural Sciences.
EN.530.105. Mechanical Engineering Freshman Laboratory I.
Hands on laboratory complementing EN.530.101 and EN.530.103, including experiments, mechanical dissections, and design experiences distributed throughout the year. Experiments are designed to give students background in experimental techniques as well as to reinforce physical principles. Mechanical dissections connect physical principles to practical engineering applications. Design projects allow students to synthesize working systems by combining mechanics knowledge and practical engineering skills. Corequisites: EN.530.101 and EN.530.103.
Instructor(s): S. Marra
Area: Engineering.

EN.530.106. Mechanical Engineering Freshman Laboratory II.
Hands on laboratory complementing EN.530.102 and EN.530.104, including experiments, mechanical dissections, and design experiences distributed throughout the year. Experiments are designed to give student background in experimental techniques as well as to reinforce physical principles. Mechanical dissections connect physical principles to practical engineering applications. Design projects allow students to synthesize working systems by combining mechanics knowledge and practical engineering skills.
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
EN.530.105
Instructor(s): S. Belkoff
Area: Engineering.

EN.530.110. Chair’s Dialogue on Grand Engineering Challenges.
The purpose of this course is to allow the ME Chair and students to engage in a meaningful dialog about grand engineering challenges facing the world today. Based on the premise that these challenges constitute the opportunity of a lifetime disguised as a series of unsolvable problems, the course will explore the technical, scientific, political, and societal facets of these challenges and the opportunities for engineers to engage in topics such as: energy, the environment, medical health and national security.
EN.530.140. Introduction to Computer-Aided Design.
This online course covers the use of computer-aided design (CAD) and finite element analysis (FEA) in performing mechanical design and engineering, using PTC’s Creo Parametric. By the end of this course, you will be able to model parts and assemblies in 3D, interpret and create engineering drawings, and perform structural analyses. Additionally, following the completion of the requisite material, additional content will be made available to students. Students should note: you can either install Creo on your personal computer or use one of the University’s computer labs. Creo is Windows based. Please know that getting Creo running on a Mac is possible, but troublesome.
Instructor(s): M. Boyle
Area: Engineering.

EN.530.114. Introduction to Computer-Aided Design.
This online course covers the use of computer-aided design (CAD) and finite element analysis (FEA) in performing mechanical design and engineering, using PTC’s Creo Parametric. By the end of this course, you will be able to model parts and assemblies in 3D, interpret and create engineering drawings, and perform structural analyses. Additionally, following the completion of the requisite material, additional content will be made available to students. Students should note: you can either install Creo on your personal computer or use one of the University’s computer labs. Creo is Windows based. Please know that getting Creo running on a Mac is possible, but troublesome.
Instructor(s): M. Boyle
Area: Engineering.

EN.530.119. The Science of Oil Spills.
Oil spills like the 2010 Deepwater Horizon disaster damage the environment, the economy, and human health. In this one-credit introductory course, we will examine how and where oil spills occur, the behavior and fate of oil in the environment, various methods of oil spill cleanup, and the impact of spilled oil on organisms and human health. We will illustrate these concepts with lab demonstrations using real crude oil in the Oil Spill Lab.
Instructor(s): D. Murphy
Area: Engineering, Natural Sciences.

EN.530.150. Engineering Design Graphics, Visualization, and Fundamentals of CAD.
This course will serve as an introduction to the foundational representational techniques for design, and help students to develop design literacy and three-dimensional visualization skills. Students will explore the range of tools utilized in design practice, beginning with the skills of hand-drawing, exploring ways to articulate visual ideas, and concluding with the standards of presentation and CAD tools typical in professional practice. This class will enable students to better develop, express and communicate their ideas as engineers.
Instructor(s): C. Phinney; S. Marra
Area: Engineering.

EN.530.164. Introduction to Wind Energy.
Global energy demands and the threat of climate change have lead to significant investment in wind energy. Despite these advances, only 5 of U.S. electricity came from wind in 2013. In this one-credit introductory course, we will examine the complex challenges facing engineers, developers, policy makers, and economists as they seek to meet the U.S. goal of 20 wind power by the year 2030.
Area: Engineering, Natural Sciences.

Equilibrium of rigid bodies, free-body diagrams, design of trusses. One-dimensional stress and strain, Hooke’s law. Properties of areas. Stress, strain, and deflection of components subjected to uniaxial tension, simple torsion, and bending. Co-listed with EN.560.201. Recommended Course Background: AS.171.101 or EN.530.103 and EN.530.104 or Permission Only.
Instructor(s): R. Sangree
Area: Engineering.

Basic principles of classical mechanics applied to the motion of particles, system of particles and rigid bodies. Kinematics, analytical description of motion; rectilinear and curvilinear motions of particles; rigid body motion. Kinetics: force, mass, and acceleration; energy and momentum principles. Introduction to vibration. Includes laboratory experience.
Prerequisites: (EN.530.201 or EN.560.201 ) AND (AS.171.101 OR AS.171.107 or AS.171.105 or (EN.530.103 AND EN.530.104 ) ) AND AS.110.109; Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): D. Kraemer
Area: Engineering.

Prerequisites: EN.530.201 OR EN.560.201
Instructor(s): K. Ramesh
Area: Engineering.

EN.530.216. Mechanics Based Design Laboratory.
This is the laboratory that supports EN.530.215 Mechanics Based Design.
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Corequisites: EN.530.215
Instructor(s): S. Marra
Area: Engineering.
EN.530.231. Mechanical Engineering Thermodynamics.
Prerequisites: Co-requisites: (AS.171.102 or AS.171.108) and EN.530.232;AS.110.109
Instructor(s): J. Katz
Area: Engineering.

EN.530.232. Mechanical Engineering Thermodynamics Laboratory.
This course is the complementary laboratory course and a required corequisite for EN.530.231. Corequisite: EN.530.231 There will be four lab sessions, days and times TBA.
Instructor(s): S. Marra
Area: Engineering, Natural Sciences.

Introduction to basic analog electronics and instrumentation with emphasis on basic electronic devices and techniques relevant to mechanical engineering. Topics include basic circuit analysis, laboratory instruments, discrete components, transistors, filters, op-amps, amplifiers, differential amplifiers, power amplification, power regulators, AC and DC power conversion, system design considerations (noise, precision, accuracy, power, efficiency), and applications to engineering instrumentation.
Prerequisites: AS.171.102 or AS.171.108 or AS.171.106;Students must have completed Lab Safety training prior to registering for this class.;Co or Pre-requisites: EN.550.291 OR ( AS.110.201 AND AS.110.302 ) OR ( AS.110.212 AND AS.110.302 )
Instructor(s): D. Kraemer
Area: Engineering.

This course gives JHU students an opportunity to interact with and explain the engineering design process to middle-school students at a local school. The JHU students will learn to lead an in-class engineering design challenge and share with the youth the rigorous process that is engineering design. This is an opportunity to inspire young students from disadvantaged backgrounds, show them the excitement of being an engineer and gain professional development in teaching and communication.
Instructor(s): M. Hart
Area: Engineering.

EN.530.319. Molecular Modeling and Simulation for Engineers.
Nano-sized engineering materials and devices behave in ways that are profoundly different from their traditional macroscopic counterparts. This course will provide students with an introduction to this exciting and rapidly evolving field. Through a combination of lectures, case-studies, and hands-on applications, students will (i) develop an understanding of the principles that govern the performance of nanoscale engineering systems, and (ii) learn how molecular modeling tools can assist in the design and analysis of such systems. Recommended Course Background: AS.110.107/AS.110.109, General Physics II
Area: Engineering.

EN.530.327. Introduction to Fluid Mechanics.
This course introduces the fundamental mathematical tools and physical insight necessary to approach realistic fluid flow problems in engineering systems. The topics covered include: fluid properties, fluid statics, control volumes and surfaces, kinematics of fluids, conservation of mass, linear momentum, Bernoulli’s equation and applications, dimensional analysis, the Navier-Stokes equations, laminar and turbulent viscous flows, internal and external flows, and lift and drag. The emphasis is on mathematical formulation, engineering applications and problem solving.
Prerequisites: Co-requisite: EN.530.329;Prerequisites: EN.530/560.202 and either AS.110.302 or EN.550.291 or AS.110.306
Instructor(s): D. Gayme
Area: Engineering.

EN.530.328. Fluid Mechanics II.
Instructor(s): C. Meneveau
Area: Engineering.

EN.530.329. Introduction to Fluid Mechanics Laboratory.
This course is the complementary laboratory course and a required corequisite for EN.530.327. Corequisite: EN.530.327 There will be four lab sessions, days and times TBA.
Instructor(s): S. Marra
Area: Engineering.

EN.530.334. Heat Transfer.
Prerequisites: EN.530.231AND EN.530.327
Instructor(s): C. Herman
Area: Engineering.

EN.530.335. Heat Transfer Laboratory.
This is the laboratory that supports EN.530.334 Heat Transfer.
Prerequisites: Students must have completed Lab Safety training prior to registering for this class.
Corequisites : EN.530.334
Instructor(s): S. Marra
Area: Engineering.
Design and Analysis of Dynamical Systems.  
Modeling and analysis of damped and undamped, forced and free vibrations in single and multiple degree-of-freedom linear dynamical systems. Introduction to stability and control of linear dynamical systems. 
Prerequisites: Prereq: (110.108 and 110.109 and (110.202 or 110.211) and ((550.291) or (110.201 and 110.302) or (110.201 and 110.306)), and C- or better or concurrent enrollment in 530.202 or 560.202. MechE Majors must also have taken 530.241; Students must have completed Lab Safety training prior to registering for this class. 
Instructor(s): S. Marra 
Area: Engineering.

Materials Selection.  
An introduction to the properties and applications of a wide variety of materials: metals, polymers, ceramics, and composites. Considerations include availability and cost, formability, rigidity, strength, and toughness. This course is designed to facilitate sensible materials choices so as to avoid catastrophic failures leading to the loss of life and property. 
Prerequisites: Prereq: EN.530.215 or permission of instructor 
Instructor(s): K. Hemker 
Area: Engineering.

Manufacturing Engineering.  
An introduction to the various manufacturing processes used to produce metal and nonmetal components. Topics include casting, forming and shaping, and the various processes for material removal including computer-controlled machining. Simple joining processes and surface preparation are discussed. Economic and production aspects are considered throughout. Special Notes: Labs and field trips will be scheduled with class separately. Mechanical Engineering and Engineering Mechanics Sophomores and Juniors only. 
Prerequisites: Students must have completed Lab Safety training prior to registering for this class. 
Instructor(s): Y. Ronzhes 
Area: Engineering.

Quantitative Applications in Mechanical Engineering. 3 Credits.  
Solution of practical mechanical engineering problems with differential equations and linear algebra using numerical tools. Applications include topics like ballistics with viscous drag, fluid flow, solid mechanics, and kinematics. Numerical exercises with Matlab and other tools are used to reinforce concepts. Laboratory sessions will be scheduled in place of lectures a few times during the semester. 
Prerequisites: EN.550.291 OR ( AS.110.201 AND AS.110.302) 
Instructor(s): D. Kraemer 
Area: Engineering, Quantitative and Mathematical Sciences.

Cost and Optimization Engineering.  
Cost and Optimization Engineering is an area of engineering concerned with economic decision analysis. Practicing engineers often must decide between various complex alternatives. While the decision criteria include technical considerations, they always include and are often driven by financial considerations. Selecting between two proposed highway locations, whether to built a concrete or steel bridge, and whether to lease or purchase a new punch press are decisions which require careful analysis. Professional engineers are expected to have a command of economic decision analysis. A significant portion of the Professional Engineer Licensing Exam concerns material covered in this course. Material covered in the course has professional and personal implications. Even if you are never confronted with the choice between purchasing or leasing a piece of production machinery, you most likely will choose between buying or renting a home. 
Instructor(s): S. Belkoff 
Area: Engineering.

Engineering Design Process.  
This course is to get you into the world of Senior Design, which means into our spaces, into the machine shop and into the mind set of doing design-build-test work. You will be assigned to be an assistant to one of our Senior Design teams. In industrial design practice this is absolutely typical and project teams grow or shrink as the need demands. It is also a good way for younger engineers to learn the ropes. You will have your own portfolio of design work to do, but it will be in the context of a large project where there has already been a lot of progress. You will have to fit in with that larger context – as usual for engineers – while also making your own contributions. There will be a lecture series which will introduce some key ideas and tools of the engineering designer. Rapid sketching of design ideas; more careful hand drawings that are like fast technical drawings; how to generate ideas and then develop the ideas into workable, feasible, affordable, desirable solutions; how to identify prototypes that will show the way forward, and then actually make them; how to work with a team and negotiate about time, deliverables and design detail; how to find parts from commercial suppliers, size them, order them and get them delivered; how to document design work in a fast and effective way. Some of the lectures will be in the form of case studies of excellent design work, and will be student-driven i.e. you will prepare a case study to present to the class which we then discuss. 
Prerequisites: Students must have completed Lab Safety training prior to registering for this class. 
Instructor(s): N. Scott 
Area: Engineering.
EN.530.389. Appropriate Technology.
In an era of concern over reliance on fossil fuels to power society and the economy, the course is intended to give students physical intuition for how much energy is needed to perform tasks of daily life, while emphasizing fundamental engineering concepts. Students will use analytical and design skills to evaluate sustainable technologies such as sterling engines, ram pumps, wind mills, solar heaters, and various machines powered by humans and biofuels. Students will design and build “low tech” machines, for which they will also design and conduct experiments to measure the machine’s energy consumption, performance and efficiency. Life cycle costs and environmental and societal impact will also be evaluated and compared with competing “high tech” alternatives. Students should have a working knowledge of solid mechanics, heat transfer, fluids, materials selection, statistical analysis, chemistry, MATLAB, and engineering economics. Practical skills, such as construction, welding, machining, and design are also covered.
Instructor(s): S. Belkoff
Area: Engineering.

Scientific discovery and computing capability have progressed inseparably for more than the last century, but few theoretically-focused courses find time to discuss this important connection. Guided by various examples borrowed from physics and engineering courses, we will interactively explore methods of solving problems numerically using contemporary computational tools. Example problems will draw from the following fields: dynamical systems, continuum mechanics, molecular dynamics, and robotics.
Prerequisites: Prereqs: (AS.110.106 OR AS.110.108) AND ((AS.110.201 AND AS.110.302) OR EN.550.291)
Instructor(s): A. Sierakowski
Area: Engineering, Quantitative and Mathematical Sciences.

EN.530.403. MechE Senior Design Project I.
This senior year “capstone design” course is intended to give some practice and experience in the art of engineering design. Students working in teams of two to four will select a small-scale, industry suggested design problem in the area of small production equipment, light machinery products, or manufacturing systems and methods. A solution to the problem is devised and constructed by the student group within limited time and cost boundaries. Preliminary oral reports of the proposed solution are presented at the end of the first semester. A final device, product, system, or method is presented orally and in writing at the end of the second semester. Facilities of the Engineering Design Laboratory (including machine shop time) and a specified amount of money are allocated to each student design team for purchases of parts, supplies, and machine shop time where needed. Recommended Course Background: ME Majors: EN.530.215, EN.530.327; EM & BME Majors: EN.530.215 or EN.530.405, and EN.530.327.
Instructor(s): N. Scott
Area: Engineering.

EN.530.404. Engineering Design Project II.
The Senior Design Project, a unique two-semester course, is the capstone of Johns Hopkins’s Mechanical Engineering Program. In the class, students working in small teams tackle specific design challenges presented by industry, government, and nonprofit organizations. The sponsors provide each team with a budget, access to world-class resources, and technical contacts. Ultimately, each team conceptualizes a novel solution to the sponsor’s problem and then designs, constructs, and tests a real-world prototype before presenting the finished product and specifications to the sponsor. The course requires students to draw upon the four years of knowledge and experience they’ve gained in their engineering studies and put it to practical use. Throughout the year, they produce progress reports as they design, build, and test the device they are developing. Combining engineering theory, budget and time management, and interactions with real clients, the senior design project is critical to students’ transition from the school to the workplace.
Prerequisites: EN.530.403
Instructor(s): N. Scott
Area: Engineering.

This course provides an introduction to the mathematical and theoretical foundations of the mechanics of solids and structures. We will begin with the mathematical preliminaries used in continuum mechanics: vector and tensor calculus, then introduce kinematics and strain measures, descriptions of stress in a body, frame indifference, conservation laws: mass, momentum, energy balance, and entropy. These concepts will be applied to develop the constitutive equations for solids and fluids, methods for solving boundary values problems that occur in engineering structures, energy methods and foundations of the finite element method.
Area: Engineering, Natural Sciences.

EN.530.410. Biomechanics of the Cell.
Mechanical aspects of the cell are introduced using the concepts in continuum mechanics. Discussion of the role of proteins, membranes and cytoskeleton in cellular function and how to describe them using simple mathematical models.
Instructor(s): S. Sun
Area: Engineering, Natural Sciences.

The course outlines a modern design platform for 3D modeling, analysis, simulation, and manufacturing of mechanical systems using the “Pro/E” package by PTC. The package includes the following components: • Pro/ENGINEER: is the kernel of the design process, spanning the entire product development, from creative concept through detailed product definition to serviceability. • Pro/MECHANICA: is the main analysis and simulation component for kinematic, dynamic, structural, thermal and durability performance. • Pro/NC: is a numeric-control manufacturing package. This component provides NC programming capabilities and tool libraries. It creates programs for a large variety of CNC machine tools.
Instructor(s): D. Stoianovici
Area: Engineering.
EN.530.416. Advanced Mechanical Design.
A continuation of EN.530.215 expanding on topics such as fatigue, fracture, and various mechanical components and including linkage systems and cams. Student teams will be assigned different experimental and/or computational projects. Recommended Course Background: EN.530.215
Prerequisites: EN.530.215
Instructor(s): M. Dehghani
Area: Engineering.

The “Fabricatology” is a course that students can learn how to make desired shapes, structures, and surfaces across various length scales. It will introduce rich scientific and engineering knowledge related to fabrication at multiple length scales and the generated materials and mechanical systems can be utilized for studying diverse topics including energy harvesting, metamaterials, wetting, and information storage. From this course, students can learn principles and technologies to control shapes at various length scales and processes to control internal structures or surface properties for desired properties/functions. They will be also introduced to exciting recent development in the field so that they can have a comprehensive knowledge about the subject. Recommended Course Background: coursework in introduction to materials chemistry or engineering materials.
Instructor(s): S. Kang
Area: Engineering.

An introduction to the design of aircraft and spacecraft structures and components. This course will build on skills learned in EN.530.215 and EN.530.352. Recommended Course Background: EN.530.352 or instructor permission.
Instructor(s): T. Dragone
Area: Engineering.

EN.530.420. Robot Sensors/Actuators.
Introduction to modeling and use of actuators and sensors in mechatronic design. Topics include electric motors, solenoids, micro-actuators, position sensors, and proximity sensors.
Prerequisites: (171.101 and 171.102 or 530.103 and 530.104), and (110.108 and 110.109, and 110.202 or 110.211), and (EN.550.291 or AS.110.302) and (EN.530.241 or EN.520.345)
Instructor(s): D. Kraemer
Area: Engineering.

EN.530.421. Mechatronics.
Students from various engineering disciplines are divided into groups of two to three students. These groups each develop a microprocessor-controlled electromechanical device, such as a mobile robot. The devices compete against each other in a final design competition. Topics for competition vary from year to year. Class instruction includes fundamentals of mechanism kinematics, creativity in the design process, an overview of motors and sensors, and interfacing and programming microprocessors.
Prerequisites: EN.530.420 or EN.520.240 or permission of instructor; Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): C. Rizk
Area: Engineering.

EN.530.424. Dynamics of Robots and Spacecraft.
An introduction to Lagrangian mechanics with application to robot and spacecraft dynamics and control. Topics include rigid body kinematics, efficient formulation of equations of motion, stability theory, and Hamilton’s principle.
Instructor(s): G. Chirkjian
Area: Engineering.

Instructor(s): K. Phillips
Area: Engineering.

Course will cover selected topics from physiological fluid dynamics, including respiratory flow patterns, blood flow and pulse propagation, aerodynamics of phonation and speech, rheology of blood flow in the microcirculation, aquatic animal propulsion, and animal flight.
Instructor(s): R. Mittal
Area: Engineering.

EN.530.430. Applied Finite Element Analysis. 3 Credits.
This course will introduce finite element methods for analysis of solids, structures and heat transfer problems. Following topics will be considered. Procedure to defining a mechanics problem: governing equations, constitutive equations, boundary and initial value problems. Theory and implementation of the finite element methods for static analysis using linear elasticity. Finite element analysis (FEA) using ABAQUS software. Verification and validation, understanding uncertainty. Introduction to other FEA topics: structural elements, dynamic analysis, heat transfer and thermodynamics using ABAQUS. The course will include assignments and a term project. The term project is mandatory for graduate students and will involve applying FEA to an engineering problem or a research problem, interpretation of results and documenting a term paper.
Prerequisites: Prerequisite: EN.550.291 OR AS.110.302, and matrix analysis / algebra and programming recommended.
Instructor(s): N. Daphalapurkar
Area: Engineering.

The course covers associated aircraft and spacecraft and power generation. The first part reviews the relevant thermodynamics and fluid mechanics, including isentropic compressible flow, Rayleigh and Fanno lines, shock and expansion waves. Subsequently, the performance of various forms of aviation gas turbines, including turbo-jet, turbo-fan, turbo-prop and ram-jet engines are discussed, followed by component analyses, including inlet nozzles, compressors, combustion chambers, turbines and afterburners. Axial and centrifugal turbomachines are discussed on detail, including applications in aviation, power generation and liquid transport. The section on foundations of combustion covers fuels, thermodynamics of combustion, and energy balance. The last part focuses on rockets, including classification, required power for space flight, chemical rocket components, and combustion involving liquid and solid fuels.
Prerequisites: Prereqs: EN.530.231 AND EN.530.327
Instructor(s): J. Katz
Area: Engineering.
This course focuses on topics of current and developing energy sources and their impact on the environment. It is an upper-level multidisciplinary course that draws on science and engineering topics from the core curriculum related to dynamics, thermodynamics, fluid mechanics and heat transfer, electrical and environmental engineering, and requires integration of understanding achieved in core studies. After the general introduction, the course will begin with a review of energy, energy conversion and thermodynamics related topics to provide a framework for the understanding of current and modern future technologies. After the discussion of fossil fuels and related energy and environmental topics, special attention will be devoted to modern trends in nuclear energy generation (generation IV nuclear reactors), renewable energy with emphasis on solar energy and hydrogen as energy carrier. Topics of sustainability and the environmental impact of energy consumption will be addressed.
Instructor(s): C. Herman
Area: Engineering, Natural Sciences.

EN.530.441. Introduction to Biophotonics.
The primary aim for this course is to explore the unique and diverse properties of light that makes it suited for diagnosis, imaging, manipulation and control of biological structure and function from the nanoscale to the tissue level. The course will focus on different optical spectroscopic and microscopic modalities that provide biochemical and morphological information, while introducing new ideas on analysis and interpretation of the acquired data. We will also discuss manipulation methods, including optical tweezers and laser scanners, and low-level light therapy. In all of these areas, the idea is to develop a basic understanding of the subject and to use it for finding solutions to real-world problems in healthcare. Discussions and open exchanges of ideas will be strongly emphasized.
Instructor(s): I. Barman
Area: Engineering.

Computer simulation has become an essential part of science and engineering and this course introduces the student to the use of computer simulation in the disciplines of heat transfer and fluid mechanics. The commercial software COMSOL is used a wide variety of problems, ranging from simple models for which analytical solutions are available, to complex, unsteady, multiphysics real-life problems. Problems will be solved by identifying proper governing equations and boundary conditions first, and then implementing these in the COMSOL environment. Applications will include heat conduction, convection and radiation, internal and external flows, with applications ranging from mechanical to biomedical and aerospace engineering.
Instructor(s): C. Herman
Area: Engineering.

EN.530.445. Introduction to Biomechanics.
An introduction to the mechanics of biological materials and systems. Both soft tissue such as muscle and hard tissue such as bone will be studied as will the way they interact in physiological functions. Special emphasis will be given to orthopedic biomechanics. Recommended Course Background: EN.530.215/EN.530.216 and Lab or equivalent. If you have not taken this course or an equivalent, please contact the instructor before registering to ensure you have the appropriate background knowledge to succeed in this course.
Instructor(s): S. Belkoff
Area: Engineering.

EN.530.446. Experimental Methods in Biomechanics.
An introduction to experimental methods used in biomedical research. Standard experimental techniques will be applied to biological tissues, where applicable and novel techniques will be introduced. Topics include strain gauges, extensometers, load transducers, optical kinematic tracking, digital image correlation, proper experimental design, calibration and error analysis. Of particular emphasis will be maintained native tissue temperature and hydration. Laboratory will include “hands-on” testing.
Area: Engineering, Natural Sciences.

This class will introduce fundamental concepts of statics and solid mechanics and apply them to study the mechanical behavior bones, blood vessels, and connective tissues such as tendon and skin. Topics to be covered include concepts of small and large deformation, stress, constitutive relationships that relate the two, including elasticity, anisotropy, and viscoelasticity, and experimental methods. Recommended Course Background: AS.110.201 and AS.110.302, as well as a class in statics and mechanics
Instructor(s): C. Herman
Area: Engineering.

Cell and tissue engineering is a field that relies heavily on experimental techniques. This laboratory course will consist of three six experiments that will provide students with valuable hands-on experience in cell and tissue engineering. Students will learn basic cell culture procedures and specialized techniques related to faculty expertise in cell engineering, microfluidics, gene therapy, microfabrication and cell encapsulation. Experiments include the basics of cell culture techniques, gene transfection and metabolic engineering, basics of cell-substrate interactions I, cell-substrate interactions II, and cell encapsulation and gel contraction. Co-listed with EN.580.451. Senior and Graduate students only; others Permission Required. Lab Fee: $100
Instructor(s): E. Haase; J. Wang
Area: Engineering.

EN.530.452. Cell & Tissue Engineering Laboratory.
This laboratory course will consist of three experiments that will provide students with valuable hands-on experience in cell and tissue engineering. Experiments include the basics of cell culture techniques, gene transfection and metabolic engineering, basics of cell-substrate interactions I, cell-substrate interactions II, and cell encapsulation and gel contraction. $100 lab fee will be charged. Co-listed with EN.580.452
Instructor(s): E. Haase; J. Wang
Area: Engineering.

EN.530.454. Manufacturing Engineering.
An introduction to the various manufacturing processes used to produce metal and nonmetal components. Topics include casting, forming and shaping, and the various processes for material removal including computer-controlled machining. Simple joining processes and surface preparation are discussed. Economic and production aspects are considered throughout. Open only to seniors in Mechanical Engineering and Engineering Mechanics and other majors at all levels.
Instructor(s): Y. Ronzhes
Area: Engineering.

EN.530.457. Intro To Acoustics.
This course is an introduction to the science of sound and its applications to music, speech communication, science, and engineering. Topics will include hearing, speech, wave propagation, microphones and loudspeakers, noise control, underwater sound, and room acoustics.
Recommended Course Background: EN.530.327
Area: Engineering, Natural Sciences.
This course discusses the grid integration of renewable energy systems. The main emphasis is on grid level effects of renewable energy, particularly wind power systems. It begins with an introduction to basic power system concepts along with power flow analysis (and optimization). Then, important concepts for wind power systems are discussed. Following that, integration issues for wind power at the transmission level and solar cell integration at the distribution level are introduced. The last part of the course will focus on current research in these areas. Students will choose a system to research and present a project or literature review at the end of the term. Prior knowledge of optimization is helpful, but not required.
Instructor(s): D. Gayme
Area: Engineering.

This course deals with processes, systems, instruments, and equipment for aerospace systems. Issue of energy conversion and thermal design are emphasized. Topics include thermodynamic concepts and heat transfer processes for aerospace systems (with emphasis on radiation), the space environment, influence of gravity on heat transfer, power generation for space systems (energy sources, solar cell arrays, energy storage), thermal control (analysis techniques, design procedures, active versus passive design, heating and refrigeration), environmental effects.
Area: Engineering.

EN.530.470. Space Vehicle Dynamics & Control.
In this course we study applied spacecraft orbital and attitude dynamics and their impact on other subsystems. In the orbital dynamics part of the course, we discuss some the issues associated with orbital insertion, control and station keeping. Focus is on the two-body problem regime where conic solutions are valid. Orbit perturbations are also considered. For attitude dynamics, different attitude representations such as of direction cosines, quaternions, and angles are introduced. Then we look at the forces and moments acting on space vehicles. Attitude stability and control considerations are introduced.
Instructor(s): M. Ozimek; T. McGee
Area: Engineering.

EN.530.473. Molecular Spectroscopy and Imaging.
The overarching objective of this course is to understand, employ and innovate molecular spectroscopy and optical imaging tools. The emphasis will be to bridge the domain between molecular spectroscopy, which provides exquisite chemical information, and the imaging capabilities of microscopy to seamlessly traverse between structural and biochemical spaces. The course will build on the foundational principles of light-matter interactions and an understanding of light sources, geometrical and wave optics, and detectors. Using vibrational and fluorescence spectroscopy as the tools of choice, we will discuss the design and fabrication of molecular reporters that offer unprecedented sensitivity, specificity and multiplexing capabilities in imaging of live biological specimen. Finally, we will learn about spectral and image-processing algorithms that have fundamentally changed the nature and quantity of useful information and have directly lead to breakthroughs in super-resolution imaging and multi-modal image fusion. All through the course, the focus will be on the underlying concepts and physical insights as we navigate through a diverse array of biophotonics applications.
Instructor(s): I. Barman
Area: Engineering.

EN.530.476. Locomotion in Mechanical and Biological Systems.
This is a course on the mechanics of locomotion in animals and machines (particularly bio-inspired and biomimetic robots). It will introduce you to the breadth of diverse topics within the field of animal and robot locomotion. We will discuss why animals move amazingly well in all kinds of environments, how they have inspired some highly successful machines, and yet why the majority of robots still struggle in environments that are only modestly complex. Terrestrial, aerial, and aquatic locomotion will be discussed, with numerous examples. General principles and integration of knowledge from engineering, biology, and physics will be emphasized. Students from ME and other departments are welcome. Please visit http://li.me.jhu.edu/teaching for updated information.
Instructor(s): C. Li
Area: Engineering.

The complex mechanisms of living systems cannot be reduced to a set of base pairs: genes are only one part of mystery of life. Rather, organisms must develop, move, interact, and function in their natural environment, and thus are constrained by the laws of physics. For example, during locomotion an animal must accelerate according to Newton’s laws by applying forces between itself and the environment. Beyond physical principles alone, biological systems extensively use feedback to enhance stability and facilitate adaptation in the presence of a changing world. This course examines the critical roles that physical principles and feedback mechanisms play in life, with special emphasis on animal locomotion and its control. Juniors and Seniors only.
Instructor(s): N. Cowan
Area: Engineering.

EN.530.489. The Kalman Filter.
Since its advent, the Kalman filter has been the workhorse for estimation of dynamical systems spanning virtually all engineering disciplines: spacecraft, airplanes, submarines, automobiles, factory automation, electronics, and more. This one credit course teaches the derivation of the Kalman filter from first principles. It covers the necessary basic probability theory and culminates with a discussion of Dr. Kalman's seminal paper on the subject, written while he was living in Baltimore in 1960.
Instructor(s): M. Sasidharan Madhav; S. Sefati
Area: Engineering.

EN.530.494. Engineering Design Outreach.
This course gives JHU students an opportunity to interact with and explain the engineering design process to middle-school students at a local school. The JHU students will learn to lead an in-class engineering design challenge and share with the youth the rigorous process that is engineering design. This is an opportunity to inspire young students from disadvantaged backgrounds, show them the excitement of being an engineer and gain professional development in teaching and communication.
Area: Engineering.

EN.530.495. Microfabrication Laboratory.
This laboratory course is an introduction to the principles of microfabrication for microelectronics, sensors, MEMS, and other synthetic microsystems that have applications in medicine and biology. Course comprised of laboratory work and accompanying lectures that cover silicon oxidation, aluminum evaporation, photoresist deposition, photolithography, plating, etching, packaging, design and analysis CAD tools, and foundry services. Seniors only or Permission Required.
Instructor(s): A. Andreou; J. Wang
Area: Engineering, Natural Sciences.
This 1-credit undergraduate level course introduces the students to the topics of energy and climate change. Climate and environmental issues associated with conventional energy generation are addressed in the course. Alternative, renewable, energy sources, such as solar and wind energy, biofuels, hydroelectric and tidal power and ocean wave power are discussed.
Instructor(s): C. Herman
Area: Engineering, Natural Sciences.

EN.530.525. Independent Research.
Students pursue research problems individually or in pairs. Although the research is under the direct supervision of a faculty member, students are encouraged to pursue the research independently as possible.
Instructor(s): Staff.

EN.530.526. Independent Study.
Students pursue research problems individually or in pairs. Although the research is under the direct supervision of a faculty member, students are encouraged to pursue the research as independently as possible.
Instructor(s): Staff.

EN.530.527. Independent Study.
Students pursue research problems individually or in pairs. Although the research is under the direct supervision of a faculty member, students are encouraged to pursue the research as independently as possible.
Instructor(s): N. Cowan.

EN.530.597. Research-Summer.
Instructor(s): Staff.

EN.530.599. Independent Study.
Instructor(s): Staff.

EN.530.600. MSE Graduate Research.
Instructor(s): Staff.

The course focuses on the optimal control of dynamical systems subject to constraints and uncertainty by studying analytical and computational methods leading to practical algorithms. Topics include calculus of variations, nonlinear local optimization, global stochastic search, dynamic programming, linear quadratic (gaussian) control, numerical trajectory optimization, model-predictive control. Advanced topics include approximate dynamic programming and optimal control on manifolds. The methods and algorithms will be illustrated through implementation of various simulated examples. Recommended Course Background: AS.110.201 and AS.110.302; experience with control systems; programming in MATLAB.
Instructor(s): M. Kobilarov.

This course provides an introduction to the mathematical and theoretical foundations of the mechanics of solids and materials. We will begin with the mathematical preliminaries of continuum mechanics: vectors and tensors calculus, then introduce the kinematics of deformation and descriptions of stress in a continuum: Eulerian and Lagrangian descriptions, followed by conservation laws: mass, momentum, and energy balance, and entropy. These concepts will be applied to develop the concepts of constitutive relations: frame invariance, material symmetry, and dissipation. The second half of the class will be devoted to elasticity, both classical and finite elasticity, and solution methods for boundary value problems.
Instructor(s): J. El-Awady.

EN.530.606. Mechanics of Solids and Materials II.
An overview of the area of the mechanics of solids and materials, with the intent of providing the foundation for graduate students interested in research that involves these disciplines. The course is based on the principles of continuum mechanics, and covers the fundamental concepts of elasticity, plasticity, and fracture as applied to materials. One objective is to get graduate students to the point that they can understand significant fractions of research seminars and papers in this area. This mathematically rigorous course emphasizes the setup and solution of boundary value problems in mechanics, and attempts to integrate the primary behaviors with deformation and failure mechanisms in materials. Special topics covered may include (depending on the interests of the student body) wave propagation, viscoelasticity, geomechanics or biomechanics.
Instructor(s): J. El-Awady
Area: Engineering.

EN.530.610. Statistical Mechanics in Biological Systems.
Application of equilibrium and nonequilibrium concepts in statistical mechanics to biology is presented in some detail. Topics include many-body dynamics and equilibrium ensembles, thermodynamics and phase transitions, free energy functionals, computer simulations of biological systems, nonequilibrium model such as the Langevin equation and the Fokker-Planck equation, kinetic models of biochemical networks, Markov models of stochastic systems and pattern formation in nonequilibrium systems. Emphasis will be on quantitative understanding of biological problems.
Instructor(s): S. Sun.

This course teaches in-depth and hands-on understanding of numerical methods for solid mechanics problems. The course begins with a review of the fundamental concepts of the finite element method for linear boundary value problems (BVP) and initial boundary value problems (IBVP) in solid mechanics. Then more advance methods for nonlinear BVPs are presented and applied to problems of material inelasticity and finite elasticity. Topics covered include the strong and weak statements of the BVP, weighted residual methods, time integration, Newton-type methods for nonlinear problems, and error estimation and convergence.
Instructor(s): T. Nguyen.

EN.530.616. Statistical Mechanics and Extreme Value Distributions. 1. Thermodynamic phase transitions Credit.
The course will explore a collection of statistical mechanics minimal models and approaches that are been used in several topics of materials science and engineering. An introduction to the basics of statistical mechanics will be followed by focus on specific models, one each week or so. While lectures will focus on the basic theory and applications of the model, the homework sets will guide the students to develop a code of the model in Python or Matlab, test its accuracy, and investigate specific aspects of the model’s predictions. Through the study of these models, statistical properties and distributions will be explored in situ, as well as their connections to extreme value statistics. In the span of the semester, it is expected to investigate models of:
Prerequisites: 6. Rigidity percolation
Corequisites : 7. Jamming of repulsive spheres
Instructor(s): B. Crowd dynamics
Area: 4. Amorphous solid plasticity
5. Percolation.
EN.530.618. Fabricatology - Advanced Materials Processing. The "Fabricatology" is a course that students can learn how to make desired shapes, structures, and surfaces across various length scales. It will introduce rich scientific and engineering knowledge related to fabrication at multiple length scales and the generated materials and mechanical systems can be utilized for studying diverse topics including energy harvesting, metamaterials, wetting, and information storage. From this course, students can learn principles and technologies to control shapes at various length scales and processes to control internal structures or surface properties for desired properties/functions. They will be also introduced to exciting recent development in the field so that they can have a comprehensive knowledge about the subject. Recommended Course Background: coursework in introduction to materials chemistry or engineering materials. Instructor(s): S. Kang.


EN.530.624. Dynamics of Robots and Spacecraft (Graduate). An introduction to Lagrangian mechanics with application to robot and spacecraft dynamics and control. Topics include rigid body kinematics, efficient formulation of equations of motion, stability theory, and Hamilton's principle. Instructor(s): G. Chirikjian.


EN.530.628. Nonlinear Dynamical Systems - Mechanics and Biology. Nonlinear dynamical systems theory are discussed in the context of mechanics, engineering and biological problems. Concepts such as stability, bifurcations, limit cycles and chaos are illustrated using simple analytic theories as well as practical examples. Emphasis are placed on developing intuition using analytic approaches and simple numerical calculations. The course is appropriate for graduate students with foundational knowledge of solid and fluid mechanics, and some notions of statistical mechanics and biological concepts. Instructor(s): D. Gayme; S. Sun.

EN.530.630. Applied Finite Element Analysis. This course will introduce finite element methods for analysis of solids, structures and heat transfer problems. Following topics will be considered. Procedure to defining a mechanics problem: governing equations, constitutive equations, boundary and initial value problems. Theory and implementation of the finite element methods for static analysis using linear elasticity. Finite element analysis (FEA) using ABAQUS software. Verification and validation, understanding uncertainty. Introduction to other FEA topics: structural elements, dynamic analysis, heat transfer and thermodynamics using ABAQUS. The course will include assignments and a term project. The term project is mandatory for graduate students and will involve applying FEA to an engineering problem or a research problem, interpretation of results and documenting a term paper. Recommended Course Background: Course(s) in Linear Algebra, Differential Equations required; matrix analysis / algebra and programming. Instructor(s): N. Daphalapurkar.

EN.530.631. Conduction and Radiation of Heat. In the first part of the course, the focus is on steady and transient two- and three-dimensional heat conduction. Energy balances and the energy equation are reviewed, and mathematical methods for solving partial differential equations are discussed. Heat transfer with a phase change, and contemporary conduction problems are discussed. In the second part of the course radiative properties and thermal radiation exchange are reviewed. The equation of transfer for participating media is developed, and simplification is discussed. Instructor(s): C. Herman.

EN.530.632. Convection. This course begins with a review of the phenomenological basis of the constitutive models for energy and mass flux. Then, using the transport theorem, general conservation and balance laws are developed for mass, species, energy, and entropy. Scaling analysis is used to determine when simplifications are justified, and simplified cases are solved analytically. Experimental results and correlations are given for more complex situations. Free, mixed, and forced internal and external convection are studied, and convection with a phase change is also explored. Instructor(s): C. Meneveau.

EN.530.633. Mechanics of the Biological Systems and Biophysical Methodologies. Introduction to the following topics and tools used in these subfields: 1. The hierarchical structure of biological systems. 2. The dynamical nature of the biological systems. 3. Quantitative characterization of biological behaviors. 4. The modern tools used to measure biophysical parameters Recommended Course Background: Introductory Physics, Calculus, and Linear Algebra Instructor(s): Y. Chen.

EN.530.637. Energy and the Environment. This course focuses on advanced topics related to energy and thermodynamics. The objective of this course is to provide a thorough understanding of the environmental impacts related to energy conversion systems. The use of the second law of thermodynamics is introduced to quantify the performance of energy conversion systems. Topics such as global warming, alternative energy sources (solar, wind power, geothermal, tides, etc.) and new technology (fuel cells and hydrogen economy) and resources and sustainable development are addressed. A section of the course is devoted to current trends in nuclear energy generation and environmental issues associated with it. Instructor(s): C. Herman.
EN.530.642. Plasticity.

EN.530.646. Robot Devices, Kinematics, Dynamics, and Control.
Graduate-level introduction to the mechanics of robotic systems with emphasis on the mathematical tools for kinematics and dynamics of robot arms and mobile robots. Topics include the geometry and mathematical representation of rigid body motion, forward and inverse kinematics of articulated mechanical arms, trajectory generation, manipulator dynamics, actuation, and design issues, manipulator control, and additional special topics. Recommended course background: multivariable integral and differential calculus, classical physics, linear algebra, ordinary differential equations. Programming: Knowledge of the Matlab programming language including data input/output, 1-D and 2-D arrays, and user-defined function calls. Students with experience with these language elements in other programming languages (C, C++, Python, Java, etc.) should be able to self-tutor themselves in the Matlab language as part of the programming exercises. Instructor(s): N. Cowan.

Graduate-level introduction to adaptive identification and control. Emphasis on applications to mechanical systems possessing unknown parameters (e.g., mass, inertia, friction). Topics include stability of linear and nonlinear dynamical systems, Lyapunov stability, input-output stability, adaptive identification, and direct and indirect adaptive control. Recommended Course Background: AS.110.106, AS.110.107/AS.110.109, AS.110.202: Physics I, II; AS.110.201, AS.110.302, Equations, linear control theory, and Matlab. Instructor(s): L. Whitcomb.

This course is a survey of group theory with an emphasis on applications in mechanical design research. In particular, the representation theory of finite groups, compact Lie groups, and certain noncompact unimodular groups is reviewed, and Fourier analysis on these groups is applied as a tool in design problems. The concentration is on applications in CAD, discrete and computational geometry, and robotics. Specific applications include modern interpolation, deformation of solid models, and pattern matching. Instructor(s): G. Chirikjian.

EN.530.649. System Identification.
This course will cover several fundamental approaches system identification, including spectral, prediction error, subspace, and "online" (adaptive) identification methods. The emphasis will be on LTI systems, but some time will be devoted to system identification for classes of nonlinear dynamical systems, such as those that are linear in parameters. Instructor(s): N. Cowan.

EN.530.653. Advanced Systems Modeling.
This course covers the following topics at an advanced level: Newton's laws and kinematics of systems of particles and rigid bodies; Lagrange's equations for single- and multi-degree-of-freedom systems composed of point masses; normal mode analysis and forced linear systems with damping, the matrix exponential and stability theory for linear systems; nonlinear equations of motion: structure, passivity, PD control, noise models and stochastic equations of motion; manipulator dynamics: Newton-Euler formulation, Langrange, Kane's formulation of dynamics, computing torques with O(n) recursive manipulator dynamics: Luh-Walker-Paul, Hollerbach, O(n) dynamic simulation: Rodrigues-Jain-Kreutz, Saha, Fixman. There is also an individual course project that each student must do which related the topics of this course to his or her research. Instructor(s): G. Chirikjian.

EN.530.654. Advanced Systems Modeling II.
A continuation of EN.530.653, this course covers the following topics at an advanced level: Newton's laws of kinematics of systems of particles and rigid bodies; Lagrange's equations for single- and multi-degree-of-freedom systems composed of point masses; normal mode analysis and forced linear systems with damping, the matrix exponential and stability theory for linear systems; nonlinear equations of motion; structure, passivity, PD control, noise models and stochastic equations of motion; manipulator dynamics: Newton-Euler formulation, Langrange, Kane's formulation of dynamics, computing torques with O(n) recursive manipulator dynamics: Luh-Walker-Paul, Hollerbach, O(n) dynamic simulation: Rodrigues-Jain-Kreutz, Saha, Fixman. There is also an individual course project that each student must do which relates the topics of this course to his or her research. Instructor(s): G. Chirikjian.

An advanced course on the theoretical treatment and modeling of the mechanisms of deformation in solids at intermediate and high temperatures. Topics include diffusion of point defects; vacancy migration; diffusion of solutes; cooperative and diffusion-less transformations; dislocation obstacle interactions; dislocation climb and cross-slip; friction forces in metals, alloys and covalent crystals. Instructor(s): J. El-Awady.

EN.530.660. Computational Analysis of Stochastic Processes.
This class will cover stochastic processes (including both discrete and continuous time, and including both discrete and continuous state), leading to a rigorous treatment of stochastic differential equations and filtering, emphasizing computation. The class will draw from examples relevant to engineering, such as the Kalman filter. The course will comprehensively, but rapidly review all needed material in probability and statistics. Prerequisites: 580.616 or 530.616 Linear Dynamical Systems.
EN.530.661. Applied Mathematics for Engineering.
This course presents a broad survey of the basic mathematical methods used in the solution of ordinary and partial differential equations: linear algebra, vector calculus, power series, Fourier series, separation of variables, integral transforms.
Instructor(s): M. Hilpert.

This course discusses the grid integration of renewable energy systems. The main emphasis is on grid level effects of renewable energy, particularly wind power systems. It begins with an introduction to basic power system concepts along with power flow analysis (and optimization). Then, important concepts for wind power systems are discussed. Following that, integration issues for wind power at the transmission level and solar cell integration at the distribution level are introduced. The last part of the course will focus on current research in these areas. Students will choose a system to research and present a project or literature review at the end of the term. Prior knowledge of optimization is helpful, but not required.
Instructor(s): J. Bohren.

EN.530.666. Introduction to Robot Software Frameworks.
This course aims to give students a breadth-first awareness of robot software tools that are available today for building complex experimental and fieldable robotic systems. At the same time, students should get some experience working with large-scale software frameworks that are necessitated by such complex robotic software systems. The course is grouped into three sections, each of which building on the previous in increasing complexity and specificity. We will introduce various tools and frameworks in the following order: Tools and Frameworks Supporting Robotics Research, Robotics-Specific Software Frameworks, and Integrating Complete Robotic Systems.
Instructor(s): D. Gayme.

EN.530.671. Statistical Mechanics in Biological Systems.
Principles of statistical physics are discussed in the context of biological problems. After an introduction, topics covered will include equilibrium theory of liquids and polymers, theory of chemical reactions in complex environments, stochastic models, dynamics of membranes and channels, theory of biological motors, computer simulations of liquids and proteins.
Instructor(s): S. Sun.

EN.530.672. Biosensing & BioMEMS.
The course discusses the principles of biosensing and introduces micro- and nano-scale devices for fluidic control and molecular/cellular manipulation, measurements of biological phenomena, and clinical applications.
Instructor(s): J. Wang.

EN.530.676. Locomotion in Mechanical and Biological Systems.
This is a course on the mechanics of locomotion in animals and machines (particularly bio-inspired and biomimetic robots). It will introduce you to the breadth of diverse topics within the field of animal and robot locomotion. We will discuss why animals move amazingly well in all kinds of environments, how they have inspired some highly successful machines, and yet why the majority of robots still struggle in environments that are only modestly complex. Terrestrial, aerial, and aquatic locomotion will be discussed, with numerous examples. General principles and integration of knowledge from engineering, biology, and physics will be emphasized. Students from ME and other departments are welcome. Please visit http://li.me.jhu.edu/teaching for updated information.
Instructor(s): C. Li.

EN.530.678. Nonlinear Control and Planning in Robotics.
The course starts with a brief introduction to nonlinear systems and covers selected topics related to model-based trajectory planning and feedback control. Focus is on applications to autonomous robotic vehicles modeled as underactuated mechanical systems subject to constraints such as obstacles in the environment. Topics include: nonlinear stability, stabilization and tracking, systems with symmetries, differential flatness, backstepping, probabilistic roadmaps, stochastic optimization. Recommended Course Background: multi-variable/differential calculus, AS.110.302, AS.110.201, undergraduate linear control, basic probability theory.
Instructor(s): M. Kobilarov.

EN.530.681. TEM: Practice and Applications.
A lab and lecture course covering the practical aspects of transmission electron microscopy. Electron diffraction, image formation, and analytical techniques are explained, and students are given an opportunity to gain hands-on microscopy experience.
Instructor(s): K. Hemker.

EN.530.682. Haptic Applications.
An introduction to the required theoretical and practical background in the design and development of haptic applications. Haptic technology enables users to touch and/or manipulate virtual or remote objects in simulated environments or tele-operation systems. This course aims to cover the basics of haptics through lectures, lab assignments, a term project, and readings on current topics in haptics. Through lab assignments, students learn to create haptic-enabled virtual environments using software development toolkits and a haptic device. Students will be required to complete a project with approval of the instructor. Recommended course background: ME, CS, and ECE graduate and senior undergraduate students who are being enthusiastic to learn about haptics and knowledgeable in basic C++ programming. Students with experience with other programming languages (Python, Java, etc.) should be able to self-tutor themselves to complete lab assignments.
Instructor(s): M. Zadeh.

Recent advances in instrumental capabilities are fast making it routine to acquire large 2D and 3D datasets and maps of crystalline materials. SEM-based orientation imaging microscopy (OIM) and transmission Kikuchi diffraction (TKD) and TEM-based precession-assisted crystal orientation mapping (PACOM) provide the means to characterize intra- and inter-granular details such as grain: orientation, size, shape, neighborhoods and GND distributions. This course will cover the science that underpins these technologies and provide practical experience in gathering, filtering, quantifying and displaying such information. It is motivated by the fact that emergent advances based on the practice of Integrated Materials Science and Engineering (ICMSE) and the Materials Genome Initiative (MGI) are predicated on the availability of physics-based, multi-scale models that are based on such detailed quantitative experimental observations of polycrystalline materials.
Instructor(s): K. Hemker.
EN.530.701. Uncertainty Analysis and Downscaling.
This course will describe several approaches used to infer small- scale information from large-scale observations (downscaling). Downscaling is especially useful for multi-scale phenomena characterized with power-law spectra or fractal geometry. Topics: Self- consistency conditions across length-scales to determine model parameters in coarse-grained simulations. Tools for characterizing scale-invariant (fractal) processes. Sample applications of downscaling as practiced today: (i) multi-scale transport phenomena in fluids, (ii) rainfall modeling in hydrology. The process of inferring small-scale information from large-scale observations is most often inherently uncertain. The second part of this course will explore uncertainty models in the analytical context of downscaling. Topics: assimilation of data and models (Kalman filtering and related methods for nonlinear models and vary large data sets), statistical analysis of spatial-temporal data (independent components analysis, kernel methods). Applications to downscaling in atmospheric data.

EN.530.707. Robot System Programming.
This course seeks to introduce students to open-source software tools that are available today for building complex experimental and fieldable robotic systems. The course is grouped into four sections, each of which building on the previous in increasing complexity and specificity: tools and frameworks supporting robotics research, robotics-specific software frameworks, integrating complete robotic systems, and culminates with an independent project of the student’s own design using small mobile robots or other robots in the lab. Students will need to provide a computer or a virtual-box (with at least a few GB of memory and a few tens of GB of disc space) running Ubuntu 14.04 LTS Trusty Tahr (http://releases.ubuntu.com/14.04 or one of its variants such as Xubuntu 14.04 LTS) and ROS Indigo Igloo (http://wiki.ros.org/indigo) - note that these specific versions of Linux and ROS are required! Students should have an understanding of intermediate programming in C/C++ (including data structures and dynamic memory allocation) Familiarity with Linux programming. Familiarity with software version control systems (e.g. subversion, mercurial, git), linear algebra. Recommended Course Background: EN.530.646 Robot Devices, Kinematics, Dynamics, and Control and EN.600.636 Algorithms for Sensor Based Robotics. Students should see the course homepage http://dsci.lcsr.jhu.edu/EN530707_2016 for more information and to get started with the course. Recommended Course Background: EN.530.646 and EN.600.436. Instructor(s): L. Whitcomb.

EN.530.710. Optical Measurement Techniques.
Optic-based techniques are being utilized as measurement and data transmission tools in a growing number of applications. The objective of this course is to introduce graduate students with limited background in optics (but with background in graduate-level mathematics) to the fundamentals of optics and their implementation. Topics covered include reflection, refraction, fluorescence, phosphorescence and diffraction of light; review of geometric optics, lenses, lens systems (microscope, telescope), mirrors, prisms; aberrations, astigmatism, coma, and methods to correct them; light as an electromagnetic wave; Fourier optics; spectral analysis of optical systems; coherent and incoherent imaging, holography, interferometry, diffraction grating; lasers, polarization, light detectors; elements of non-linear optics, birefringence; optical fibers, data transmission, and networking. Instructor(s): J. Katz.

Hydrodynamic linear stability theory is developed and applied to a variety of flow problems using analytical techniques and numerical methods. Necessary and sufficient conditions for flow stability are derived. Canonical examples are used to introduce various concepts including, e.g. temporal and spatial analyses, asymptotic and transient flow response, convective and absolute instability, global methods, and direct stability analysis.
Prerequisites: EN.530.621 AND EN.530.622 or equivalent course with permission of instructor.

EN.530.730. Finite Element Methods.
Variational methods and mathematical foundations, Direct and Iterative solvers, 1-D Problems formulation and boundary conditions, Trusses, 2-D/3D Problems, Triangular elements, QUAD4 elements, Higher Order Elements, Element Pathology, Improving Element Convergence, Dynamic Problems. Instructor(s): S. Ghosh.

An advanced examination of fracture mechanisms in ductile and brittle materials. Both the mechanics and the materials aspects are covered with importance placed on the synthesis of the two approaches. Topics include linear elastic fracture mechanics, ductile fracture, the J-integral, atomistic aspects of fracture in polycrystalline materials, fracture in ceramics and polymers, influence of the material microstructure on fracture toughness and ductility in FCC and BCC materials. Instructor(s): K. Ramesh.

EN.530.748. Stress Waves, Impacts and Shockwaves.

The course provides a basic understanding of nanomaterials and nanomechanics. Develops the necessary background in mechanics, mechanical properties and modeling to understand the mechanics of nanomaterials and related problems in nanomechanics and nanotechnology. We will also examine the mechanics of nanoscale assemblies and microscale structures used for investigating nanoscale phenomena. Each student will be expected to complete a paper on a research topic chosen together with the instructor. A mechanics background is NOT required to take this course.

EN.530.759. Research Seminar in Plasticity and Failure.
A weekly research seminar featuring ongoing research as well as reviews of new papers of interest in the general areas of plasticity and failure. The course will have an emphasis on dynamic phenomena, but will consider both engineering materials and biological systems. Students will be expected to make two presentations during the semester. Permission of instructor and advisor required.

EN.530.761. Mathematical Methods of Engineering I.
This course is a fast-paced overview of some fundamental topics in applied mathematics: analytic functions, matrix theory, vector analysis, ordinary differential equations, Bessel functions, fundamental properties of the delta distribution, elements of partial differential equations, two-sided and one-sided Fourier transforms, Laplace transform. Instructor(s): A. Prosperetti.
EN.530.762. Advanced Math Methods for Engineers.
Instructor(s): A. Prosperetti.

Elementary introduction to numerical methods for the solution of fundamental problems in engineering. Computer assignments requiring programming.
Instructor(s): T. Zaki.

EN.530.767. Computational Fluid Dynamics.
Advanced introduction to finite-difference and finite-volume approaches to modeling incompressible flows. Computer project requiring programming.
Instructor(s): J. Seo.

EN.530.772. Non-Linear Finite Elements.
This course will discuss state of the art theoretical developments and modeling techniques in nonlinear computational mechanics, for problems with geometric and material nonlinearities. Large deformation of elastic-plastic and visco-plastic materials, contact-friction and other heterogeneous materials like composites and porous materials will be considered. A wide variety of applications in different disciplines, e.g. metal forming, composite materials, polycrystalline materials will be considered. Co-listed with EN.560.772.

EN.530.773. Topics in Applied Mathematics Engineering.
Instructor(s): A. Prosperetti.

Instructor(s): A. Prosperetti.

EN.530.790. Advanced Finite Element Methods and Multi-Scale Methods.

EN.530.800. Independent Study.
Instructor(s): Staff.

EN.530.801. Graduate Research.
Instructor(s): Staff.

EN.530.802. Graduate Research.
Department approval required to enroll in 01.
Instructor(s): Staff.

EN.530.803. Mechanical Engineering Seminar.
Instructor(s): S. Sun.

EN.530.804. Mechanical Engineering Seminar.
Instructor(s): S. Sun.

Instructor(s): J. Katz.

EN.530.808. Graduate Seminar in Fluid Mechanics.
Instructor(s): J. Katz.

Instructor(s): J. El-Awady.

EN.530.897. Research-Summer.
Instructor(s): Staff.

EN.530.899. Independent Study-Summer.
Instructor(s): Staff.

Cross Listed Courses

General Engineering

Instructor(s): J. Katz.

EN.500.745. Seminar in Computational Sensing and Robotics.
Seminar series in robotics. Topics include: Medical robotics, including computer-integrated surgical systems and image-guided intervention. Sensor based robotics, including computer vision and biomedical image analysis. Algorithmic robotics, robot control and machine learning. Autonomous robotics for monitoring, exploration and manipulation with applications in home, environmental (land, sea, space), and defense areas. Biorobotics and neuromechanics, including devices, algorithms and approaches to robotics inspired by principles in biomechanics and neuroscience. Human-machine systems, including haptic and visual feedback, human perception, cognition and decision making, and human-machine collaborative systems. Cross-listed Mechanical Engineering, Computer Science, Electrical and Computer Engineering, and Biomedical Engineering.
Instructor(s): L. Whitcomb; N. Cowan; P. Kazanzides; R. Etienne Cummings; R. Vidal.

Cross-listed with Mechanical Engineering.
Instructor(s): J. El-Awady.

Electrical Computer Engineering

EN.520.353. Control Systems.
Modeling, analysis, and an introduction to design for feedback control systems. Topics include state equation and transfer function representations, stability, performance measures, root locus methods, and frequency response methods (Nyquist, Bode).
Prerequisites: Prereqs: EN.530.343 AND EN.520.214
Instructor(s): D. Tarraf
Area: Engineering.

EN.520.773. Advanced Topics In Microsystem Fabrication.
Graduate-level course on topics that relate to microsystem integration of complex functional units across different physical scales from nano to micro and macro. Topics will include emerging fabrication technologies, micro-electromechanical systems, nanolithography, nanotechnology, soft lithography, self-assembly, and soft materials. Discussion will also include biological systems as models of microsystem integration and functional complexity. Perm. Req’d.
Instructor(s): A. Andreou; J. Wang.
Civil Engineering

Basic principles of classical mechanics applied to the equilibrium of particles and rigid bodies at rest, under the influence of various force systems. In addition, the following topics are studied: free body concept, analysis of simple structures, friction, centroids and centers of gravity, and moments of inertia. Includes laboratory experience. Co-listed with EN.530.201. Recommended Course Background: AS.171.101, or EN.530.103/EN.530.104 or instructor permission.
Instructor(s): R. Sangree
Area: Engineering.

EN.660.461. Engineering Business and Management.
An introduction to the business and management aspects of the engineering profession, project management, prioritization of resource allocation, intellectual property protection, management of technical projects, and product/production management. Preference will be given to Mechanical Engineering students. No audits. Recommended Course Background: EN.660.105
Area: Engineering.

NanoBio Technology

The Institute for NanoBioTechnology (INBT) is a Johns Hopkins University center for integrated nanobiotechnology research, education, and outreach. Launched in May 2006 with funding from NASA, the National Science Foundation, and the Howard Hughes Medical Institute, INBT aims to revolutionize healthcare and medicine by bringing together internationally renowned faculty expertise, students, and world-class research facilities in engineering, the physical sciences, medicine, and public health to create groundbreaking technologies. Supportive funding also has been provided by the Johns Hopkins School of Medicine, Whiting School of Engineering, Krieger School of Arts and Sciences, and Bloomberg School of Public Health. INBT collaborates with industry through its Corporate Partnership Program, which is open to companies involved in all aspects of nanobiotechnology. INBT headquarters are located in 100 Croft Hall on the Homewood campus. Laboratory facilities and faculty are located at several Johns Hopkins locations. Examples of INBT research include the development of new tools and techniques to probe biological systems at the molecular, cellular, and tissue levels, that will provide new insight into the mechanisms of disease, and the development of new diagnostic and therapeutic platforms for improved diagnosis, prevention, and treatment of disease.

Education programs at INBT are designed to foster the next wave of nanobiotechnology innovation. Goals include training a new generation of scientists and engineers who are better able to work between physical sciences/engineering fields and life sciences/medical fields and creating an entrepreneurial environment for students. INBT facilitates a Nano-Bio predoctoral training program that offers a Certificate of Advanced Study in Nanobiotechnology for students who complete 13 lecture/tutorial/laboratory courses along with at least eight semesters of research from their home department. The Cancer Engineering Predoctoral program trains students to study and model cancer motility and the biophysical forces involved in metastasis. Additional nanobiotechnology research opportunities exist through INBT’s summer Research Experience for Undergraduates (REU) and International Research Experience for Students (IRES), both funded by NSF. Students from any major may learn the techniques of science writing or animation for nanotechnology and medicine through independent study.

The Nano-Bio Graduate Training program is recognized by the National Institutes of Health and the National Science Foundation as an innovative new approach to multidisciplinary training, integrating research and education. It combines traditional disciplinary coursework and laboratory training with peer-to-peer teaching, co-advising and professional development.

- earn an accredited Certificate of Advanced Study in Nanobiotechnology (for students who complete 13 lecture/tutorial/laboratory courses along with at least eight semesters of research from their home department)
• obtain a PhD from participating departments such as Biomedical Engineering, Materials Science and Engineering, and Physics. All Science and Engineering students are encouraged to apply.
• be co-advised by faculty experts from outside as well as inside your specialty
• work in a variety of lab setting and build collaborative skills

Program Requirements
Nano-Bio graduate training students take two core courses and one lab course. They learn alongside other INBT-sponsored students in cross-disciplinary journal clubs. To enhance their graduate experience, they attend professional development seminars and present research at the annual Nano-Bio Symposium. Students are given the opportunity to participate in research collaborations with industry partners.

Course Requirements. Students must complete the Nanobiotechnology graduate training program course requirements.

PhD Thesis Research. A student’s PhD thesis research combines nanosciences and biology/medicine. Students must submit a thesis proposal to the INBT Educational Administrator at the start their thesis research. The thesis proposal must be approved. Since student are encouraged to have two faculty research advisors with complimentary expertise in physical sciences/engineering and biology/medicine, it is likely that the student will have desk space in both research groups.

Other Program Requirements. Students are expected to present their research at the annual INBT research symposium.

Home Department Requirements. Students must complete the PhD requirements in their home departments.

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Eligibility / How to Apply
Prospective students must apply to and be accepted by a participating department before pursuing this predoctoral program. For additional information, contact Camille Bryant cbryant@jhu.edu or (410)516-6572. Women and minorities are encouraged to apply.

For current course information and registration go to https://isis.jhu.edu/classes/

Courses
EN.670.495. Animation in Nanotechnology & Medicine.
Instructor(s): M. Rietveld; P. Searson
Area: Engineering, Natural Sciences.

EN.670.497. Animation in Nanotechnology & Medicine.
This course involves the use of animation to visualize scientific processes in nanotechnology and medicine. Animation is becoming an increasingly important tool in both research and education, especially in fields such as nanobiotechnology that involve complex processes and occur at multiple length scales. Understanding of the subject matter is gained through interaction with faculty and graduate students in research groups in the Institute for NanoBioTechnology at Hopkins. The course follows the basic animation pipeline from concept to post production.
Instructor(s): M. Rietveld.

Using digital video and recording equipment, students learn to communicate science and engineering research news to non-technical audiences, such as the mass media. Lectures focus on rationale behind and best practices for effective communication and include guest presentations by media professionals. Students learn methods of presenting scientific research to a variety of audiences and how to prepare themselves for interviews with journalists. Student will work in groups to write, film, and edit a video news release on a scientific or engineering topic aimed at general audience.
Instructor(s): M. Spiro.

Students in the INBT training grant programs study and present topics in nanotechnology applied to biology from the scientific literature.
Instructor(s): P. Searson.

EN.670.616. Introduction to NanoBio Tutorials II.
Ph.D. students and postdoctoral fellows in the HHMI/IGERT/PSOC/CCNE/CNTC training programs study and present topics in nanotechnology for biology and medicine.
Instructor(s): P. Searson.

As a follow-up to Intro to NanoBio Tutorials, INBT training grant students will conduct extensive article reviews on topics related to the research being conducted in their labs (i.e., nanoparticles synthesis, quantum dots, cancer, etc.). Topics will also be related to nanotechnology applied to biology from scientific literature. Students will present literary reviews, discussions and formal presentations on articles as they relate to research or projects they wish to partake in. Recommended Course Background: EN.670.615/EN.670.616
Instructor(s): P. Searson.

This course will cover the physics and chemistry relevant to the design, synthesis, and characterization of nanoparticles. Topics include nanoparticle synthesis, functionalization, surface engineering, and applications in diagnostics and therapeutics. The properties of semiconductor quantum dots and magnetic nanoparticles will be reviewed along with techniques for nanoparticle manipulation, particle tracking, and bio-microrheology. Patterning tools including soft lithography, optical lithography, e-beam lithography, and template lithography will be discussed. Electron and scanning probe microscopy will be reviewed. Cross-listed with Materials Science & Engineering and Chemical & Biomolecular Engineering.
Instructor(s): Staff.
EN.670.620. Fundamental Laboratory Principles of Nanobiotechnology.
This laboratory course introduces students to fundamental concepts of materials science and cell engineering required for research in biological nanoscience. Topics covered include cell culture, quantitative light microscopy, and synthesis of nanoparticles. This laboratory course is a prerequisite for EN.500.621.
Instructor(s): P. Searson
Area: Engineering.

EN.670.621. NanoBio Laboratory.
This course introduces students to concepts and laboratory techniques in nanobiotechnology. The focus of the laboratory is on nanoparticle carriers for drug delivery and markers for imaging. The laboratory involves the synthesis of nanoparticles using solution phase techniques and characterization by optical techniques such as dynamic light scattering and absorbance spectroscopy. Strategies for functionalization of nanoparticles are covered with focus on methods for attaching biomolecules. The basic aspects of cell culture and optical microscopy techniques will be covered. Nanoparticles functionalized with a drug or gene will be used to perform transfection experiments and compared to standards.
Instructor(s): P. Searson.

As a follow-up to NanoBio Tutorials, INBT training grant students will present scientific articles and reviews related to their current research project. Topics will also be related to nanotechnology applied to biology from scientific literature. At this time all students should be assigned a project and be able to engage participating students in their field of study. Recommended Course Background: EN.670.615, EN.670.616, EN.670.618, EN.670.619, and Introduction to NanoBio Tutorials and NanoBio Tutorials.
Instructor(s): P. Searson.
Area: Engineering, Natural Sciences.

EN.670.623. Advanced NanoBio Tutorials II.
INBT training grant students only. Recommended Course Background: EN.670.615, EN.670.616, EN.670.618, and EN.670.619
Instructor(s): P. Searson
Area: Engineering, Natural Sciences.

This course is to allow students pursuing a certificate in nanobiotechnology the opportunity each week to review and present on special research topics. The papers and discussions will cover the latest developments in various researches. Recommended Course Background: EN.670.615, EN.670.616, EN.670.618, EN.670.619, EN.670.622, and EN.670.623. Certificate of Advanced Studies in Nanobiotechnology only.
Instructor(s): P. Searson
Area: Engineering, Natural Sciences.

This course is to allow INBT training grant fellows the opportunity each week to review and present on special research topics. The papers and discussions will cover the latest developments in various researches. Recommended Course Background: EN.670.615, EN.670.616, EN.670.618, EN.670.619, EN.670.622, and EN.670.623.
Instructor(s): P. Searson
Area: Engineering, Natural Sciences.

EN.670.627. Commercializing Emerging Technologies.
This course will provide “hands-on” experience for pre-doctoral students in identifying viable translational commercialization pathways and establishing credible business plans for new technologies. Students will be challenged to identify possible commercial opportunities associated with their own research, to complete a market analysis, develop a project plan and to draft a business plan suitable for presentation to potential investors. While key elements of each step will be described briefly by experts in the field the focus will be on executing the critical steps rather than on business theory. Although each student will be expected to work on an individual project, the course structure will encourage class support and feedback. At the end of the course students will be expected to develop a business plan and funding proposal suitable to present to a panel of venture experts.
Instructor(s): P. Searson; T. Fekete.

EN.670.628. NanoBio Tutorials II.
As a follow-up to Intro to NanoBio Tutorials, INBT training grant students will conduct extensive article reviews on topics related to the research being conducted in their labs (i.e., nanoparticles synthesis, quantum dots, cancer, etc.). Topics will also be related to nanotechnology applied to biology from scientific literature. Students will present literary reviews, discussions and formal presentations on articles as they relate to research or projects they wish to partake in. Recommended Course Background: EN.670.615/EN.500.615 and EN.670.616/EN.500.616
Instructor(s): P. Searson.

EN.670.629. Cancer Nanotechnology Training Center (CNTC) Tutorial.
This course is to allow CNTC fellows the opportunity each week to review and present on cancer research topics. The papers and discussions covered will be on areas of human cancers and nanotechnology and include the latest developments from studies of model organisms.
Instructor(s): P. Searson.

EN.670.630. Cancer Nanotechnology Training Center (CNTC) Tutorial.
This course is to allow CNTC fellows the opportunity each week to review and present on cancer research topics. The papers and discussions covered will be on areas of human cancers and nanotechnology and include the latest developments from studies of model organisms.
Instructor(s): P. Searson.

This intense course is for NTCR fellows with a background in the life sciences. This course covers the physics and chemistry relevant to the design, synthesis, and characterization of nanoparticles and patterned surfaces for biological applications. Topics include nanoparticle synthesis, functionalization, surface engineering, and applications in diagnostics and therapeutics. The properties of semiconductor quantum dots and magnetic nanoparticles are reviewed along with techniques for nanoparticle manipulation, particle tracking, and bio-microrheology. Patterning tools including soft lithography, optical lithography, e-beam lithography, and template lithography is discussed. Electron and scanning probe microscopy are reviewed. Examples applications in cancer is drawn directly from research in participating NTCR research labs.
Instructor(s): D. Wirtz
Area: Engineering, Natural Sciences.
This course introduces fellows with a physics/engineering graduate background to modern concepts in molecular and cellular biology with examples taken from cancer immunology and cancer cell biology. Fundamentals and topics covered in this course include, but are not limited to: (i) molecular biology: control of gene expression, microarray technology and modern mol. biol. techniques, (ii) cancer cell transformation; metastasis; cancer genetics; (iii) cell membrane and organelles; (iv) evolution of lipid diversity; membrane structure and dynamics; (v) organization, dynamics, and function of the nucleus; (vi) the cytoskeleton and cancer cell migration; and (viii) ER-Golgi trafficking; traffic through the endosomal process; the fusion machinery; specificity and regulation of trafficking. Recommended Course Background: AS.020.306.
Instructor(s): D. Wirtz
Area: Engineering, Natural Sciences.

EN.670.642. Lab Course in Nanobiotechnology.
This lab course is a cornerstone of the training that all NTCR fellows acquire. The main objective of the lab course is to reveal the basics of biological systems to engineers in the physical sciences and of physical systems to biologists. This lab course takes place in new state-of-the-art facilities that have been equipped with funding from the HHMI and the NSF. Lab skills learned include: (i) physical and chemical tools to characterize and manipulate the properties of surfaces and nanoparticles; (ii) synthesis, ligand-functionalization, characterization, and targeted cell intake of multi-functional nanoparticles (nanowires and quantum dots); and (iii) atomic force microscopy and quantitative fluorescence microscopy for biological and materials applications. For fellows coming with a physics/engineering background, they learn basics of mammalian cell culture, molecular biology, cell transfection/transformation, and blotting techniques. The course captain is Denis Wirtz (Depts. Chemical and Biomolecular Engineering, Oncology, Pathology and Director of the previously NCI-funded NTCR program and PSOC center). Recommended Course Background: EN.670.620 or EN.670.400
Instructor(s): D. Wirtz
Area: Engineering, Natural Sciences.

Students in the NTCR training grant program study and present topics in nanobiotechnology applied to biology from the scientific literature. For NTCR Fellows only.
Instructor(s): D. Wirtz
Area: Engineering, Natural Sciences.

EN.670.695. Animation in Nanotechnology & Medicine.
Instructor(s): M. Rietveld; P. Searson
Area: Engineering, Natural Sciences.

This course involves the use of animation to visualize scientific processes in nanotechnology and medicine. Animation is becoming an increasingly important tool in both research and education, especially in fields such as nanobiotechnology that involve complex processes and occur at multiple length scales. Understanding of the subject matter is gained through interaction with faculty and graduate students in research groups in the Institute for NanoBioTechnology at Hopkins. The course follows the basic animation pipeline from concept to post production.
Instructor(s): M. Rietveld.

This independent design course presents students with engineering needs in developing countries. Teams of students will work together to design solutions for the proposed needs that are defined in part with our global partners. Students will have to rigorously research the local community and cultural context of the proposed problems to design solutions. Prototypes will be built and some teams may test prototypes in the local community to optimize solution. Permission of Instructor.
Instructor(s): J. Elisseeff
Area: Engineering.

Professional Communication

Strong communication skills are the key to success in any discipline. The Professional Communication Program (PCP) offers Johns Hopkins undergraduates a variety of hands-on courses designed to develop their abilities to research, write, speak, and display data persuasively. Starting with the highly popular foundation courses Professional Writing and Communication and Oral Presentations, the program expands to specialized workshops and seminars on topics ranging from science and research writing, engineering culture and ethics to entrepreneurship, public relations and social media. PCP students create journals, write blogs, present pitches and posters, and conduct multimedia PR campaigns. All PCP courses are small—19 or fewer students—ensuring that everyone receives the skilled attention necessary to grow as a writer and presenter. Since many of our students are international, PCP offers English as a Second Language (ESL) sections of Professional Writing and Communication and Oral Presentations as well as free ESL tutoring.

For current faculty and contact information go to http://eng.jhu.edu/wse/cle/page/our_people

Faculty

Program Director
Julie Reiser
Senior Lecturer, Director of The Professional Communication Program: technical communication, oral presentations, research writing, dissertation writing, American literature and critical theory.

Full Time Faculty
Lawrence Aronhime
Senior Lecturer: accounting, finance, entrepreneurship, technology commercialization.

Bob Graham
Lecturer: entrepreneurship, professional communications, oral presentations.

Illysa Izenberg
Lecturer: engineering management.

Leslie Kendrick
Senior Lecturer: marketing strategy, integrated marketing communications, sports marketing, international marketing.

Annette Leps
Senior Lecturer & Director of Entrepreneurship & Management Program: accounting, finance, management.

Charlotte O’Donnell
Lecturer: oral presentations, professional communication, visual rhetoric.

Keith Quesenberry
Lecturer: integrated marketing communications, advertising, social media marketing, online blogging and copywriting, creative strategy, digital media, communications law and ethics.

Eric Rice
Senior Lecturer & Director of Graduate Programs: organizational behavior, social entrepreneurship, management, negotiation and conflict management, leadership, public speaking, professional writing.

Pamela Sheff
Senior Lecturer & Director of Master of Science in Engineering Management Program: business and technical communication, marketing, public relations, science and scientific writing, oral presentations, higher education in prisons, community-based learning, entrepreneurship.

William Smedick
Senior Lecturer: leadership theory, leadership in teams.

Part Time Faculty

Michael Agronin
Lecturer: product development.

Jennifer Bernstein
Lecturer: professional communication.

Laura Davis
Lecturer: professional communication for ESL and oral presentations for ESL.

Marc DeVries
Lecturer: marketing.

Kevin Dungey
Senior Lecturer: oral presentations.

David Fisher
Lecturer: business law.

Mark Franceschini
Senior Lecturer: business law, business ethics, internet law.

Sean Furlong
Lecturer: financial accounting.

Mary Beth Furst
Lecturer: principles of marketing.

Jason Heiserman
Lecturer: oral presentations.

Chris Jeffers
Lecturer: intellectual property law.

Nicole Jerr
Lecturer: professional communication.

Theresa Jones
Lecturer: marketing.

Andrew Kulanko
Senior Lecturer: oral presentations.

Denise Link-Farajali
Lecturer: professional communication, financial math for ESL, research writing for ESL.

Kimberly Manns
Lecturer: marketing.

Bryan Rakes
Lecturer: business law.

Joshua Reiter
Senior Lecturer: business process management, total quality management, information technology management, internet-based business applications, creativity and innovation, entrepreneurship.

Douglas Sandhaus
Senior Lecturer: business law, business ethics, internet law.

Jay Thompson
Lecturer: professional communication.

Caroline Wilkins
Lecturer: professional communication.

For current course information and registration go to https://isis.jhu.edu/classes/

Courses

**EN.661.110. Professional Writing and Communication.**
This course teaches students to communicate effectively with a wide variety of specialized and non-specialized audiences. Projects include production of resumes, cover letters, proposals, instructions, reports, and other relevant documents. Class emphasizes writing clearly and persuasively, creating appropriate visuals, developing oral presentation skills, working in collaborative groups, giving and receiving feedback, and simulating the real world environment in which most communication occurs. Not open to students who have taken EN.661.110 as Technical Communication or Professional Communication for Science, Business and Industry or EN.661.120 Business Communication. No audits.

**Prerequisites: Not open to students who have taken EN.661.110 as Technical Communication or Business and Industry or EN.661.120 Business Communication.**
Instructor(s): C. Wilkins; J. Thompson; L. Pepitone.
EN.661.111. Professional Writing and Communication for International Students.
This course teaches ESL students to communicate effectively with a wide variety of specialized and non-specialized audiences and will provide ESL-specific help with grammar, pronunciation, and idiomatic expression in these different contexts. Projects include production of resumes, cover letters, proposals, instructions, reports, and other relevant documents. Class emphasizes writing clearly and persuasively, creating appropriate visuals, developing oral presentation skills, working in collaborative groups, giving and receiving feedback, and simulating the real world environment in which most communication occurs. Note: not open to students who have taken EN.661.110 as Technical Communication or Professional Communication for Science, Business, and Industry or EN.661.120 Business Communication. No audits.
Prerequisites: Not open to students who have taken EN.661.110 as Technical Communication or Professional Communication for Science, Business, and Industry or EN.661.120 Business Communication.
Instructor(s): L. Davis.

EN.661.150. Oral Presentations.
This course is designed to help students push through any anxieties about public speaking by immersing them in a practice-intensive environment. They learn how to speak with confidence in a variety of formats and venues - including extemporaneous speaking, job interviewing, leading a discussion, presenting a technical speech, and other relevant scenarios. Students learn how to develop effective slides that capture the main point with ease and clarity, hone their message, improve their delivery skills, and write thought-provoking, well-organized speeches that hold an audience's attention. No audits.
Instructor(s): J. Reiser; L. Davis.

EN.661.154. Blogging and Online Writing.
This course will teach students how to develop, write, and manage content for social media. In this highly experiential course, students will design, create, and market their own blog; and manage the content creation process for a collaborative class project. The course will emphasize best practices for search engine optimization (SEO), intuitive visual design, social media metrics, and content management strategies appropriate for publishing, marketing, and other relevant environments.
Instructor(s): J. Reiser.

EN.661.160. Online Media and Society.
This online course takes a comprehensive and critical view of the history, roles and responsibilities of media in society. It explores the organization, creation, economics, control and effects of mass communications in the United States and the world. Students will learn how both traditional and new digital media has come to play such an integral role in our society while exploring the exciting career opportunities in journalism, public relations, advertising, radio, film, TV and the Internet. Students will apply concepts to current practical examples through a course blog and delve more deeply into subjects through writing assignments. No on-campus components required. No audits.

EN.661.250. Oral Presentations.
This course is designed to help students push through any anxieties about public speaking by immersing them in a practice-intensive environment. They learn how to speak with confidence in a variety of formats and venues - including extemporaneous speaking, job interviewing, leading a discussion, presenting a technical speech, and other relevant scenarios. Students learn how to develop effective slides that capture the main point with ease and clarity, hone their message, improve their delivery skills, and write thought-provoking, well-organized speeches that hold an audience's attention. No audits. Not open to students that have taken EN.661.150.
Prerequisites: Not open to students that have taken EN.661.150.
Instructor(s): Staff.

This course is designed to help students push through any anxieties about public speaking by immersing them in a practice-intensive environment. They learn how to speak with confidence in a variety of formats and venues - including extemporaneous speaking, job interviewing, leading a discussion, presenting a technical speech, and other relevant scenarios. Students learn how to develop effective slides that capture the main point with ease and clarity, hone their message, improve their delivery skills, and write thought-provoking, well-organized speeches that hold an audience's attention. Special attention will be placed on diction, pronunciation, tone, pace and emphasis of language. Additional attention also will be given to syntax as well as non-verbal communication patterns. No audits. Not open to students that have taken EN.661.151
Prerequisites: Not open to students that have taken EN.661.151.
Instructor(s): L. Davis.

EN.661.306. Freelance Travel Writing: Destination Mid-Atlantic.
In this course, students will learn the fundamentals of magazine and travel writing as well as best practices for working as a freelance writer. After gaining familiarity with the genre by reading several “classics” of travel writing and a selection of exemplary magazine articles, students will learn how to brainstorm ideas, plan research, interview skillfully, take useable photos with smartphones, polish pitches to editors, and write/review/submit work for publication. Students will also have the opportunity to meet with important executives from travel magazines and publishing houses. We will use Washington, DC, and Baltimore as the basis for most of our work, but the course might also include day trips to Philadelphia and New York. At the end of the course, students will create an ePortfolio to showcase their articles, profiles, reviews, trade placements, blog entries, and pitches/queries to potential editors. Recommended: one prior course in writing but may be waived with instructor’s permission.
Instructor(s): J. Reiser.
EN.661.315. Culture of the Engineering Profession.
This course focuses on building understanding of the culture of engineering while preparing students to communicate effectively with the various audiences with whom engineers interact. Working from a base of contemporary science writing (monographs, non-fiction, popular literature and fiction), students engage in discussion, argument, case study and project work to investigate: the engineering culture and challenges to that culture, the impacts of engineering solutions on society, the ethical guidelines for the profession, and the ways engineering information is conveyed to the range of audiences for whom the information is critical. Additionally, students will master many of the techniques critical to successful communication within the engineering culture through a series of short papers and presentations associated with analysis of the writings and cases. No audits. WSE sophomores, juniors and seniors or by instructor approval.
Instructor(s): E. Rice; P. Sheff; R. Graham.

EN.661.317. Culture of the Medical Profession.
This course builds understanding of the culture of medicine as well as the ways in which different strata within society have access to and tend to make decisions about health and health related services while preparing students to communicate effectively with the various audiences with whom medical professionals interact. Working from a base of contemporary science writing (monographs, non-fiction, popular literature and fiction), students engage in discussion, argument, case study and project work to investigate topics such as the medical culture, the ways medicine is viewed by different segments of society, issues associated with access to health care, ethical dilemmas and guidelines for medical decisions, the impacts of medical and engineering solutions on society, decision making within client/patient groups, social and cultural differences that effect behavioral change, and the ways medical information is conveyed to the range of audiences for whom the information is critical. Additionally, students will master many of the techniques critical to successful communication within the engineering culture through a series of short papers and presentations associated with analysis of the writings and cases. For sophomores, juniors, and seniors or by permission of instructor. No audits.
Instructor(s): J. Bernstein
Area: Social and Behavioral Sciences.

Uncover the process of creative thinking for innovation and conceiving "big ideas" in marketing. Students will be exposed to creative theory and practice as they select a consumer product and determine strategic market positioning, target demographics, media vehicles and creative guidelines. Then students will learn the craft of advertising copywriting for print, broadcast and digital media as they develop finished creative executions for the chosen organization that all build to a complete integrated marketing campaign. Co-listed with EN.660.357. No audits.
Prerequisites: EN.660.250 Principles of Marketing.

EN.661.361. Corporate Communications & P.R..
This course focuses on the ways that organizations, both for-profit and non-profit, manage their communications to deliver strategic, coherent and compelling messages to their varied stakeholders. Using case studies and team-based, real world projects, we will explore topics including public and media relations, corporate image, branding, advertising, internal and external communications, crisis management, investor relations, ethics and social responsibility. In the process, we will consider issues ranging from organizational culture and leadership styles to defining strategy, managing conflict, defending positions and disagreeing agreeably. No audits. Recommended Course Background: AS.220.105, EN.661.110, AS.060.113 or AS.060.114, AS.060.215, EN.660.250, EN.660.105, and EN.661.250
Instructor(s): P. Sheff.

In this course students learn the procedures and processes that researchers use to determine answers to questions such as how to price a product, how to differentiate one product from another, and how to evaluate customer response to an offering. The materials combine fundamentals of research design with statistics procedures to answer the questions that entrepreneurs and marketing managers must answer as they write business plans, develop their product mix, set prices, create advertising and test products. The course combines case study, simulated situations, lecture, discussion and real-time projects to produce answers using the techniques, tools and procedures typically used in North American enterprises.
Instructor(s): Staff
Area: Quantitative and Mathematical Sciences.

Catalyst is a student-run magazine that focuses on research, technology, entrepreneurship and design. Students enrolled in this course will learn the fundamental principles of journalism through producing content for the online magazine. The class will cover basic journalistic writing and interviewing techniques. Students will get a primer on media law, newsroom ethics and procedure. As their skills progress, they will learn to pitch, write and edit a variety of stories types - from basic news stories, to profiles, features and reviews. All students will publish at least one piece of writing in the magazine at the end of the semester.
Instructor(s): C. O’Donnell.
EN.661.400. Practical Applications of Business Analytics.
With higher transparency and increased sophistication in data collection, modern technology has become a central component in decision-making in all sectors of business. Unfortunately, most casual observers of this critical data are ill-equipped to meaningfully analyze this new information. This course will provide students with an overview of best practices in the field coupled with real-world examples and case studies. Recommended Course Background: EN.661.212 Business Analytics or a statistics based course prior to this course.
Instructor(s): Staff
Area: Quantitative and Mathematical Sciences.

EN.661.410. Research Writing for ESL.
This course is designed to help ESL writers succeed in writing, editing, and completing a large research project specific to their discipline. This could be a research report, journal article, literature review, dissertation chapter, grant proposal, or other relevant document. The course provides intensive help with grammar, idiomatic phrasing, and overall clarity for writers whose native language is not English. The course includes both individual consultation and group workshops. Undergraduates must be conducting research with a faculty member or must obtain special permission of instructor to register for the course. S/U grading only (students may elect to take this course for a traditional letter grade if their departments require them to do so; students must inform the instructor by the second week of class). Co-listed with EN.661.610. No audits.

EN.661.425. Ethics of Biomedical Innovation.
Engineers confront problems and make decisions that hold long term social consequences for individuals, organizations, communities and the profession. For biomedical engineers, these decisions may relate to: inventions such as medical devices and pharmaceuticals; neural prosthetics and synthetic biological organisms; responsible and sustainable design; availability of biotechnology in the developing world. Using a combination of cases, fieldwork and readings, we examine the ethical issues, standards, theory and consequences of recent and emerging engineering interventions as a way to understand the profession and to form a basis for future decisions. In addition students will learn and practice multiple forms of communication, including oral, visual and written rhetoric. A particular focus will be communication targeted to different stakeholders including other professionals and the public. Students will apply good communication principle to the discussion of biomedical engineering ethics, develop their own ethical case studies and participate in group projects to aid ethical decision-making, and to improve communication of complex biomedical ethical issues to others. Co-listed with EN.580.425.
Area: Social and Behavioral Sciences.

EN.661.453. Social Media and Marketing.
This course explores strategies for monitoring and engaging consumers in digital media. Students will gain practical knowledge about developing, implementing and measuring social media marketing campaigns. They will learn how to analyze what consumers are saying and connect with them by leveraging word of mouth, viral and buzz marketing through sites like Facebook, Twitter and YouTube. A series of assignments build upon each other toward a final social media marketing plan for a selected consumer product or service. Co-listed with EN.660.453. No audits.
Prerequisites: EN.660.250 Principles of Marketing.

EN.661.454. Blogging and Digital Copywriting.
Learn how to develop, write and manage content for marketing communication on the Web and build an online presence through search engine optimization (SEO) and search engine marketing (SEM). Each student will learn copywriting for various digital formats including Email marketing, website copy and social media while gaining an understanding of web analytics, conversion optimization, writing for keywords and mobile marketing. No audits. Recommended Course Background: one writing course in any discipline (professional communication, expository writing, or writing seminars).
Prerequisites: Prereq. EN.660.250-Principles of Marketing.

EN.661.456. Marketing Communication Law & Ethics.
This course focuses on the legal and ethical constraints of advertising and promotion marketing practice. Federal laws, media standards and professional ethics establish what can or cannot be said or done in marketing. Beyond that corporate and personal social responsibility must also be considered. Topics such as deception, copyright, publicity, comparative advertising and social media standards will be covered. Students will apply concepts to current practical examples through a course blog and delve more deeply into subjects through a series of writing assignments. Co-listed with EN.660.456. No audits. Recommended Course Background: one writing course in any discipline (professional communication, expository writing, or writing seminars).
Prerequisites: EN.660.250
Instructor(s): K. Quesenberry.

This course helps students build advanced communication skills that are critical for leveraging their academic experience in the "real world." Course emphasizes reporting information, polishing CVs and resumes, presenting conference papers, participating in poster sessions, tailoring information to both specialist and non-specialist audiences, and writing grant proposals for funding. Undergraduates are required to be conducting research with a faculty member or by special permission of instructor. Co-listed with EN.661.687. No audits.

EN.661.610. Research Writing for International Students.
This course is designed to help ESL writers succeed in writing, editing, and completing a large research project specific to their discipline. This could be a research report, journal article, literature review, dissertation chapter, grant proposal, or other relevant document. The course provided intensive help with grammar, idiomatic phrasing, and overall clarity for writers whose native language is not English. The course includes both individual consultation and group workshops. P/F grading only (students may elect to take this course for a traditional letter grade if their departments require them to do so; students must inform the instructor by the second week of class). No audits.
Instructor(s): D. Link-Farajali
Writing Intensive.
EN.661.611. Professional Communication for ESL.
This course teaches ESL students to communicate effectively with a wide variety of specialized and non-specialized audiences and will provide ESL-specific help with grammar, pronunciation, and idiomatic expression in these different contexts. Projects include production of resumes, cover letters, proposals, instructions, reports, and other relevant documents. Class emphasizes writing clearly and persuasively, creating appropriate visuals, developing oral presentation skills, working in collaborative groups, giving and receiving feedback, and simulating the real world environment in which most communication occurs. Not open to students who have taken EN.661.110 as Technical Communication or Professional Communication for Science, Business, and Industry or EN.661.120 Business Communication. Co-listed with EN.661.411.

This course will prepare you to be competitive in the world of business by offering you some of the oral and written communication techniques you need to be successful. While working to enhance pronunciation, grammar, idiomatic expressions, and business vocabulary, you will work to speak comfortably in business social settings and meetings and to write effectively in a variety of modes not limited to e-mails, memoranda, resumes, and summary reports. The overall goal for all assignments is to speak and to write in clear, effective English. Moreover, improving oral and written communications will give you confidence, help you to make a good impression, and just maybe give you that “edge” you need to get the job you want or the project you desire once employed. Finally, individual pronunciation conferences will be scheduled with each of you throughout the semester, Financial Math students only. P/F only. No audits.

This course will prepare you to be competitive in the world of business by offering you some of the oral and written communication techniques you need to be successful. While working to enhance pronunciation, grammar, idiomatic expressions, and business vocabulary, you will work to speak comfortably in business social settings and meetings and to write effectively in a variety of modes not limited to e-mails, memoranda, resumes, and summary reports. The overall goal for all assignments is to speak and to write in clear, effective English. Moreover, improving oral and written communications will give you confidence, help you to make a good impression, and just maybe give you that “edge” you need to get the job you want or the project you desire once employed. Finally, individual pronunciation conferences will be scheduled with each of you throughout the semester. Financial Math students only. P/F only. Instructor(s): D. Link-Farajali.

EN.661.654. Blogging, Editing, and Copywriting.
Learn how to develop, write and manage content for marketing communication on the Web and build an online presence through search engine optimization (SEO) and search engine marketing (SEM). Each student will create his/her own professional WordPress blog and gain knowledge on how to market it. They will also learn copywriting for various digital formats including Email marketing, website copy and social media while gaining an understanding of web analytics, conversion optimization, writing for keywords and mobile marketing. Recommended Course Background: one writing course in any discipline (professional communication, expository writing, or writing seminars). Co-listed with EN.661.454. No audits.

Prerequisites: Prereq. EN.660.250-Principles of Marketing. Recommended prerequisite: one writing course in any discipline (professional communication, expository writing or writing seminars). Co-listed with EN.661.454. No audits.

This course helps students build advanced communication skills that are critical for leveraging their academic experience in the "real world." Course emphasizes reporting information, polishing CVs and resumes, presenting conference papers, participating in poster sessions, tailoring information to both specialist and non-specialist audiences, and writing grant proposals for funding. Co-listed with EN.661.487. No audits.

EN.661.710. Dissertation Writing Workshop.
This course is designed to introduce students to the dissertation writing process, explain JHU-specific rules and regulations regarding dissertation work, and facilitate the completion of new work or work already in progress. Open to students in any discipline and in any stage of the dissertation process, this course will begin with a selection of speakers from relevant JHU departments, The Graduate Board, the MSE Library and the Commercial Binding Office, the Counseling Center’s Dissertation Support Group, professors, and recently graduated students (among others). During the second half of the course, students will designate one component of the dissertation and work to bring it to completion in a supportive workshop environment. This “component” could include a prospectus, a literature review, a chapter, an introduction, an overall plan for completion, or preparation for the defense. Topics will be geared toward the individual needs of the students registered in the course but will, in general, emphasize goal setting, project planning, developing strategies for working with readers/advisors/committees, learning how to emphasize “the big picture,” working with research tools such as Refworks or Zotero, building a daily writing practice, exploring strategies to deal with the isolation/depression common to dissertation writers, navigating the submission process, and, in general, supporting the overall dissertation writing process through its various stages. Course is taught pass/fail only. No audits. Specific prerequisite: EN.661.610 Research Writing for ESL before taking this course. No audits.

This workshop is for dissertation writers who have already completed the Dissertation Writing Workshop, EN.661.710. This class provides a venue for students to hold themselves accountable, to set weekly goals, to workshop drafts, and to present work-in-progress to the whole group. Course is taught pass/fail only. Course may be repeated. No audits. Prerequisites: Prereq: EN.661.710.
Robotics and Computational Sensing

Laboratory for Computational Sensing and Robotics

The Laboratory for Computational Sensing and Robotics (LCSR) is one of the most technologically advanced robotics research centers worldwide, and is an international leader in the areas of medical robotics, autonomous systems, and bio-inspiration. Within Johns Hopkins, a premiere research university, the LCSR is a hub for innovative and interdisciplinary robotics engineering, research, and development. The LCSR brings a core group of scholars and students from the Whiting School of Engineering together with researchers from the Johns Hopkins School of Medicine, the Bloomberg School of Public Health, the Krieger School of Arts and Sciences, the Johns Hopkins University Applied Physics Laboratory and the Kennedy Krieger Institute to focus on the common purpose of creating knowledge and fostering innovation.

Minor in Robotics

The field of robotics integrates sensing, information processing, and movement to accomplish specific tasks in the physical world. As such, it encompasses several topics, including mechanics and dynamics, kinematics, sensing, signal processing, control systems, planning, and artificial intelligence. Applications of these concepts appear in many areas including medicine, manufacturing, space exploration, disaster recovery, ordinance disposal, deep-sea navigation, home care, and home automation.

The faculty of the Laboratory for Computational Sensing and Robotics (LCSR), in collaboration with the academic departments and centers of the Whiting School of Engineering, offers a robotics minor in order to provide a structure in which undergraduate students at Johns Hopkins University can advance their knowledge in robotics while receiving recognition on their transcript for this pursuit. The minor is not “owned” by any one department, but rather it is managed by the LCSR itself. Any student from any department within the university can work toward the minor.

Robotics is fundamentally integrative and multidisciplinary. Therefore, any candidate for the robotics minor must develop a set of core skills that cut across these disciplines, as well as obtain advanced supplementary skills.

Core Skills Include the Following

- Robot kinematics and dynamics (R)
- Systems theory, signal processing and control (S)
- Computation and sensing (C)

Supplementary advanced skills may be obtained in specialized applications, such as space, medicine, or marine systems; or in one of the three core areas listed above.

The full minor course listing, provided below and available at [https://www.lcsr.jhu.edu/Robotics_Minor](https://www.lcsr.jhu.edu/Robotics_Minor), specifies which courses fulfill these requirements. Note that ALL core areas must be covered, but that ANY advanced/supplementary courses can be chosen from the list. This allows students to strike a balance between breadth and depth.

Requirements

An undergraduate qualifies for the minor provided he or she has taken at least 18 credits (at the 300-level or above, with a C- or above) from an approved list of courses available below and at [https://www.lcsr.jhu.edu/Robotics_Minor](https://www.lcsr.jhu.edu/Robotics_Minor) with the following requirements and restrictions:

- Between 6 and 12 credits chosen to cover the three core skills (R, S, C).
- At least 6 credits chosen from advanced supplementary skills (Sup).
- At least 3 credits of the 18 must be a laboratory course (Lab) (at least 15 hours of laboratory time that includes working with physical hardware and/or real data).
- At most 3 credits of the 18 can be an independent research or individual study with a faculty member on the list of approved faculty advisers.
- At least 6 credits must be primarily listed in a department other than the student’s home department (it is acceptable if such a course is cross-listed in the student’s home department).
- At most one course up to 3 credits (including independent research or individual study) may be taken S/U, but all other courses must be taken for a letter grade.

<table>
<thead>
<tr>
<th>Course Number/Title</th>
<th>Lab</th>
<th>R</th>
<th>S</th>
<th>C</th>
<th>Sup</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.520.353 Control Systems</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN.520.432 Medical Imaging Systems</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EN.520.433 Medical Image Analysis</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EN.520.454 Control Systems Design</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN.520.435 Digital Signal Processing</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN.520.414 Image Processing &amp; Analysis</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EN.520.415 Image Process &amp; Analysis II</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EN.520.424 FPGA Synthesis Lab/EN.520.425 FPGA Senior Projects Laboratory</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EN.520.448 Electronics Design Lab</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN.530.343 Design and Analysis of Dynamical Systems</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN.530.420 Robot Sensors/Actuators</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN.530.421 Mechatronics</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN.530.424 Dynamics of Robots and Spacecraft</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>EN.530.603 Applied Optimal Control</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EN.530.678 Nonlinear Control and Planning in Robotics</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EN.550.493 Mathematical Image Analysis</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EN.580.471 Principles of Design of BME Instrumentation</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN.580.472 Medical Imaging Systems</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The minor is continually monitored by a standing governance/oversight committee, currently comprised of the following faculty:

- Noah Cowan, Program Coordinator
- Greg Chirikjian, Program Committee Member
- Ralph Etienne-Cummings, Program Committee Member
- Gregory D. Hager, Program Committee Member
- Russ Taylor, Program Committee Member

The oversight of this minor, including curricular updates, falls to this committee. The minor is managed by the [faculty of the] Laboratory for Computational Sensing and Robotics (LCSR) [in collaboration with the academic departments and centers of the Whiting School of Engineering]

The minor is managed by faculty of the LCSR in collaboration with academic departments and centers of the Whiting School of Engineering. If you have suggestions/questions regarding the minor, please direct them to Prof. Noah Cowan.

### Minor in Computer Integrated Surgery

The Whiting School of Engineering offers a minor in Computer Integrated Surgery (CIS) for full-time, undergraduate students at Johns Hopkins. The minor is particularly well suited for students interested in computer integrated surgery issues who are majoring in a variety of disciplines including biomedical engineering, computer science, computer engineering, electrical engineering, and mechanical engineering. The minor provides formal recognition of the depth and strength of a student’s knowledge of the concepts fundamental to CIS beyond the minimal requirements of his/her major.

In order to minor in CIS, a student will require a minor adviser from the Engineering Research Center in Computer Integrated Surgical Systems and Technology (CISST ERC) in the Laboratory for Computational Sensing and Robotics. Current faculty members available as advisers include Professors Russell Taylor (CS), Greg Hager (CS), Jerry Prince (ECE), Ralph Etienne-Cummings (ECE), Louis Whitcomb (ME), Noah Cowan (ME), Marin Kobilarov (ME), Peter Kazanzides (CS), Iulian Iordachita (ME), and Emaid Docto (Radiology).

To satisfy the requirements for the minor in CIS, a student must have a fundamental background in computer programming and computer science, sufficient mathematical background, and also take a minimum of six courses (with a total of at least 18 credits, earning at least a C- in each course) directly related to the concepts relevant to CIS. These six CIS courses must include two fundamental CIS core courses, and four approved upper-level courses (300-level or above) to allow the student to pursue an advanced CIS topic in depth. The additional four upper-level courses must include at least one course designated as an "imaging" course or one course designated as a "robotics" course, as discussed below.

### Required Fundamental Computer Science Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.600.107</td>
<td>Introductory Programming in Java</td>
<td>3</td>
</tr>
<tr>
<td>EN.600.226</td>
<td>Data Structures</td>
<td></td>
</tr>
</tbody>
</table>

Or equivalent experience determined by your CIS minor adviser.

### Required Fundamental Mathematics Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.110.108</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>or AS.110.106</td>
<td>Calculus I</td>
<td></td>
</tr>
</tbody>
</table>
AS.110.109  Calculus II (For Physical Sciences and Engineering)  4
or AS.110.107  Calculus II (For Biological and Social Science)

AS.110.202  Calculus III  4
or AS.110.211  Honors Multivariable Calculus

EN.550.291  Linear Algebra and Differential Equations  4
or AS.110.201  Linear Algebra
or AS.110.212  Honors Linear Algebra

Each math requirement listed above may be satisfied by one of the specific courses listed, or by an equivalent course as determined by CIS advisor.

**Required Fundamental Computer Integrated Surgery Courses**

- EN.600.445 Computer Integrated Surgery I
- A design course in CIS. Either EN.600.446 Computer Integrated Surgery II or a design course in biomedical engineering, electrical and computer engineering, or mechanical engineering with substantial CIS content approved by the student’s faculty adviser in the CIS minor.

**Required Four Other Courses Related to CIS**

Students must also complete at least four other courses related to CIS. Of these, AT LEAST ONE must be in EITHER the Imaging Subgroup or the Robotics Subgroup.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN.600.461</td>
<td>Computer Vision</td>
<td>3</td>
</tr>
<tr>
<td>EN.600.661</td>
<td>Computer Vision</td>
<td>3</td>
</tr>
<tr>
<td>EN.520.414</td>
<td>Image Processing &amp; Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EN.520.432/</td>
<td>Medical Imaging Systems</td>
<td>3</td>
</tr>
<tr>
<td>EN.580.472</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN.520.433</td>
<td>Medical Image Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EN.530.420</td>
<td>Robot Sensors/Actuators</td>
<td>4</td>
</tr>
<tr>
<td>EN.530.421</td>
<td>Mechatronics</td>
<td>3</td>
</tr>
<tr>
<td>EN.530.603</td>
<td>Applied Optimal Control</td>
<td></td>
</tr>
<tr>
<td>EN.530.646</td>
<td>Robot Devices, Kinematics, Dynamics, and Control</td>
<td></td>
</tr>
<tr>
<td>EN.600.436/.636</td>
<td>Algorithms for Sensor-Based Robotics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Other**

- EN.580.471  Principles of Design of BME Instrumentation  4
- EN.520.448  Electronics Design Lab  3
- EN.520.425  FPGA Senior Projects Laboratory  3
- EN.600.476  Machine Learning: Data to Models  3

Please visit http://lcsr.jhu.edu/computer-integrated-surgery-minor/ for current course listing.

**Robotics M.S.E. Program**

For complete M.S.E. information, visit https://www.lcsr.jhu.edu/MSE

Most students will complete the program in three or four full-time semesters.

Goals of robotics research and education are to conduct engineering and science teaching and research to develop next generation, intelligent devices, platforms, vehicles, and other products, and to create new understandings of the world, with emphasis on biological systems. These applications appear in many areas including medicine, manufacturing, space exploration, disaster recovery, ordinance disposal, deep-sea navigation, home care, and home automation.

**Application Requirements for the M.S.E. in Robotics degree**

- Bachelor’s degree in engineering, science, or math. (Or demonstrated knowledge or accomplishment in these fields.)
- Graduate application
- Statement of Purpose
- Transcripts: unofficial ones uploaded; officials ones sent to the following address:
  
  Johns Hopkins University  
  The Graduate Admissions Office  
  Full time Graduate Studies in Arts and Sciences  
  28 Shriver Hall  
  3400 North Charles Street  
  Baltimore, MD 21218

- Graduate Record Examination (GRE). Current JHU students may request that this requirement be waived. Such requests will be judged on a case-by-case basis.
- TOEFL or IELTS for international applicants.
- Three letters of reference

The Admissions Committee, in making its final decisions, will consider the combination of professional knowledge, academic excellence, letters of reference, and the statement of purpose, as well as GRE, TOEFL, and IELTS scores of the applicants.

**M.S.E. Program Prerequisites**

**Math and Physics Proficiency Prerequisites**

Proficiency in undergraduate mathematics and physics is expected for all M.S.E. students in the robotics program. This will include the following:

- Multivariable integral and differential calculus
- Linear algebra
- Ordinary differential equations
- Physics – undergraduate calculus-based mechanics, electricity, and magnetism.
- Probability and statistics

This proficiency will be assumed in the prerequisites for the core courses.

**Computing Proficiency Prerequisites**

Proficiency in computer programming is expected for all M.S.E. students in the robotics program. This will include the following:
• Basic numerical methods using existing programming environments.
• The ability to write well-structured and documented programs in a standard programming language such as C++, Java, or MATLAB.

M.S.E. Degree Requirements
All incoming M.S.E. students will be assigned an M.S.E. Academic Advisor.

• Course Requirements:
  • Course Option: 10 credit-bearing courses that total at least 30 credit-hours.
  • Essay Option: 8 credit-bearing courses that total at least 24 credit-hours and a Master’s Essay supervised by a WSE faculty member who has been approved by the Robotics M.S.E. Curriculum Committee to serve as a faculty advisor.

No more than 2 of these courses may be at the undergraduate level as defined by the offering department/center. All courses counted toward the M.S.E. degree requirements must be at the 300-level or above. Non-credit courses such as the weekly seminar courses offered by LCSR and Departments may not count toward this course requirement.

• Foundation Course Requirements: Two core courses, weekly seminar course, and systems/implementation requirement.
• Track Course Requirement: Four courses fulfilling one of the following track requirements:
  • Track in Medical Robotics and Computer Integrated Surgical Systems
  • Track in Perception and Cognitive Systems
  • Track in Automation Science and Engineering
  • Track in Control and Dynamical Systems

Courses counted toward the track requirement may not be used to satisfy the elective requirement.

• Elective Course Requirement: Four courses, or two courses and a M.S.E. Essay, fulfilling the elective requirement. Courses may be any engineering or quantitative (designated E or Q in the course catalog) course, subject to the degree requirement limitations, as approved by the student’s M.S.E. academic adviser. Courses counted toward the elective requirement may not be used to satisfy the track requirements.

• Academic Ethics: online tutorial required for all incoming M.S.E. students.

AS.360.625 Responsible Conduct of Research (online); Online tutorial required for all incoming MSE students.

AS.360.625 Responsible Conduct of Research (in-person); may be required for certain research projects. More information: (http://eng.jhu.edu/wse/page/conduct-of-research-training).

• Course Grade Requirement: A course is satisfactorily completed if a grade from A+ to C- is obtained. No more than one C+, C, or C- can be counted toward the degree requirements. A grade of D or F or second C+, C, or C- grade results in probation. A second D or F, or a third C+, C, or C- grade results in termination from the program.

• Transfer Courses: Standard WSE policy and limitations on M.S.E. transfer credits apply (http://eng.jhu.edu/graduate-studies/academic-policies-procedures-graduate). In addition, use of each transfer course toward satisfaction of a specific Robotics M.S.E. degree requirement must be approved in writing by both the student’s faculty advisor and the Robotics M.S.E. Curriculum Committee.

• Double Counting: Standard WSE policy and limitations on double counting apply (http://eng.jhu.edu/wse/page/graduate-double-counting).
• Duration: Students must complete degree within 5 years from matriculation in the M.S.E. program. University-approved leave of absence does not count toward this limit.

• Graduate Research Courses: No more than one 1-semester graduate research course (e.g., EN.530.600 MSE Graduate Research) may be counted toward degree requirements.

• No more than 2 WSE Engineering for Professionals (EP) Courses may count toward the M.S.E. degree elective requirements if they are approved in writing by the student’s faculty advisor.

• Residency Requirement: Minimum residency of two full-time academic terms at WSE.

For complete M.S.E. information, visit https://www.lcsr.jhu.edu/MSE

Courses
AS.080.810. Readings/Systems Neuro I.
This is a graduate-level seminar series on current literature in systems neuroscience. It also serves as a discussion group/journal club for students and faculty at the Krieger Mind/Brain Institute, and is open to the wider systems/cognitive neuroscience community at Homewood and other Hopkins campuses. Each week, a student or faculty member will present a recent article selected in consultation with the course directors. The selected readings will focus on the neural mechanisms of perception, attention, motor behavior, learning and memory. Pass/Fail only. Permission required for undergraduate students.
Instructor(s): E. Niebur; V. Stuphorn.

AS.110.106. Calculus I.
Differential and integral calculus. Includes analytic geometry, functions, limits, integrals and derivatives, introduction to differential equations, functions of several variables, linear systems, applications for systems of linear differential equations, probability distributions. Many applications to the biological and social sciences will be discussed.
Instructor(s): J. Zhu
Area: Quantitative and Mathematical Sciences.

AS.110.107. Calculus II (For Biological and Social Science).
Differential and integral calculus. Includes analytic geometry, functions, limits, integrals and derivatives, introduction to differential equations, functions of several variables, linear systems, and applications for systems of linear differential equations, probability distributions.
Instructor(s): B. Dodson
Area: Quantitative and Mathematical Sciences.

AS.110.108. Calculus I.
Differential and integral calculus. Includes analytic geometry, functions, limits, integrals and derivatives, polar coordinates, parametric equations, Taylor’s theorem and applications, infinite sequences and series.
Instructor(s): J. Bernstein
Area: Quantitative and Mathematical Sciences.
AS.110.109. Calculus II (For Physical Sciences and Engineering). Differential and integral calculus. Includes analytic geometry, functions, limits, integrals and derivatives, polar coordinates, parametric equations, Taylor's theorem and applications, infinite sequences and series. Some applications to the physical sciences and engineering will be discussed, and the courses are designed to meet the needs of students in these disciplines. Instructor(s): J. Gell-redman Area: Quantitative and Mathematical Sciences.

AS.110.202. Calculus III. Calculus of functions of more than one variable: partial derivatives, and applications; multiple integrals, line and surface integrals; Green's Theorem, Stokes' Theorem, and Gauss' Divergence Theorem. Prerequisites: Grade of C- or better in AS.110.107 OR AS.110.109 OR AS.110.113, or a 5 or better on the AP BC exam. Instructor(s): V. Pingali Area: Quantitative and Mathematical Sciences.

AS.110.211. Honors Multivariable Calculus. This course includes the material in AS.110.202 with some additional applications and theory. Recommended for mathematically able students majoring in physical science, engineering, or especially mathematics. AS.110.211-AS.110.212 used to be an integrated yearlong course, but now the two are independent courses and can be taken in either order. Prerequisites: Pre/Co-Requisite: 110.201 or 110.212 Instructor(s): Y. Zhang Area: Quantitative and Mathematical Sciences.

AS.110.212. Honors Linear Algebra. This course includes the material in AS.110.201 with some additional applications and theory. Recommended for mathematically able students majoring in physical science, engineering, or mathematics. AS.110.211-AS.110.212 used to be an integrated yearlong course, but now the two are independent courses and can be taken in either order. This course satisfies a requirement for the math major that its non-honors sibling does not. Prerequisites: Grade of B+ or better in 110.107 or 110.109 or 110.113, or a 5 on the AP BC exam. Instructor(s): S. Zucker Area: Quantitative and Mathematical Sciences.

EN.500.410. Surgery For Engineers. Perm Req'd. Students must apply for this course - contact Cynthia Ramey at cramey@jhu.edu Instructor(s): M. Marohn; R. Kumar Area: Engineering, Natural Sciences.

EN.500.745. Seminar in Computational Sensing and Robotics. Seminar series in robotics. Topics include: Medical robotics, including computer-integrated surgical systems and image-guided intervention. Sensor based robotics, including computer vision and biomedical image analysis. Algorithmic robotics, robot control and machine learning. Autonomous robotics for monitoring, exploration and manipulation with applications in home, environmental (land, sea, space), and defense areas. Biorobotics and biomechanics, including devices, algorithms and approaches to robotics inspired by principles in biomechanics and neuroscience. Human-machine systems, including haptic and visual feedback, human perception, cognition and decision making, and human-machine collaborative systems. Cross-listed Mechanical Engineering, Computer Science, Electrical and Computer Engineering, and Biomedical Engineering. Instructor(s): L. Whitcomb; N. Cowan; P. Kazanzides; R. Etienne Cummings; R. Vidal.

EN.520.353. Control Systems. Modeling, analysis, and an introduction to design for feedback control systems. Topics include state equation and transfer function representations, stability, performance measures, root locus methods, and frequency response methods (Nyquist, Bode). Prerequisites: Prereqs: EN.530.343 AND EN.520.214 Instructor(s): D. Tarraf Area: Engineering.

EN.520.414. Image Processing & Analysis. The course covers fundamental methods for the processing and analysis of images and describes standard and modern techniques for the understanding of images by humans and computers. Topics include elements of visual perception, sampling and quantization, image transforms, image enhancement, color image processing, image restoration, image segmentation, and multiresolution image representation. Laboratory exercises demonstrate key aspects of the course. Prerequisites: EN.520.214. Instructor(s): J. Goutsias Area: Engineering.

EN.520.415. Image Process & Analysis II. This course covers fundamental methods for the processing and analysis of images and describes standard and modern techniques for the understanding of images by morphological image processing and analysis, image representation and description, image recognition and interpretation. Prerequisites: EN.520.414 Instructor(s): J. Goutsias Area: Engineering.

EN.520.427. Product Design Lab. This project-based course is designed to help students learn how to turn their ideas into commercial products. In the first half of the course, emphasis will be placed on the product development process; student teams will gradually build up a complete “contract book” including a mission statement, competitive analysis, patent review, product specifications, system schematics, economic analysis, development schedule, etc. In the second half of the course, each team will be expected to implement its design and demonstrate a prototype of their product’s core functionality. At the end of the semester, a final written report will be submitted in the form of a utility patent. Students are encouraged to take this course in conjunction with Electronic Design Lab (ECE 520.448) in the Spring semester and leverage the groundwork developed here to enable production of a fully functional and marketable prototype by the end of the academic year. Instructor(s): P. Poulquin Area: Engineering.

EN.520.432. Medical Imaging Systems. An introduction to the physics, instrumentation, and signal processing methods used in general radiography, X-ray computed tomography, ultrasound imaging, magnetic resonance imaging, and nuclear medicine. The primary focus is on the methods required to reconstruct images within each modality, with emphasis on the resolution, contrast, and signal-to-noise ratio of the resulting images. Co-listed as EN.580.472 Prerequisites: EN.580.222 OR EN.520.214 Instructor(s): J. Prince Area: Engineering.
EN.520.433. Medical Image Analysis.
This course covers the principles and algorithms used in the processing and analysis of medical images. Topics include, interpolation, registration, enhancement, feature extraction, classification, segmentation, quantification, shape analysis, motion estimation, and visualization. Analysis of both anatomical and functional images will be studied and images from the most common medical imaging modalities will be used. Projects and assignments will provide students experience working with actual medical imaging data.
Prerequisites: EN.520.432 OR EN.580.472 OR EN.550.310 OR EN.550.311
Instructor(s): J. Prince
Area: Engineering.

Methods for processing discrete-time signals. Topics include signal and system representations, z-transforms, sampling, discrete Fourier transforms, fast Fourier transforms, digital filters.
Prerequisites: EN.520.214.
Instructor(s): H. Weinert
Area: Engineering.

EN.520.448. Electronics Design Lab.
An advanced laboratory course in which teams of students design, build, test and document application specific information processing microsystems. Semester long projects range from sensors/actuators, mixed signal electronics, embedded microprocessors, algorithms and robotics systems design. Demonstration and documentation of projects are important aspects of the evaluation process. Recommended:
EN.600.333, EN.600.334, EN.520.372, EN.520.490 or EN.520.491.
Prerequisites: EN.520.345 or equivalent Recommended:
600.333, 600.334, 520.216, 520.349, 520.372, 520.490 or 520.491.; Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): R. Etienne Cummings
Area: Engineering, Natural Sciences.

EN.520.454. Control Systems Design.
Classical and modern control systems design methods. Topics include formulation of design specifications, classical design of compensators, state variable and observer based feedback. Computers are used extensively for design, and laboratory experiments are included.
Instructor(s): P. Iglesias
Area: Engineering, Natural Sciences.

EN.520.491. CAD Design of Digital VLSI Systems I (Seniors/Grads).
Seniors and Graduate Students Only
Instructor(s): R. Etienne Cummings
Area: Engineering.

EN.520.761. Large Scale Analog Compt.
Instructor(s): A. Andreou; R. Etienne Cummings.

EN.530.343. Design and Analysis of Dynamical Systems.
Modeling and analysis of damped and undamped, forced and free vibrations in single and multiple degree-of-freedom linear dynamical systems. Introduction to stability and control of linear dynamical systems.
Prerequisites: Prereq: (110.108 and 110.109 and (110.202 or 110.211) and ((550.291) or (110.201 and 110.302) or (110.201 and 110.306)), and C- or better or concurrent enrollment in 530.202 or 560.202. MechE Majors must also have taken 530.241; Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): S. Marra
Area: Engineering.

The course outlines a modern design platform for 3D modeling, analysis, simulation, and manufacturing of mechanical systems using the “Pro/E” package by PTC. The package includes the following components: • Pro/ENGINEER: is the kernel of the design process, spanning the entire product development, from creative concept through detailed product definition to serviceability. • Pro/MECHANICA: is the main analysis and simulation component for kinematic, dynamic, structural, thermal and durability performance. • Pro/NC: is a numeric-control manufacturing package. This component provides NC programming capabilities and tool libraries. It creates programs for a large variety of CNC machine tools.
Instructor(s): D. Stoianovici
Area: Engineering.

EN.530.420. Robot Sensors/Actuators.
Introduction to modeling and use of actuators and sensors in mechatronic design. Topics include electric motors, solenoids, micro-actuators, position sensors, and proximity sensors.
Prerequisites: (171.101 and 171.102 or 530.103 and 530.104), and 110.108 and 110.109, and (110.202 or 110.211), and (550.291 or AS.110.302) and (EN.530.241 or EN.530.345)
Instructor(s): D. Kraemer
Area: Engineering.

EN.530.421. Mechatronics.
Students from various engineering disciplines are divided into groups of two to three students. These groups each develop a microprocessor-controlled electromechanical device, such as a mobile robot. The devices compete against each other in a final design competition. Topics for competition vary from year to year. Class instruction includes fundamentals of mechanism kinematics, creativity in the design process, an overview of motors and sensors, and interfacing and programming microprocessors.
Prerequisites: EN.530.420 or EN.520.240 or permission of instructor; Students must have completed Lab Safety training prior to registering for this class.
Instructor(s): C. Rizk
Area: Engineering.
EN.530.424. Dynamics of Robots and Spacecraft.
An introduction to Lagrangian mechanics with application to robot and spacecraft dynamics and control. Topics include rigid body kinematics, efficient formulation of equations of motion, stability theory, and Hamilton's principle.
Instructor(s): G. Chirikjian
Area: Engineering.

EN.530.420. Robot Sensors/Actuators.
Introduction to modeling and use of actuators and sensors in mechatronic design. Topics include electric motors, solenoids, micro-actuators, position sensors, and proximity sensors.
Prerequisites: (171.101 and 171.102 or 530.103 and 530.104), and 110.108 and 110.109, and (110.202 or 110.211), and (EN.550.291 or AS.110.302) and (EN.530.241 or EN.520.345)
Instructor(s): D. Kraemer
Area: Engineering.

EN.530.454. Manufacturing Engineering.
An introduction to the various manufacturing processes used to produce metal and nonmetal components. Topics include casting, forming and shaping, and the various processes for material removal including computer-controlled machining. Simple joining processes and surface preparation are discussed. Economic and production aspects are considered throughout. Open only to seniors in Mechanical Engineering and Engineering Mechanics and other majors at all levels.
Instructor(s): Y. Ronzhes
Area: Engineering.

EN.530.495. Microfabrication Laboratory.
This laboratory course is an introduction to the principles of microfabrication for microelectronics, sensors, MEMS, and other synthetic microsystems that have applications in medicine and biology. Course comprised of laboratory work and accompanying lectures that cover silicon oxidation, aluminum evaporation, photoresist deposition, photolithography, plating, etching, packaging, design and analysis CAD tools, and foundry services. Seniors only or Permission Required.
Instructor(s): A. Andreou; J. Wang
Area: Engineering, Natural Sciences.

EN.530.646. Robot Devices, Kinematics, Dynamics, and Control.
Graduate-level introduction to the mechanics of robotic systems with emphasis on the mathematical tools for kinematics and dynamics of robot arms and mobile robots. Topics include the geometry and mathematical representation of rigid body motion, forward and inverse kinematics of articulated mechanical arms, trajectory generation, manipulator dynamics, actuation, and design issues, manipulator control, and additional special topics. Recommended course background: multivariable integral and differential calculus, classical physics, linear algebra, ordinary differential equations.
Programming: Knowledge of the Matlab programming language including data input/output, 1-D and 2-D arrays, and user-defined function calls. Students with experience with these language elements in other programming languages (C, C++, Python, Java, etc.) should be able to self-tutor themselves in the Matlab language as part of the programming exercises.
Instructor(s): N. Cowan.

This course is a survey of group theory with an emphasis on applications in mechanical design research. In particular, the representation theory of finite groups, compact Lie groups, and certain noncompact unimodular groups is reviewed, and Fourier analysis on these groups is used as a tool in design problems. The concentration is on applications in CAD, discrete and computational geometry, and robotics. Specific applications include modern interpolation, deformation of solid models, and pattern matching.
Instructor(s): G. Chirikjian.

EN.530.653. Advanced Systems Modeling.
This course covers the following topics at an advanced level: Newton's laws and kinematics of systems of particles and rigid bodies; Lagrange's equations for single- and multi-degree-of-freedom systems composed of point masses; normal mode analysis and forced linear systems with damping, the matrix exponential and stability theory for linear systems; nonlinear equations of motion: structure, passivity, PD control, noise models and stochastic equations of motion; manipulator dynamics: Newton-Euler formulation, Langrange, Kane's formulation of dynamics, computing torques with O(n) recursive manipulator dynamics; Luh-Walker-Paul, Hollerbach, O(n) dynamic simulation: Rodrigues-Jain-Kreutz, Saha, Fixman. There is also an individual course project that each student must do which related the topics of this course to his or her research.
Instructor(s): G. Chirikjian.

EN.530.660. Computational Analysis of Stochastic Processes.
This class will cover stochastic processes (including both discrete and continuous time, and including both discrete and continuous state), leading to a rigorous treatment of stochastic differential equations and filtering, emphasizing computation. The class will draw from examples relevant to engineering, such as the Kalman filter. The course will comprehensively, but rapidly review all needed material in probability and statistics.
Prerequisites: 580.616 or 530.616 Linear Dynamical Systems.

EN.530.661. Applied Mathematics for Engineering.
This course presents a broad survey of the basic mathematical methods used in the solution of ordinary and partial differential equations: linear algebra, vector calculus, power series, Fourier series, separation of variables, integral transforms.
Instructor(s): M. Hilpert.

EN.530.676. Locomotion in Mechanical and Biological Systems.
This is a course on the mechanics of locomotion in animals and machines (particularly bio-inspired and biomimetic robots). It will introduce you to the breadth of diverse topics within the field of animal and robot locomotion. We will discuss why animals move amazingly well in all kinds of environments, how they have inspired some highly successful machines, and yet why the majority of robots still struggle in environments that are only modestly complex. Terrestrial, aerial, and aquatic locomotion will be discussed, with numerous examples. General principles and integration of knowledge from engineering, biology, and physics will be emphasized. Students from ME and other departments are welcome. Please visit http://li.me.jhu.edu/teaching for updated information.
Instructor(s): C. Li.
EN.550.291. Linear Algebra and Differential Equations.
An introduction to the basic concepts of linear algebra, matrix theory, and differential equations that are used widely in modern engineering and science. Intended for engineering and science majors whose program does not permit taking both AS.110.201 and AS.110.302.
Prerequisites: (AS.110.106 OR AS.110.108) AND (AS.110.107 OR AS.110.109)
Instructor(s): B. Castello
Area: Engineering, Quantitative and Mathematical Sciences.

Study in depth of a special mathematical or computational area of operations research, or a particular application area. Recent topics: decision theory, mathematical finance, optimization software.
Instructor(s): B. Castello
Area: Engineering, Quantitative and Mathematical Sciences.

EN.550.493. Mathematical Image Analysis.
This course gives an overview of various mathematical methods related to several problems encountered in image processing and analysis, and presents numerical schemes to address them. It will focus on problems like image denoising and deblurring, contrast enhancement, segmentation and registration. The different mathematical concepts shall be introduced during the course; they include in particular functional spaces such as Sobolev and BV, Fourier and wavelet transforms, as well as some notions from convex optimization and numerical analysis. Most of such methods will be illustrated with algorithms and simulations on discrete images, using MATLAB.
Prerequisites: linear algebra, multivariate calculus, basic programming in MATLAB. Recommended Course Background: Real analysis
Prerequisites: (AS.110.202 OR AS.110.211) AND (EN.550.291 OR AS.110.201 OR AS.110.212)
Instructor(s): N. Charon
Area: Engineering, Quantitative and Mathematical Sciences.

This course considers algorithms for solving various nonlinear constrained optimization problems and, in parallel, develops the supporting theory. Topics include: necessary and sufficient optimality conditions for constrained optimization; projected-gradient and two-phase accelerated subspace methods for bound-constrained optimization; simplex, interior-point, Bender’s decomposition, and the Dantzig-Wolfe decomposition methods for linear programming; duality theory; penalty, augmented Lagrangian, sequential quadratic programming, and interior-point methods for general nonlinear programming. In addition, we will consider the Alternating Direction Method of Multipliers (ADMM), which is applicable to a huge range of problems including sparse inverse covariance estimation, consensus, and compressed sensing.
Instructor(s): S. Arguillere.

This core design course will cover lectures and hands-on labs. The material covered will include fundamentals of biomedical sensors and instrumentation, FDA regulations, designing with electronics, biopotentials and ECG amplifier design, recording from heart, muscle, brain, etc., diagnostic and therapeutic devices (including pacemakers and defibrillators), applications in prosthetics and rehabilitation, and safety. The course includes extensive laboratory work involving circuits, electronics, sensor design and interface, and building complete biomedical instrumentation. The students will also carry out design challenge projects, individually or in teams (examples include “smart cane for blind,” “computer interface for quadriplegic”). Students satisfying the design requirement must also register for EN.580.571.
Lab Fee: $150. Recommended Course Background: EN.520.345
Instructor(s): N. Thakor
Area: Engineering, Natural Sciences.

An introduction to the physics, instrumentation, and signal processing methods used in general radiography, X-ray computed tomography, ultrasound imaging, magnetic resonance imaging, and nuclear medicine. The primary focus is on the methods required to reconstruct images within each modality, with emphasis on the resolution, contrast, and signal-to-noise ratio of the resulting images. Cross-listed with Neuroscience and Electrical and Computer Engineering (EN.520.432).
Prerequisites: EN.580.222 OR EN.520.214
Instructor(s): J. Prince
Area: Engineering.

EN.600.226. Data Structures.
This course covers the design and implementation of data structures including collections, sequences, trees, and graphs. Other topics include sorting, searching, and hashing. Course work involves both written homework and Java programming assignments. Recommended Course Background: AP CS, EN.600.107, EN.600.111, EN.600.112 or equivalent.
Instructor(s): B. Langmead; S. More
Area: Engineering.

This core design course will cover lectures and hands-on labs. The material covered will include fundamentals of biomedical sensors and instrumentation, FDA regulations, designing with electronics, biopotentials and ECG amplifier design, recording from heart, muscle, brain, etc., diagnostic and therapeutic devices (including pacemakers and defibrillators), applications in prosthetics and rehabilitation, and safety. The course includes extensive laboratory work involving circuits, electronics, sensor design and interface, and building complete biomedical instrumentation. The students will also carry out design challenge projects, individually or in teams (examples include “smart cane for blind,” “computer interface for quadriplegic”). Students satisfying the design requirement must also register for EN.580.571.
Lab Fee: $150. Recommended Course Background: EN.520.345
Instructor(s): N. Thakor
Area: Engineering, Natural Sciences.

An introduction to the physics, instrumentation, and signal processing methods used in general radiography, X-ray computed tomography, ultrasound imaging, magnetic resonance imaging, and nuclear medicine. The primary focus is on the methods required to reconstruct images within each modality, with emphasis on the resolution, contrast, and signal-to-noise ratio of the resulting images. Cross-listed with Neuroscience and Electrical and Computer Engineering (EN.520.432).
Prerequisites: EN.580.222 OR EN.520.214
Instructor(s): J. Prince
Area: Engineering.

EN.600.226. Data Structures.
This course covers the design and implementation of data structures including collections, sequences, trees, and graphs. Other topics include sorting, searching, and hashing. Course work involves both written homework and Java programming assignments. Recommended Course Background: AP CS, EN.600.107, EN.600.111, EN.600.112 or equivalent.
Instructor(s): B. Langmead; S. More
Area: Engineering.

EN.600.435. Artificial Intelligence.
Students may receive credit for EN.600.335 or EN.600.435, not both. Graduate level version of EN.600.335 [Applications]. Prerequisite: EN.600.226, EN.550.171; Recommended: linear algebra, prob/stat.
Instructor(s): P. Koehn
Area: Engineering.
This course surveys the development of robotic systems for navigating in an environment from an algorithmic perspective. It will cover basic kinematics, configuration space concepts, motion planning, and localization and mapping. It will describe these concepts in the context of the ROS software system, and will present examples relevant to mobile platforms, manipulation, robotics surgery, and human-machine systems. [Analysis] Formerly EN.600.336. Students may receive credit for only one of EN.600.336, EN.600.436 and EN.600.636.
Prerequisites: EN.600.226 and Linear Algebra and Probability; Students may receive credit for only one of EN.600.336, EN.600.436 and EN.600.636.
Instructor(s): S. Leonard
Area: Engineering.

This course focuses on computer-based techniques, systems, and applications exploiting quantitative information from medical images and sensors to assist clinicians in all phases of treatment from diagnosis to preoperative planning, execution, and follow-up. It emphasizes the relationship between problem definition, computer-based technology, and clinical application and includes a number of guest lectures given by surgeons and other experts on requirements and opportunities in particular clinical areas. Required Course Background: AS.110.201 or permission of instructor. Recommended Course Background: EN.600.226, EN.600.457, EN.600.461, image processing.
Prerequisites: EN.600.226
Instructor(s): R. Taylor
Area: Engineering.

EN.600.446. Computer Integrated Surgery II.
This weekly lecture/seminar course addresses similar material to EN.600.445, but covers selected topics in greater depth. In addition to material covered in lectures/seminars by the instructor and other faculty, students are expected to read and provide critical analysis of presentations of selected papers in recitation sessions. Students taking this course are required to undertake and report on a significant term project under the supervision of the instructor and clinical end users. Typically, this project is an extension of the term project from EN.600.445, although it does not have to be. Grades are based both on the project and on classroom recitations. Students wishing to attend the weekly lectures as a 1-credit seminar should sign up for EN.600.452. Students may also take this course as EN.600.646. The only difference between EN.600.446 and EN.600.646 is the level of project undertaken. Typically, EN.600.646 projects require a greater degree of mathematical, image processing, or modeling background. Prospective students should consult with the instructor as to which course number is appropriate. [Applications] Students may receive credit for EN.600.446 or EN.600.646, but not both.
Prerequisites: Prereq for EN.600.446: EN.600.445 or EN.600.645 or permission
Instructor(s): R. Taylor
Area: Engineering.

EN.600.461. Computer Vision.
This course gives an overview of fundamental methods in computer vision from a computational perspective. Methods studied include: camera systems and their modelling, computation of 3-D geometry from binocular stereo, motion, and photometric stereo; and object recognition. Edge detection and color perception are covered as well. Elements of machine vision and biological vision are also included. Students may receive credit for at most one of EN.600.361 or EN.600.461 or EN.600.661. [Applications] Prerequisites (soft): intro programming, linear algebra, and prob/stat.
Prerequisites: If you have completed EN.600.361 OR EN.600.661 you cannot enroll in EN.600.461.
Instructor(s): A. Reiter
Area: Engineering, Quantitative and Mathematical Sciences.

This course takes an application driven approach to current topics in machine learning. The course covers supervised learning (classification/structured prediction/regression/ranking), unsupervised learning (dimensionality reduction, bayesian modeling, clustering) and semi-supervised learning. Additional topics may include reinforcement learning and learning theory. The course will also consider challenges resulting from learning applications, such as transfer learning, multitask learning and large datasets. We will cover popular algorithms (naive Bayes, SVM, perceptron, HMM, winnow, LDA, k-means, maximum entropy) and will focus on how statistical learning algorithms are applied to real world applications. Students in the course will implement several learning algorithms and develop a learning system for a final project. [Applications] Recommended Course Background: multivariate calculus.
Instructor(s): I. Shpitser
Area: Engineering.

Graduate level version of EN.600.436 (see description above). Formerly EN.600.436. Students may receive credit for only one of EN.600.336, EN.600.436 or EN.600.636. Recommended Course Background: EN.600.226, AS.110.106, and Prob/Stat.
Prerequisites: Students may receive credit for only one of EN.600.336, EN.600.436 and EN.600.636.
Instructor(s): S. Leonard.

EN.600.646. Computer Integrated Surgery II.
Students may receive credit for EN.600.446 or EN.600.646, but not both. Advanced version of EN.600.446. [Applications]
Prerequisites: EN.600.445 OR EN.600.645 OR PERMISSION OF INSTRUCTOR
Instructor(s): R. Taylor.

EN.600.660. FFT in Graphics & Vision.
In this course, we will study the Fourier Transform from the perspective of representation theory. We will begin by considering the standard transform defined by the commutative group of rotations in 2D and translations in two- and three-dimensions, and will proceed to the Fourier Transform of the non-commutative group of 3D rotations. Subjects covered will include correlation of images, shape matching, computation of invariances, and symmetry detection. Recommended Course Background: AS.110.201 and comfort with mathematical derivations.
Instructor(s): M. Kazhdan.
EN.600.661. Computer Vision.
Graduate version of EN.600.461. Students may receive credit for at most one of EN.600.361 or EN.600.461 or EN.600.661. [Applications]
Prerequisites (soft): intro programming, linear algebra, and prob/stat.
Prerequisites: If you have completed EN.600.361 OR EN.600.461 you cannot enroll for EN.600.661.
Instructor(s): A. Reiter.

For current faculty and contact information go to https://www.lcsr.jhu.edu/Faculty

Faculty

Professors

Gregory Chirikjian

Ralph Etienne-Cummings
Professor (Electrical and Computer Engineering): Neuromorphic Computational Sensing and Integrated Microsystems; Courses: CAD Design of Digital VLSI Systems, Electronics Design Laboratory, Product Design Laboratory, Large Scale Analog Computation.

Gregory Hager
Professor (Computer Science): Computer Vision, Human-Machine Systems, Medical Applications; Courses: Computer Vision, Artificial Intelligence, Algorithms for sensor-based robotics.

Nassir Navab
Professor (Computer Science): Robotics, Vision and Graphics Group

Jerry Prince
Professor (Electrical and Computer Engineering): Medical Imaging and Computer Vision; Courses: Medical Imaging Systems.

Russell Taylor
Professor (Computer Science): Medical Robotics and Computer-Integrated Interventional Systems, Medical Imaging and Modeling; Courses: Computer Integrated Surgery I & II.

Louis Whitcomb

Associate Professors

Mehran Armand
Robotics Faculty with Secondary Appointments in the Whiting School of Engineering: Associate Research Professor (Applied Physics Laboratory): Medical Robotics and Computer-Integrated Interventional Systems; Biomechanics; Courses: Kinematics and Dynamics of Robots, Robot Control.

Noah Cowan
Associate Professor (Mechanical Engineering): Robotics, Dynamics, Controls, Locomotion, System Identification.

Rene Vidal
Associate Professor (Biomedical Engineering): Biomedical Imaging, Computer Vision and Machine Intelligence; Courses: Introduction to Linear Systems, Advanced Topics in Computer Vision, Advanced Topic in Machine Learning.

Assistant Professors

Emad Docteur
Robotics Faculty with Secondary Appointments in the Whiting School of Engineering: Assistant Professor (Radiology): Interventional Ultrasound.

Deniece Gayme
Assistant Professor (Mechanical Engineering): Dynamics and control of nonlinear, networked and spatially distributed systems. Applications include: the electric power grid, wall turbulence and wind farms. Courses: Nonlinear Dynamical Systems, Energy Systems Analysis.

Marin Kobilarov
Assistant Professor (Mechanical Engineering): Computational Dynamical Systems, Robot Control and Motion Planning; Courses: Nonlinear control and planning in robotics.

Suchi Saria
Assistant Professor (Computer Science): Computational healthcare; machine learning; probabilistic graphical models; human-centric dynamical systems.

Research Professor

Peter Kazanzides
Research Professor (Computer Science): Medical Robotics; Space Robots; Software Systems and Architectures; Robot Control Systems.

Associate Research Professor

Iulian Iordachita
Associate Research Professor (Mechanical Engineering): Medical Robotics; Mechanical Design

Assistant Research Professor

Austin Reiter
Assistant Professor (Computer Science)
Faculty Listings

Select the school faculty tab to view a listing of Johns Hopkins University faculty on the Homewood campus in the Schools of Arts and Sciences and Engineering.

For the most current listing of faculty, please visit individual department pages.

*In listing the members of the teaching staff of the School of Arts and Sciences, the date in parentheses indicates the year of original appointment. Joint appointments or directorships are listed last.*

Emeritus Faculty

Professors Emeriti

John Baldwin, Ph.D.
Charles Homer Haskins Professor Emeritus History

Charles Albro Barker, Ph.D.
American History

Stephen Barker, Ph.D.
Philosophy

John Barth, M.A.
The Writing Seminars

Michael Beer, Ph.D.
Biophysics

Maurice Bessman, Ph.D.
Biology

John Boardman, Ph.D.
Mathematics

Luigi Burzio, Ph.D.
Cognitive Science

Chih Yung Chien, Ph.D.
Physics and Astronomy

Carl F. Christ, Ph.D.
Economics

Jerrold Cooper, Ph.D.
W.W. Spence Professor Emeritus of Semitic Languages Near Eastern Studies

Joseph Cooper, Ph.D.
Political Science

Matthew Crenson, Ph.D.
Political Science

Charles Dempsey, Ph.D.
History of Art

Marcel Detienne, Ph.D.
Classics

Gabor Domokos, Ph.D.

Physics and Astronomy

Douglas Fambrough, Ph.D.
Biology

Frances Ferguson, Ph.D.
English

George Fisher, Ph.D.
Earth and Planetary Sciences

Richard Flathman, Ph.D.
Political Science

Robert Forster, Ph.D.
History

Thomas Fulton, Ph.D.
Physics and Astronomy

Hans Goedicke, Ph.D.
Near Eastern Studies

Richard Goldthwait, Ph.D.
History

Bert Green, Ph.D.
Psychological and Brain Sciences

Jack Greene, Ph.D.
History

Allen Grossman, Ph.D.
English

Joel Grossman, Ph.D.
Political Science

Bruce Hamilton, Ph.D.
Economics

Neil Hertz, M.A.
Humanities Center; English

John Holland, Ph.D.
Social Relations

J. Woodford Howard, Ph.D.
Thomas P. Stran Professor Emeritus Political Science

Jun-ichi Igusa, Ph.D.
Mathematics

Brian R. Judd, Ph.D.
Gerhard H. Dieke Professor Emeritus Physics and Astronomy

Herbert L. Kessler, M.F.A.
History of Art

Chung Kim, Ph.D.
Physics and Astronomy

Melvin Kohn, Ph.D.
Sociology

Susan Kovesi-Domokos, Ph.D.
Physics and Astronomy
Lieselotte E. Kurth, Ph.D.
German
Yung K. Lee, Ph.D.
Physics and Astronomy
Vernon Lidtke, Ph.D.
History
Warner Love, Ph.D.
Biophysics
Georg Luck, Ph.D.
Classics
Richard Macksey, Ph.D.
Humanities Center
Henry Maguire, Ph.D.
History of Art
Richard E. McCarty, Ph.D.
William D. Gill Professor Emeritus of Biology
James B. Knapp Dean Emeritus
Zanvyl Krieger School of Arts and Sciences
Edward L. McDill, Ph.D.
Sociology
Jean-Pierre Meyer, Ph.D.
Mathematics
Sidney Mintz, Ph.D.
William L. Strauss Professor Emeritus
Anthropology
Brown L. Murr, Ph.D.
Chemistry
Stephen Nichols, Ph.D.
James M. Beall Professor Emeritus
German and Romance Languages and Literatures
Alex Nickon, Ph.D.
Chemistry
Paul R. Olson, Ph.D.
Hispanic and Italian Studies
Takashi Ono, Ph.D.
Mathematics
Thomas Osborn, Ph.D.
Earth and Planetary Sciences
Ronald Paulson, Ph.D.
English
Aihud Pevsner, Ph.D.
Jacob L. Hain Professor Emeritus
Physics and Astronomy
John G. A. Pocock, Ph.D.
Harry C. Black Professor Emeritus
History
Orest Ranum, Ph.D.
History
Pamela Reynolds, Ph.D.
Anthropology
Dean W. Robinson, Ph.D.
Chemistry
Willie Lee Rose, Ph.D.
History
Dorothy Ross, Ph.D.
Arthur O. Lovejoy Professor Emerita of History
Jerome Schneewind, Ph.D.
Philosophy
Allen Shearn, Ph.D.
Biology
Nancy Struever, Ph.D.
Humanities Center and History
James C. Walker, Ph.D.
Physics and Astronomy
Mack Walker, Ph.D.
History
H. Peyton Young, Ph.D.
Scott and Barbara Black Professor Emeritus
Economics
Larzer Ziff, Ph.D.
Caroline Donovan Professor of English Literature Emeritus
English

Professors
Peter Achinstein (1962)
Professor, Philosophy

Sharon Achinstein (2014)
Professor, English
B.A. 1985, Harvard University; Ph.D. 1990, Princeton University

Rina Agarwala (2006)
Associate Professor, Sociology
B.A. 1995, Cornell University; M.A. 1999, Harvard University
Ph.D. 2006, Princeton University

Emily Agree (2012)
Research Professor, Sociology

Karl Alexander (1974)
Academy Professor and Research Professor, Sociology
B.A. 1968, Temple University; M.A. 1970, University of North Carolina at Chapel Hill; Ph.D. 1972

John Dewey Professor of Sociology

Bentley Allan (2012)
Assistant Professor, Political Science
Ph.D. 2012, Ohio State University

Ronald Allen (1991)
Adjunct Professor, Physics and Astronomy

Nadia Altschul (2011)
Assistant Professor, German and Romance Languages and Literatures
M.A. 1998, Yale University; M.P.H. 1999, Ph.D. 2002

David Altschuler (1987)
Adjunct Associate Professor, Sociology

Wilda C. Anderson (1978)
Professor, German and Romance Languages and Literatures
B.A. 1972, Cornell, M.A. 1976, Ph.D. 1979

Joel Andreas (2003)
Associate Professor, Sociology
B.A. 1995, University of Illinois at Chicago
M.A. 1998, University of California, Los Angeles Ph.D. 2003

Maxim Arap (2011)
J.J. Sylvester Assistant Professor, Mathematics

N. Peter Armitage (2005)
Assistant Professor, Physics and Astronomy
B.Sc. 1994, Rutgers University
Ph.D. 2002, Stanford University

John Astin (2001)
Visiting Professor, The Writing Seminars
Program in Theater Arts and Studies

Paul Attewell (2010)
Visiting Professor, Sociology

Martina Bagnoli (2008)
Adjunct Associate Professor, History of Art

Jorge Balat (2012)
Assistant Professor, Economics
M.Sc. 2007, Universidad Nacional de La Plata
M.A. 2008, Yale University; M.Phil. 2009; Ph.D. 2012

Laurence Ball (1/1994)
Professor, Economics
B.A. 1980, Amherst; Ph.D. 1986, M.I.T.

Bruce Barnett (1976)
Professor, Physics and Astronomy
B.A. 1965, Harvard
Ph.D. 1970, University of Maryland

Olivier Barnouin (2010)
Associate Research Professor, Earth and Planetary Sciences

Douglas Barrick (1997)
Professor, Biophysics; Biology
B.A. 1986, University of Colorado
Ph.D. 1993, Stanford

Francesco Bausi (2015)
Visiting Professor, German and Romance Languages and Literatures
Ph.D. 1993, University of Florence

Karen Beemon (1981)

Professor, Biology; Biophysics
B.S. 1969, University of Michigan
M.A. 1972, UC Berkeley, Ph.D. 1974

Charles Bennett (1/2005)
Professor, Physics and Astronomy
Alumni Centennial Professor
B.S. 1978, University of Maryland
Ph.D. 1984, M.I.T.

Jane Bennett (2004)
Professor, Political Science
B.A. 1979, Siena College
Ph.D. 1986, University of Massachusetts

Jacob Bernstein (2012)
Assistant Professor, Mathematics
B.A. 2005, University of Michigan
Ph.D. 2009 Massachusetts Institute of Technology

Trent Bertrand (2012)
Adjunct Professor, Economics

Sara S. Berry (2012)
Academy Professor
B.A. 1961, Radcliffe
M.A. 1965, University of Michigan, Ph.D. 1967

Richard Bett (1991)
Professor, Philosophy, Classics
B.A. 1980, Oxford
Ph.D. 1986, University of California

Luciana Bianchi (2006)
Research Professor, Physics and Astronomy

Wayne Biddle (1999)
Visiting Associate Professor, The Writing Seminars

William Blair (12/1993)
Research Professor, Physics and Astronomy

Barry Blumenfeld (1981)
Professor, Physics and Astronomy
M.Phil. 1973, Ph.D. 1974

Hilary Bok (2000)
Associate Professor, Philosophy
Henry R. Luce Professor of Bioethics and Moral and Political Theory

John Boland (2005)
Research Professor, Earth and Planetary Sciences

Doreen Bolger (3/1998)
Adjunct Professor, History of Art

Alex Bortvin (2004)
Adjunct Assistant Professor, Biology

Kit H. Bowen (1980)
Professor, Chemistry
E. Emmet Reid Professor of Chemistry
B.S. 1970, University of Mississippi
Faculty Listings

Ph.D. 1978, Harvard

Gregory Bowman (2005)
Assistant Professor, Biophysics; Biology
B.S. 1994, University of North Carolina
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Assistant Professor, Chemistry
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Professor, History
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Angus Burgin (2010)
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Ph.D. 2008, Northwestern University

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Ph.D. 1965

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B.S. 1986, University of Genoa
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Ph.D. 1996, University of Chicago

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Academy Professor

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M.S. 1987, London School of Economics and Political Science

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A.B. 1995, Oxford University
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Professor and Chair, Anthropology

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College of Charleston
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Professor, Political Science
Society of Black Alumni Presidential Professor
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M.A. 1985, New School for Social Research
Ph.D. 1991, Princeton University

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Professor, Sociology
B.A. 1982, South China Teachers University
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Earth and Planetary Sciences-(2011)
B.A. 1998, Simon Frazier University
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B.S. 1991, Yarmouk University
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A. Hermann Pfund Professor
B.A. 1973, Harvard
Ph.D. 1978, University of Washington

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Ph.D. 1976, UC Santa Cruz

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Research Professor, Physics and Astronomy
B.Sc. 1961, University of Toronto, M.A. 1962
Ph.D. 1967, Princeton

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B.S. 1987, St. Johns University
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B.E. 1994, Tsinghua University, Beijing
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B.Soc.Sc. 1995, Chinese University of Hong Kong
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Adjunct Assistant Professor, Biology

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Professor, The Writing Seminars; English
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B.A. 1962, University of St. Thomas
M.A. 1970, Rice University, Ph.D. 1970
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B.A. 1965, The Hebrew University, M.A. 1970
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Research Professor, Economics

Emily Zackin (2013)
Assistant Professor, Political Science
B.A. 2002, Swarthmore College
M.A. 2004, Columbia; Ph.D. 2010, Princeton

Benjamin Zaitchik (2008)
Assistant Professor, Earth and Planetary Sciences
B.A. 1998, Harvard University
M.S. 2001, Cornell University
Ph.D. 2006, Yale University

Nadia Zakamska (2010)
Assistant Professor, Physics and Astronomy
B.Sc. 1999; M.Sc. 2001, Moscow Institute of Physics and Technology
Ph.D. 2005, Princeton University

Alessandro Zannirato (2005)
Associate Teaching Professor, German and Romance Languages and Literatures

Other Faculty Appointments

Lecturers
Fadel Abdallah, M.S.
Center for Language Education-Arabic 2007

Muhammed Alan, Ph.D.
Mathematics 2009

Bruce Anderson Alan, Ph.D.
Senior Lecturer
German and Romance Languages and Literatures 2010

Austin Allen, M.F.A
Lecturer
The Writing Seminars 2014

Emily Anderson, Ph.D.
Classics 2010

Catherine R. Arthur, M.A.
History 2008

Flavia Azeredo Cerqueira, Ph.D.
Lecturer
German and Romance Languages and Literatures 2014
Sanchita Balachandran, M.A.
Senior Lecturer, Near Eastern Studies
Curator JH Archaeological Museum

Carl Bausch, J.D.
Earth and Planetary Sciences

Turgay Bayraktar, Ph.D.
Mathematics 2011

Donald Berger, M.A.
Lecturer
Expository Writing Program in the Department of English
Glenn Blake, M.A.
Senior Lecturer
The Writing Seminars 2006; 2008

Anne Elizabeth Brodsky, Ph.D.
English (EWP) 2007

Richard Brown, Ph.D.
Senior Lecturer
Mathematics 2009

Lucy Bucknell, M.A.
Senior Lecturer
The Writing Seminars 2000; 2008

Jerry Burgess, Ph.D.
Lecturer
Earth and Planetary Sciences 2014
Beatrice Caplan, Ph.D.
German and Romance Languages and Literatures 2006

Amanda Charrier, PhD
Lecturer
Earth and Planetary Sciences 2014
Aiguo Chen, M.A.
Center for Language Education-Chinese 2008

Xin Chen, Ph.D.

Joan Chen-Main, Ph.D.
Cognitive Science 2012

Clay Cogswell, M.F.A.
The Writing Seminars 2010

Zri Y. Cohen, Ph.D.
Center for Language Education-Hebrew 2011

Kristin Cook-Gailloud, Ph.D.
Senior Lecturer
German and Romance Languages and Literatures 2009

Tristan Davies, M.A.
Senior Lecturer
The Writing Seminars 1987; 1997

Lisa DeLeonardis, Ph.D.
Senior Lecturer, History of Art 2004

Linda DeLibero, M.A.

Senior Lecturer, Writing Seminars 2001
Director, Film and Media Studies

Margaret Denithorne
The Writing Seminars
(Program in Theater Arts and Studies) 2007

Larissa D’Souza, Ph.D.
Senior Lecturer, Chemistry 2012

William Evans, M.F.A., M.A.
Senior Lecturer, English 2005

Emily Fisher, Ph.D.
Biology 2008

Carolyn Fitch, Ph.D.
Senior Lecturer, Biophysics 2012

Patrick Fleming, Ph.D.
Senior Lecturer
Biophysics 2004; 2007

Robert Ford, M.A.
Lecturer
Political Science 2014
Heather Roberts Fox, Ph.D.
Psychological and Brain Sciences 2011

Robert Freedman, Ph.D.
Adjunct Professor
Political Science 2006
Paula Gefaell-Borras
German and Romance Languages and Literatures 2008

James Glossman
The Writing Seminars
(Program in Theater Arts and Studies) 2004

Aaron Goodfellow, Ph.D.
Senior Lecturer, Anthropology 2012

Aaron Goodfellow, Ph.D.
Senior Lecturer, Anthropology 2010

James D. Goodyear, Ph.D.
Senior Lecturer
Associate Director, Public Health Studies Program 2000

John Grasser, M.F.A.
Lecturer
The Writing Seminars 2014

Stuart Gray, Ph.D.
Lecturer
Political Science 2014
Jane Greco, Ph.D.
Senior Lecturer, Chemistry 2006

Nishanth Gudapati, Ph.D.
Visiting Lecturer, Mathematics 2014

Claude Guillemard, D.E.A.
Senior Lecturer
German and Romance Languages and Literatures 1991
Stephen Harris, J.D.
Sociology 1/1993 (part-time)

Floyd Hayes, Ph.D.
Senior Lecturer
Center for Africana Studies 2004
Coordinator, Programs in Africana Studies

Julia Heney, M.F.A.
Lecturer
The Writing Seminars, 2014
Robert Horner, Ph.D.
Senior Lecturer
Biology 1989

Audrey Huang, Ph.D.
Biology 2005

Aranzazu M. Hubbard, M.A.
German and Romance Languages and Literatures 2010

Ann Jarema, M.S.
Psychological and Brain Sciences 2007

Veronika Jicinska, Ph.D.
German and Romance Languages and Literatures 2010

Fumiko Joo, Ph.D.
Lecturer
East Asian Studies Program 2014
Gregory Kane
Lecturer
The Writing Seminars 2008 (part-time)
Choonwon Kang, Ph.D.
Center for Language Education-Korean 1990

Satoko Katagiri, M.A.
Center for Language Education-Japanese 2003

Kjerstin Kauffman, M.F.A.
Lecturer
The Writing Seminars 2014
Jian Kong, Ph.D.
Senior Lecturer
Mathematics 2004

Chris Kraft, Ph.D.
Psychological and Brain Sciences 2002

Huei-ying Kup, Ph.D.
Senior Lecturer, Sociology 2011

Senior Lecturer, The Writing Seminars

Lu Li, M.A.
Center for Language Education-Chinese 2010

Zhan Li, Ph.D.
Visiting Lecturer, Mathematics 2014

Liman Lievens, B.A.
Center for Language Education-Chinese 1996

Farrah Madison, Ph.D.
Psychological and Brain Sciences 2011

Sarah Manekin, B.A.
English 2008

John Mann, Ed.D.
Senior Lecturer
The Writing Seminars 2004; 2008

Joseph H. Martin, Ph.D.
The Writing Seminars
(Program in Theater Arts and Studies) 2007

Naiara Martinez-Velez, M.A.
German and Romance Languages and Literatures 2011

Laura Mason, Ph.D.
Senior Lecturer
History 2011

Don Mathis, Ph.D.
Cognitive Science 2012

Nathan McNamara, M.F.A.
Lecturer
The Writing Seminars 2014
David McNeal, M.A.
Center for Language Education-Chinese 2011

Robert Mintz, Ph.D.
Program in Museums and Society 2010

Arthur Molella, Ph.D.
Senior Lecturer
History of Science and Technology 2014
Alexios Monopolis, Ph.D.
Earth and Planetary Sciences 2012

Barbara Morgan, Ph.D.
Senior Lecturer
Economics 2006

Susan Morris, Ph.D.
Lecturer
History of Science and Technology 2014

Matthew Morton, M.F.A
Lecturer
The Writing Seminars 2014
Anne-Elizabeth Murdy Brodsky, Ph.D.
English 2007

Makiko Nakao, M.A.
Center for Language Education-Japanese 1994

Carolyn Norris, Ph.D
Senior Lecturer
Biology 2000

Marie Theresa O’Connor, Ph.D.
English 2010

Sakiko Olsen, Ph.D.
Senior Lecturer
Earth and Planetary Sciences 1996
George Oppel, Ph.D.
English 2010

Louise Pasternack, Ph.D.
Senior Lecturer
Chemistry 2001

Rebecca Pearlman, Ph.D.
Senior Lecturer
Biology 2001

Sergio Ruiz Perez, M.A.
German and Romance Languages and Literatures 2011

Martin Perschler, Ph.D.
History of Art 2009

Matthew Porterfield
The Writing Seminars (Film and Media Studies) 2008

Maria del Rosario Ramos, Ph.D.
German and Romance Languages and Literatures 2008

Ellen Robbins, Ph.D.
Near Eastern Studies 1992

Christov Roberson, Ph.D.
Biology 2012

Shannon Robinson, Ph.D.
Lecturer
The Writing Seminars 2014

Jimmy J. Roche, M.F.A.
The Writing Seminars-Film and Media Studies 2010

William Roche
The Writing Seminars (Program in Theater Arts and Studies) 2004

Mark Rom, Ph.D.
Political Science 2010

Sara Romero, M.A.
German and Romance Languages and Literatures 2012

Suzanne Roos, Ph.D.
Senior Lecturer
German and Romance Languages and Literatures 1993

Uma Saini, M.A.
Senior Lecturer
Center for Language Education-Hindi 2000

Steve Scafidi, M.F.A.
The Writing Seminars 2008

Scott Schmidt, M.P.P.
Lecturer
Political Sciences 2014
Richard Shingles, Ph.D.
Biology, 2005

Joanne Simpson
The Writing Seminars 1999

Daniel Stintzi, M.F.A.
Lecturer
The Writing Seminars 2014

Khalil Tahrawi, Ph.D.
Center for Language Education-Arabic 2004

Alexandra Tan, Ph.D.
Biophysics 2012

Elizabeth Thompson, M.F.A
Lecturer
The Writing Seminars 2014

Kathryn Tifft, Ph.D.
Biology 2012

Michelle Tracy, M.A.
German and Romance Languages and Literatures 2007

Jason Trageser, Ph.D.
Psychological and Brain Sciences 2011

Tina Trapane, Ph.D.
Senior Lecturer
Chemistry 1999

Jason Tyler, B.A.
The Writing Seminars (Film and Media Studies) 2011

Sydney Van Morgan, Ph.D.
Senior Lecturer
Sociology 2014

Magda von der Heydt, Ph.D.
Senior Lecturer
Sociology 2006

Christine Waddail, M.A.
Center for Language Education 2007

Kathryn Wagner, Ph.D.
Senior Lecturer
Political Science 2010

Program Coordinator Aitchison Program

Meredith Ward, M.A.
The Writing Seminars (Film and Media Studies) 2008

Sue Waterman, M.L.S.
German and Romance Languages and Literatures 2003

Aliza Watters, Ph.D.
Lecturer
Expository Writing Program in the Department of English

Barry Weingarten, Ph.D.
Senior Lecturer
German and Romance Languages and Literatures 1999

Heidi Wheeler, M.A.
Senior Lecturer
German and Romance Languages and Literatures 1999

Greg Williamson, M.A.
Senior Lecturer
The Writing Seminars 1989

April Wuensch, Ph.D.
Senior Lecturer
German and Romance Languages and Literatures 2004

Coordinator, French Elements
Julia Yarmolinskaya, Ph.D.  
Cognitive Science 2011  
Center for Language Education 2007

Nan Zhao, M.Ed.  
Center for Language Education 2012

Military Science
Michael Gorreck  
Lieutenant Colonel  
Director

Russell Buckhalt  
Major  
Assistant Professor

David Normand  
Major  
Assistant Professor

David Yi  
Captain  
Assistant Professor

Erik Mineo  
Captain, Director for Scholarship and Enrollment

Rodney Graves  
Master Sergeant  
Senior Military Instructor

Bart Sime  
Sergeant First Class  
Military Instructor

Tim O'Neil  
Recruiting Officer

Joint Appointments
Marilyn Albert, Ph.D.  
Professor (Medicine)  
Psychological and Brain Sciences 2005

Mariam Alexander, M.D., M.P.H.  
Assistant Professor (Public Health)  
Public Health Studies Program 2010

Richard Allen, Ph.D.  
Assistant Professor (Medicine)  
Psychological and Brain Sciences 1997

Nan Marie Astone, Ph.D.  
Associate Professor (Public Health)  
Sociology 1989

Jay Baraban, Ph.D.  
Professor (Medicine)  
Psychological and Brain Sciences 2007

Stanley Becker, Ph.D.  
Professor (Public Health)  
Public Health Studies Program 2008

David Bishai, Ph.D.  
Associate Professor (Public Health)  
Economics 2006  
Public Health Studies Program 2008

Amanda Blackford, Sc.M.  
Biostatistician (Medicine)  
Public Health Studies Program 2010

Dana F. Boatman  
Associate Professor (Medicine)  
Cognitive Science 5/1993

Lee Bone, M.P.H., R.N.  
Associate Professor (Public Health)  
Public Health Studies Program 2010

Lynda Burton, Sc.D.  
Adjunct Associate Professor (Public Health)  
Public Health Studies Program 2010

Shiyi Chen, Ph.D.  
Professor (Engineering)  
Physics and Astronomy 4/2006

Lawrence Cheskin, M.D.  
Associate Professor (Public Health)  
Public Health Studies Program 2011

Nathaniel Comfort, Ph.D.  
Associate Professor (Medicine)  
History of Science and Technology 2004

Charles Edward Connor, Ph.D.  
Professor (Medicine)  
Director, Krieger Mind/Brain Institute  
Psychological and Brain Sciences 2006

Leslie Cope, Ph.D., M.S.E.  
Assistant Professor (Medicine)  
Public Health Studies Program 2010

Robert Dalrymple, Ph.D.  
Professor (Engineering)  
Earth and Planetary Sciences 1/2002

John Desmond, Ph.D.  
Associate Professor (Medicine)  
Cognitive Science 2007

William Eaton, Ph.D.  
Professor (Public Health)  
Sociology 1989

David Edwin, Ph.D.  
Associate Professor (Medicine)  
Psychological and Brain Sciences 1990; 1999

Jason Eisner, Ph.D.  
Associate Professor (Engineering)  
Cognitive Science 2002

Margaret Ensminger, Ph.D.  
Professor (Public Health)  
Sociology 1992

Joshua Epstein, Ph.D.  
Professor (Medicine)
Economics 2010
Greg Eyink, Ph.D.
Professor (Engineering)
Mathematics 2004
Physics and Astronomy 4/2006
Ruth Faden, Ph.D.
Professor (Public Health)
Policy Studies Program, Institute for Policy Studies
Arts and Sciences 9/1992
Michael Falk, Ph.D.
Professor (Engineering)
Physics and Astronomy 2009
Mary Fissell, Ph.D.
Professor (Medicine)
History 1/2007
History of Science and Technology 1/1992
Carolyn Furr-Holden, Ph.D.
Assistant Professor (Public Health)
Public Health Studies Program 2011
Kelly Gebo, M.D., M.P.H.
Associate Professor (Medicine)
Sociology 2008
Director, Public Health Studies Program, KSAS
Barry Gordon, M.D.
Professor (Medicine)
Cognitive Science 1992
Seth Guikema, Ph.D.
Assistant Professor (Engineering)
Earth and Planetary Sciences 2011
Steve Hanke, Ph.D.
Professor (Engineering)
Economics 1971
Marta Hanson, Ph.D.
Assistant Professor (Medicine)
History of Science and Technology 2005
Ciaran Harman, Ph.D.
Assistant Professor (Engineering)
Earth and Planetary Sciences 2014
Kevin Hemker, Ph.D.
Professor (Engineering)
Stewart Hendry, Ph.D.
Professor (Medicine)
Krieger Mind/Brain Institute
Psychological and Brain Sciences 1/2002
Argye Hillis-Trupe, Ph.D.
Professor (Medicine)
Cognitive Science 1999
Markus Hilpert, Ph.D.
Associate Research Scientist (Public Health)
Earth and Planetary Sciences 2014
Plen-Chien Huang, Ph.D.
Professor (Public Health)
Biophysics 2004
Takeru Igusa, Ph.D.
Professor (Engineering)
Earth and Planetary Sciences 2011
Scott Kahan, M.D., M.P.H.
Instructor (Public Health)
Public Health Studies Program 2010
Alfredo Kirkwood, Ph.D.
Associate Professor (Medicine)
Krieger Mind/Brain Institute
Psychological and Brain Sciences 1/2002
Pravin Krishna, Ph.D.
Professor (SAIS)
Economics 2004
Thomas LaVeist, Ph.D.
Professor (Public Health)
Sociology 1992
Public Health Studies Program 2008
Philip Leaf, Ph.D.
Professor (Public Health)
Public Health Studies Program 2010
Lori Leonard, Ph.D.
Associate Professor (Public Health)
Sociology 2011
Harry Marks, Ph.D.
Associate Professor (Medicine)
Anthropology 2005
History 1/2007
History of Science and Technology 5/1989
Guy McKhann, M.D.
Professor (Medicine)
Krieger Mind/Brain Institute Cognitive Science
Psychological and Brain Sciences 1/2002
Graham Mooney, Ph.D.
Assistant Professor (Medicine)
History of Science and Technology 2004
Vicente Navarro, Ph.D.
Professor (Public Health)
Sociology 1989
Policy Studies Program, Institute for Policy Studies
Arts and Sciences 9/1992
Sandra Newman, Ph.D.
Professor (Institute for Policy Studies, Director)
Sociology 2000
Jian Ni, Ph.D.
Assistant Professor (Business)
Economics 2011
Ernst Niebur, Ph.D.
Professor (Medicine)
Krieger Mind/Brain Institute
Faculty Listings

Psychological and Brain Sciences 1/2002
Mitsukuni Nishida, Ph.D.
Assistant Professor (Business)
Economics 2010

Catherine Norman, Ph.D.
Assistant Professor (Engineering)
Economics 2010

Randall Packard, Ph.D.
Professor (Medicine)
History 2003
History of Science and Technology 1/2002

Cindy Parker, M.D., M.P.H.
Assistant Professor (Public Health)
Earth and Planetary Sciences 2010

Elizabeth Patton
Senior Lecturer
Humanities Center 1999; 2014

Darcy Phelan, Ph.D.
Assistant Scientist (Public Health)
Public Health Studies Program 2011

Paula Pitha-Rowe, Ph.D.
Professor (Medicine)
Biology 2007

Gianna Pomata, Ph.D.
Professor (Medicine)
German and Romance Languages and Literatures 2010
History of Science and Technology 2008

Kenneth Rose, Ph.D.
Professor (Medicine)
Earth and Planetary Sciences 2011

Erica J. Schoenberger, Ph.D.
Professor (Engineering)
Anthropology 1989

Peter Searson, Ph.D.
Professor (Engineering)
Physics and Astronomy 2006

Robert Siliciano, M.D., Ph.D.
Professor (Medicine)
Biology 2007

Katherine Smith, Ph.D.
Associate Professor (Public Health)
Sociology 2005

Marc Stein, Ph.D.
Assistant Professor (Education)
Sociology 2012

Donald Steinwachs, Ph.D.
Professor (Public Health)
Public Health Studies Program 2010

Veit Stuphorn, Ph.D.
Professor (Medicine)
Psychological and Brain Sciences 2014

James Tielsch, Ph.D.
Professor (Public Health)
Public Health Studies Program 2010

Daniel Todes, Ph.D.
Professor (Medicine)
History of Science and Technology 1984

Michael Trush, M.P.H.
Professor (Public Health)
Public Health Studies Program 2010

Amy Ong Tsui, Ph.D.
Professor (Public Health)
Sociology 2002

Rudiger von der Heydt, Ph.D.
Professor (Medicine)
Krieger Mind/Brain Institute
Psychological and Brain Sciences 1/2002

David Weishample
Professor (Medicine)
Earth and Planetary Sciences 2012

Susan Weiss, Ph.D.
Chair/Faculty (Peabody)
German and Romance Languages and Literatures 2002

Peter Wilcock, Ph.D.
Professor (Engineering)
Earth and Planetary Sciences 2011

Michael Yu, Ph.D.
Associate Professor (Engineering)
Chemistry 2001

Scott Zeger, Ph.D.
Professor (Public Health)
Public Health Studies Program 2011

Barry Zirkin, M.P.H.
Professor (Public Health)
Public Health Studies Program 2010

In listing the members of the teaching staff of the School of Engineering, the date in parentheses indicates the year of original appointment. Any joint appointments or directorships are listed last.

Professors Emeriti

John Boland, Ph.D.
Geography and Environmental Engineering

Moise H. Goldstein Jr., D.Sc.
Electrical and Computer Engineering

Willis Gore
Electrical and Computer Engineering

Robert Green, Ph.D.
Materials Science and Engineering
Richard I. Joseph, Ph.D.
Electrical and Computer Engineering

Joseph L. Katz, Ph.D.
Chemical and Biomolecular Engineering

Jerome Kruger, Ph.D.
Materials Science and Engineering

C. Harvey Palmer Jr., Ph.D.
Electrical and Computer Engineering

Wilson J. Rugh, Ph.D.
Electrical and Computer Engineering

William Sharpe, PhD.
Mechanical Engineering

Eugene D. Shchukin, Ph.D.; Dr.Sc.
Research Professor Emeritus, Geography and Environmental Engineering

Charles (Roger) Westgate, Ph.D.
Electrical and Computer Engineering

Professors

Soumyadipta Acharya (2010)
Assistant Research Professor, Biomedical Engineering

Hedy Alavi (1997)
Associate Teaching Professor and Assistant Dean for International Programs
Geography and Environmental Engineering
B.S. 1972, Jundi Shapour University
M.B.A. 2006, The Johns Hopkins University; M.S. 1980, Ohio State University; Ph.D. 1983

Yanif Amad (2010)
Assistant Professor, Computer Science
B.E. 2001, Imperial College of Science, Technology and Medicine
M.S., 2004, Brown University, Ph.D. 2009

Yair Amir (1995)
Professor, Computer Science
B.S. 1985, Technion, Haifa, M.S. 1990
Ph.D. 1995, Hebrew University of Jerusalem

Andreas Andreou (1987)
Professor, Electrical and Computer Engineering
B.S. 1978, Higher Technical Institute, Cyprus
M.S. 1982, Johns Hopkins University, Ph.D. 1986

Siamak Ardekani (2014)
Assistant Research Professor, Biomedical Engineering

Raman Arora (2014)
Assistant Professor, Computer Science
B.S. 2001, Netaji Subhas Institute of Technology
M.S. 2005, University of Wisconsin, Madison, Ph.D. 2009

Athreya Avanti (2011)
Assistant Research Professor, Applied Mathematics and Statistics

Joel Bader (2003)
Associate Professor, Biomedical Engineering

Computer Science
B.S. 1986, Lehigh University
Ph.D. 1989, UC Berkeley

William P. Ball (1992)
Professor, Geography and Environmental Engineering; Civil Engineering
B.S. 1976, University of Virginia
M.S. 1977, Stanford; Ph.D. 1990

Ishan Barman (2014)
Assistant Professor, Mechanical Engineering
B.S. 2005, Indian Institute of Technology
M.S. 2007, Massachusetts Institute of Technology; Ph.D. 2011

Amitabh Basu (2013)
Assistant Professor, Applied Mathematics and Statistics
B.S. 2004, Indian Institute of Technology
M.S. 2006, Stony Brook University; Ph.D. 2010, Carnegie Mellon University

Alexis Battle (2014)
Assistant Professor, Computer Science
B.S. 2003, Stanford University; Ph.D. 2013

John Baty (2012)
Assistant Research Professor, Materials Science and Engineering

Michael J. Betenbaugh (1988)
Professor, Chemical and Biomolecular Engineering
B.S. 1981, University of Virginia
Ph.D. 1988, University of Delaware

Michael Bevan (2008)
Associate Professor, Chemical and Biomolecular Engineering
B.S. 1994, Lehigh University
Ph.D. 1999, Carnegie Mellon University

Edward J. Bouwer (1985)
Abel Wolman Professor and Chair, Geography and Environmental Engineering; Civil Engineering
B.S. 1977, Arizona State University
M.S. 1978, Stanford, Ph.D. 1982

Vladimir Braverman (2011)
B.S. 1998; M.S. 2004, Ben-Gurion University at Negev
Ph.D. 2011, University of California, Los Angeles

Grace S. Brush (1978)
Professor, Geography and Environmental Engineering
B.S. 1949, St. Francis Xavier University
M.S. 1951, University of Illinois
Ph.D. 1956, Harvard

Tamas Budavari (2014)
Assistant Professor, Applied Mathematics and Statistics
M.S. 1997, Eotvos Lorand University, Budapest; Ph.D. 2001

Randal Burns (2001)
Associate Professor, Computer Science
B.S. 1993, Stanford
M.S. 1997, UC Santa Cruz, Ph.D. 2000

Robert C. Cammarata (1987)
Professor, Materials Science and Engineering
Mechanical Engineering

Stephen Checkoway (2012)
Assistant Research Professor Computer Science

Kai Loon Chen (2008)
Assistant Professor, Geography and Environmental Engineering
B.E. 2001, University of Singapore; M. E. 2003, National University of Singapore
M.S. 2004, Yale University; Ph.D. 2008, Yale University.

Sang (Peter) Chin (2011)
Assistant Research Professor, Electrical and Computer Engineering

Gregory S. Chirikjian (1992)
Professor, Mechanical Engineering; Computer Science; Electrical and Computer Engineering; Applied Mathematics and Statistics
B.S. 1988, Johns Hopkins University; M.S. 1988
Ph.D. 1992, California Institute of Technology

Noah Cowan (2003)
Associate Professor, Mechanical Engineering; Computer Science
B.S. 1995, Ohio State, M.S., 1997
Ph.D. 2001 University of Michigan

Honggang Cui (2010)
Assistant Professor, Chemical & Biomolecular Engineering
B.S. 1999 Beijing University of Chemical Technology
M.S. 2002, Tsinghua University
Ph.D. 2007, University of Delaware

The Willard & Lillian Hackerman Professor, Civil Engineering; Earth and Planetary Sciences in Arts and Sciences
A.B. 1967, Dartmouth
M.S. 1968, University of Hawaii
Ph.D. 1973, University of Florida

Nitin Daphalapurkar (2012)
Assistant Research Professor, Mechanical Engineering

Frederic M. Davidson (1970)
Professor, Electrical and Computer Engineering
B.S. 1964, Cornell
Ph.D. 1969, University of Rochester

Michael Dinitz (2014)
Assistant Professor, Computer Science
B.S. 2005, Princeton University
Ph.D. 2010, Carnegie Mellon University

Marc D. Donohue (1979)
Professor, Chemical and Biomolecular Engineering Director, Advanced Technology Lab
B.S. 1973, Clarkson College of Technology
Ph.D. 1977, UC Berkeley

Andrew S. Douglas (1983)
Professor, Mechanical Engineering; Biomedical Engineering
Vice Dean for Faculty, Whiting School of Engineering (2007)
B.S. 1975, University of Cape Town, M.S. 1977
Ph.D. 1982, Brown University

Jason Eisner (2000)
Associate Professor, Computer Science
B.S. 1990, Harvard; M.S. 1993, Cambridge University
Ph.D. 2001, University of Pennsylvania

Jafaar El-Awady (2010)
Assistant Professor, Mechanical Engineering
B.S. 2001 Cairo University M.S. 2003
Ph.D. 2008, University of California, Los Angeles

Mounya Elhilali (2008)
Associate Professor, Electrical and Computer Engineering
B.S. 1998, Al Akhawayn University
M.S. 2003, University of Maryland; Ph.D. 2004

J. Hugh Ellis (1984)
Professor, Geography and Environmental Engineering; Chair, Civil Engineering
B.S. 1979, University of Waterloo, M.S. 1981, Ph.D. 1984

Jonah Erlebacher (2000)
Professor and Chair, Materials Science and Engineering
Chemical and Biomolecular Engineering
B.S. 1991, Yale; Ph.D. 1999, Harvard

Ralph R. Etienne-Cummings (1998)
Professor and Chair, Electrical and Computer Engineering
Associate Director of Education and Outreach Programs in the
Engineering Research Center for Computer-Integrated Surgical Systems and Technology.
B.S. 1988, Lincoln University
Ph.D. 1995, University of Pennsylvania

Gregory Eyink (2002)
Professor, Applied Mathematics and Statistics; Mechanical Engineering; Mathematics (A&S)
B.S. 1981, Ohio State, Ph.D. 1987

Michael Falk (2008)
Professor, Materials Science and Engineering
B.A. 1990, Johns Hopkins University; M.S.E. 1991
Ph.D. 1998, University of California

James A. Fill (1988)
Professor, Applied Mathematics and Statistics
Computer Science
B.S. 1976, University of Illinois; M.S. 1979, University of Chicago, Ph.D. 1980

Donniell Fishkind (2001)
Associate Research Professor, Applied Mathematics and Statistics

Amy Foster (2010)
Assistant Professor, Electrical and Computer Engineering
B.S.2003, State University of New York at Buffalo
M.S. 2007, Cornell University, Ph.D. 2009

Mark Foster (2010)
Assistant Professor, Electrical and Computer Engineering

Joëlle Fréchette (2006)
Associate Professor, Chemical and Biomolecular Engineering
B.E. 1998, École Polytechnique de Montréal
M.A. 2000, Princeton University, Ph.D. 2003
Zachary Gagnon (2011)
Assistant Professor, Chemical and Biomolecular Engineering
B.S. 2003, University of Massachusetts
M.S. 2005, Notre Dame; Ph.D. 2009

Denice Gayme (2012)
Assistant Professor, Mechanical Engineering
B.S. 1997, McMaster University
M.S. 1998, UC Berkeley
Pd.D. 2010, California Institute of Technology

Donald Geman (2001)
Professor, Applied Mathematics and Statistics
Electrical and Computer Engineering
B.S. 1965, University of Illinois
Ph.D. 1970, Northwestern

Helyette Geman (2011)
Research Professor, Applied Mathematics and Statistics
Sharon Gerecht (2007)
Associate Professor, Chemical and Biomolecular Engineering
B.A. 1994, Technion – Israel Institute of Technology;
M.Sc. 1999, Tel Aviv University; Ph.D. 2004, Technion-Israel Institute of Technology

Somnath Ghosh (2011)
The Michael G. Callas Professor, Civil Engineering
B.S. 1980, Indian Institute of Technology
M.S. 1983, Cornell University
Ph.D. 1988, University of Michigan, Ann Arbor

John I. Goutsias (1986)
Professor, Electrical and Computer Engineering; Applied Mathematics and Statistics
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Ph.D. 1987, Polytechnic University of New York

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Ph.D. 2008, University of Southern California, Los Angeles

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B.S. 2006, Loyola University  
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B.S. 1978, University of Maryland  
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B.S. 1970, Johns Hopkins University  
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Assistant Professor, Electrical and Computer Engineering  
B.S. 2005, Massachusetts Institute of Technology;  
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B.S. 2001, University of Illinois at Urbana-Champaign  
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B.S. 1994, M.I.T., M.S. 1994  
Ph.D. 1998, University of Wisconsin

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M.S. 1982, Sofia University, Bulgaria  
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M.S. 2000, UC Berkeley, Ph.D. 2003

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Assistant Professor, Biomedical Engineering  
B.S. 2002, Washington University, St. Louis  
M.S. 2009, The Johns Hopkins University  
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Chao Wang (2012)  
Assistant Professor, Chemical and Biomolecular Engineering  
B.S. 2004, University of Science and Technology of China  
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B.S. 1995, University of Patras; M.S. 1997, UCLA

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B.S. 1983, Dartmouth; M.S. 1985  
Ph.D. 1990, Stanford University

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B.S. 1967, Rice; M.S. 1968, Stanford, Ph.D. 1972
James West (2003)
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B.S. 1984, Yale University
M.S. 1988, Ph.D. 1992

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Director, Center for Leadership Education
B.S. 1971, University of Washington, Ph.D. 1976

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Research Professor, Geography and Environmental Engineering

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Denis Wirtz (1994)
Theophilus Halley Smoot Professor, Chemical and Biomolecular Engineering
Materials Science and Engineering
B.S. 1998, University of Belgium
M.S. 1990, Stanford, Ph.D. 1993

David Yarowsky (1996)
Professor, Computer Science
B.S. 1987, Harvard University
M.S. 1993, University of Pennsylvania, Ph.D. 1996

Laurent Younes (2003)
Professor and Chair, Applied Mathematics and Statistics
M.S. 1985, University Paris Sud, Ph.D. 1988

Tamer Zaki (2013)
Associate Professor, Mechanical Engineering
B.S. 1998, Pennsylvania State University
M.S. 2001, Stanford University; Ph.D. 2005

Other Faculty Appointments

Lecturers

William Agresti
Lecturer, JHU Information Security Institute, 2012

Michael Agronin, M.S.
Lecturer, Center for Leadership Education, 2012

Robert Allen Ph.D.
Lecturer, Biomedical Engineering, 2013

Lawrence Aronhime, M.B.A.
Senior Lecturer, Center for Leadership Education, 2001

David Audley, Ph.D.
Senior Lecturer, Applied Mathematics and Statistics, 1997

Jenny Bernstein, M.P.H.
Lecturer, Center for Leadership Education, 2014

Beryl Castello, Ph.D.
Senior Lecturer, Applied Mathematics and Statistics, 2004

Xin Chen, Ph.D.
Lecturer, Civil Engineering, 2012

Thomas Coleman, Ph.D.
Geography and Environmental Engineering, 2014

Lise Dahuron, Ph.D.
Lecturer, Chemical and Biomolecular Engineering, 2007

Laura Davis, M.A.
Lecturer, Center for Leadership Education, 2011

Lucas deMelo, Ph.D.
Lecturer, Civil Engineering, 2012

Marci De Vries, M.A.
Lecturer, Center for Leadership Education, 2011

Kevin Dungey, Ph.D.
Senior Lecturer, Center for Leadership Education, 1998

Kevin Fairbanks, Ph.D.
Lecturer, JHU Information Security Institute, 2012

David Fisher, J.D.
Lecturer, Center for Leadership Education, 2001

Mark Franceschini
Senior Lecturer, Center for Leadership Education, 2000

Peter Fröhlich, Ph.D.
Senior Lecturer, Computer Science, 2005

Sean Furlong, M.A.
Lecturer, Center for Leadership Education, 2013

Robert E. Glaser, Ph.D.
Lecturer, Electrical and Computer Engineering, 1987

An Goffin, Ph.D.
Lecturer, Chemical and Biomolecular Engineering, 2008

Robert Graham, M.S.
Lecturer, Center for Leadership Education, 2014

Daniel Gutman, J.D.
Lecturer, Geography and Environmental Engineering, 2012

Eileen Haase, Ph.D.
Lecturer, Biomedical Engineering, 2003

Wayne Hacker, M.S.
Lecturer, Applied Mathematics and Statistics, 2008

Margaret Hart, M.S.
Lecturer, Center for Leadership Education, 2014

Jason Heiserman, Ph.D.
Lecturer, Center for Leadership Education, 2009

Illysa Izenberg, MBA
Lecturer, Center for Leadership Education, 2010

Michael Jacobs
Lecturer, Computer Science, 1999

Robert E. Jenkins, M.S.
Nicole Jerr, M.A
Lecturer, Center for Leadership Education

Theresa Jones, M.B.A.
Lecturer, Center for Leadership Education, 2010

George Kalb, M.S.
Lecturer, Computer Science, 2000

Michael Karweit, Ph.D.
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Lecturer, Computer Science, 1993

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Lecturer, Center for Leadership Education, 2011

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Lecturer, Applied Mathematics and Statistics, 2013

Kimberly Manns, M.A.
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William Marr, Ph.D.
Lecturer, Civil Engineering, 2013

Steven Marra, Ph.D.
Senior Lecturer, Mechanical Engineering, 2011

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Lecturer, Civil Engineering, 2008

Timothy McGee, Ph.D.
Lecturer, Mechanical Engineering, 2011

Benjamin Mitchell, Ph.D.
Lecturer, Computer Science, 2014

Charles Morton, J.D.
Lecturer, Center for Leadership Education, 2007

Seth Nielson, Ph.D.
Lecturer, Computer Science, 2014

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Sinan Ozdemir, M.A.
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Martin Ozimek, Ph.D.
Lecturer, Mechanical Engineering, 2011

Christopher Pappacena, Ph.D.
Lecturer, Computer Science, 2011

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Lecturer, Center for Leadership Education, 2012

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Joshua Reiter, Ed.D.
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Senior Lecturer, Center for Leadership Education, 2006

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Lecturer, Mechanical Engineering, 2008

Douglas S. Sandhaus, J.D.
Senior Lecturer, Center for Leadership Education, 2002

Rachel Sangree, Ph.D.
Lecturer, Civil Engineering, 2009

William Sauers, J.D.
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Nathan Scott, Ph.D.
Senior Lecturer, Mechanical Engineering, 2011

Pamela Sheff, Ph.D.
Senior Lecturer, Center for Leadership Education, 2006

William Smedick, Ed.D.
Senior Lecturer, Center for Leadership Education, 2007

Dwight Smith, Ph.D.
Lecturer, Engineering, 2014

Jay Thompson, M.S.
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Senior Lecturer, Applied Mathematics and Statistics, 2002

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Lecturer, Center for Leadership Education, 2013

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Lecturer, Center for Leadership Education, 2012

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Johns Hopkins University - 2015-2016

Senior Lecturer, Geography and Environmental Engineering, 1999

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Lecturer, Materials Science and Engineering, 2008

Joint Appointments

Steven An, Ph.D.
Associate Professor, School of Public Health
Chemical and Biomolecular Engineering, 2014

Stephen Belkoff, Ph.D.
Associate Professor, Orthopedic Surgery (Medicine)
Mechanical Engineering 2001

Emad Boctor, Ph.D.
Assistant Professor, Radiology and Radiological Sciences (Medicine)
Computer Science, 2009

Paul Bottomly, Ph.D.
Professor, Radiology (Medicine)
Electrical and Computer Engineering 2000

Kit Bowen, Ph.D.
Professor, Chemistry; Materials Science and Engineering, 2014

Patrick Breysse, Ph.D.
Professor, Environmental Health (Public Health)
Chemical and Biomolecular Engineering

Colin Broholm, Ph.D.
Professor, Physics and Astronomy; Materials Science and Engineering

Chia-Ling Chien, Ph.D.
Professor, Physics and Astronomy; Materials Science and Engineering

Michael Edidin, Ph.D.
Professor, Biology (Arts and Sciences)
Materials Science and Engineering, 2005

Jennifer Elisseeff, Ph.D.
Professor, Biomedical Engineering (Medicine)
Chemical and Biomolecular Engineering, 2012
Materials Science and Engineering, 2014

Joshua Epstein, M.D.
Professor, Emergency Medicine; Applied Mathematics and Statistics, 2011

Howard Fairbrother, Ph.D.
Professor, Chemistry; Materials Science and Engineering, 2014

Liliana Florea, Ph.D.
Assistant Professor, General Internal Medicine (Medicine)
Computer Science, 2013

Eric Frey, Ph.D.
Professor, Radiology (Medicine)
Electrical and Computer Engineering, 2010

Warren Grayson, M.D.
Assistant Professor, Biomedical Engineering, (Medicine);
Materials Science and Engineering, 2014

Jordan Green, M.D.
Associate Professor, Biomedical Engineering, (Medicine);

Materials Science and Engineering, 2014

John Isaacs, Ph.D.
Professor, Chemical Therapeutics (Medicine)
Chemical and Biomolecular Engineering, 2007

Robert Ivkov, M.D.
Assistant Professor, Oncology (Medicine);
Materials Science and Engineering, 2014

Rangaramar Kannan, Ph.D.
Professor, Center for Nanomedicine (Medicine)
Materials Science and Engineering, 2011

Albert Lardo, M.D
Associate Professor, Department of Medicine;
Mechanical Engineering, 2013

Stuart W. Leslie, Ph.D.
Professor, History of Science and Technology (Arts and Sciences)
Geography and Environmental Engineering 1997

Elliot McVeigh, Ph.D.
Professor, Biomedical Engineering (Medicine)
Electrical and Computer Engineering, 2007; Computer Science, 2013

Aleksander S. Popel, Ph.D.
Professor, Biomedical Engineering (Medicine)
Mechanical Engineering 1986
Chemical and Biomolecular Engineering

Arman Rahmim, Ph.D.
Assistant Professor, Radiology (Medicine)
Electrical and Computer Science 2010

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Professor, Department of Ophthalmology (Medicine);
Materials Science and Engineering, 2014

Mark Robbins, Ph.D.
Professor, Physics and Astronomy (Arts and Sciences)
Mechanical Engineering 2001

Steven Salzberg, Ph.D.
Professor, Internal Medicine (Medicine)
Computer Science, 2011

Jeffrey Siewerdsen, Ph.D.
Biomedical Engineering (Medicine);
Computer Science, 2010

Dan Stoianovici, Ph.D.
Professor, Urology (Medicine)
Mechanical Engineering, 2005

Alexander Szalay, Ph.D.
Professor, Physics and Astronomy (Arts and Sciences)
Computer Science 2001

James Taylor, Ph.D.
Associate Professor, Biology
Computer Science 2014

Nitish Thakor, Ph.D.
Professor, Biomedical Engineering (Medicine)
Electrical and Computer Engineering, 2007

John Tovar, Ph.D.
Associate Professor, Chemistry; Materials Science and Engineering, 2014

Benjamin Tsui, Ph.D.
Professor, Radiology (Medicine)
Electrical and Computer Engineering 2006

Raimond L. Winslow, Ph.D.
Professor, Biomedical Engineering (Medicine)
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Computer Science 1991; Electrical and Computer Engineering, 2003

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# Index

**A**
- Academic and Professional Opportunities and Resources .......................................................... 36
- Academic Policies .......................................................................................................................... 10
- Academic Policies .......................................................................................................................... 56
- Academic Standing Policies ......................................................................................................... 26
- Admissions ........................................................................................................................................ 9
- Admissions and Finances ............................................................................................................... 9
- Admissions and Finances ............................................................................................................... 53
- Anthropology ..................................................................................................................................... 83
- Applied Mathematics and Statistics .............................................................................................. 816
- Archaeology ..................................................................................................................................... 103

**B**
- Behavioral Biology Program ......................................................................................................... 113
- Bioethics Program .......................................................................................................................... 117
- Biology ............................................................................................................................................. 117
- Biomedical Engineering .................................................................................................................. 835
- Biophysics .......................................................................................................................................... 136
- Center for Africana Studies .............................................................................................................. 70
- Center for Language Education ...................................................................................................... 448
- Center for Leadership Education ................................................................................................. 995
- Chemical and Biomolecular Engineering ...................................................................................... 868
- Chemistry ......................................................................................................................................... 147
- Civil Engineering ........................................................................................................................... 886
- Classics ............................................................................................................................................. 159
- Cognitive Science ............................................................................................................................ 173
- Computational Medicine ............................................................................................................... 897
- Computer Science .......................................................................................................................... 899

**D**
- Degree Programs ............................................................................................................................ 4
- Departments, Program Requirements, and Courses ........................................................................ 69

**E**
- East Asian Studies .......................................................................................................................... 202
- Economics .......................................................................................................................................... 217
- Electrical and Computer Engineering ............................................................................................. 927
- English ................................................................................................................................................ 231
- Exceptions to Academic Policies and Procedures ........................................................................... 36
- External Credit Policies ................................................................................................................... 27

**F**
- Faculty Listings ............................................................................................................................... 1077

**G**
- General Engineering ....................................................................................................................... 962
- Geography and Environmental Engineering .................................................................................... 966
- German and Romance Languages and Literatures ......................................................................... 283
- Grading Policies ............................................................................................................................... 16
- Graduate Students ............................................................................................................................ 53
- Graduate-Specific Policies .............................................................................................................. 55
- Graduation Policies .......................................................................................................................... 24
- Henry A. Rowland Department of Physics and Astronomy ............................................................. 680
- History .............................................................................................................................................. 352
- History of Art ..................................................................................................................................... 380
- History of Science and Technology ................................................................................................. 401
- Humanities Center ........................................................................................................................... 411
- Information Security Institute ........................................................................................................... 987
- Interdisciplinary Studies .................................................................................................................. 432
- International Graduate Students .................................................................................................... 68
- International Studies ........................................................................................................................ 433

**L**
- Latin American Studies .................................................................................................................... 458

**M**
- Marketing and Communications ...................................................................................................... 1011
- Master of Science in Engineering Management .............................................................................. 947
- Materials Science and Engineering .................................................................................................. 1012
- Mathematics ...................................................................................................................................... 462
- Mechanical Engineering .................................................................................................................. 1033
- Medicine, Science, and the Humanities ........................................................................................... 471
- Military Science ............................................................................................................................... 612
- Morton K. Blaustein Department of Earth and Planetary Sciences ................................................... 185
- Museums and Society ....................................................................................................................... 615
- Music .................................................................................................................................................. 624

**N**
- NanoBio Technology ....................................................................................................................... 1057
- Natural Sciences Area Major ........................................................................................................... 630
- Near Eastern Studies ......................................................................................................................... 631
- Neuroscience ....................................................................................................................................... 645

**O**
- Orientation ......................................................................................................................................... 36

**Fees & Expenses** ............................................................................................................................... 9
**Film and Media Studies** .................................................................................................................. 267
**Financial Aid** ......................................................................................................................................... 9